

PRIMARY MARKING, ASSESSMENT and FEEDBACK POLICY

Statement of Intent

Teachers in BSG Primary will assess pupils' learning and progress regularly and accurately. [Assessment for learning](#) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. We will ensure that the children know how well they have done and what they need to do to take their learning further.

Principles

- ♦ Wherever possible, children should be involved in feedback and marking practices, encouraging a dialogue for learning between children and adults
- ♦ All adults working with children should give feedback on their learning
- ♦ The manner in which feedback is given should reflect the positive, learning culture of the school
- ♦ Feedback may be written and/or oral
- ♦ It may be immediate or reflective (i.e. working with the child or marked away from the child)
- ♦ Children should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- ♦ Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- ♦ Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels. It should also take into account children's targets and their progress towards these
- ♦ Positive feedback will be provided and will promote high expectations and engagement in learning
- ♦ There should be a consistent approach to feedback and marking across the school
- ♦ Feedback and marking should be manageable for teachers

Expectations

- ♦ Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult.
- ♦ Where possible, work will be marked by the next lesson in that particular subject.
- ♦ Detailed feedback and marking will be given when appropriate in the core subjects.
- ♦ To inform marking and feedback, the learning objective and success criteria must be visible for the children to see and refer to. This should be shared as part of the lesson. It is not necessary for the Learning Objective to be recorded on each piece of work, as this may be time consuming, especially for younger or less able pupils, however all pupils should be aware of the LO.
- ♦ Adults will record (using agreed codes) whether work has been done independently, with support or during a guided session. This will help when work is used for summative assessment.

Strategies

Planning

As The British School of Geneva, we base our curriculum on the English National Curriculum and undertake planning and assessment in line with the Primary Curriculum Framework 2014. Adaptations may be made to reflect the nature of our International intake and location.

- All UK National Curriculum subjects have Schemes of work (SOW) and in turn the SOW have Learning Objectives/Attainment targets (LOs/ATs) and Performance Descriptors (PDs) Learning Intentions are seen as a menu rather than prescriptive list and may be cross-curricular. PDs are used to assess the children's learning relevant to the National Expectations for their age.
- Children's performance against the LIs and PDs is evaluated by teaching staff each half term to reconsider the planned activities for relevance. Planning will be driven by these assessments at half terms by looking at pupil progress and needs and at the end of each term through summative assessments.

Teaching staff will use an agreed general planning format for long and short-term planning. Within these, teachers will record Lesson Objective, Learning Intentions, Activities – showing differentiation for differing abilities/learning styles for each subject, resources required and pupil assessment (Ows – under achievers and Wows- higher achievers) which will aid future planning.

Medium term plans will show the subject coverage with LIs, activities and differentiation for foundation subjects. Maths, Literacy and French will also have weekly plans, laying out the details of individual daily lessons.

This weekly plans will be saved in a Primary folder online, which may be accessed by the Primary Coordinator, Subject Coordinators, other Management at any time for reference. These plans may also be shown to parents upon request.

Sharing Learning intentions

- All teaching staff are expected to share learning intentions with the children
- LO (Learning Objective) /LI (Learning Intention) should be used consistently as part of the lesson, displayed and referred to in the introduction of the lesson.
- Fluent writers will write the LI as the title of their work

Marking

Immediate feedback

This marking/feedback occurs at the point of learning, when the learning is most 'fresh' and relevant to the pupils. It may be part-way through a session or at the end of a session though plenary, peer, self or adult assessment. It focuses on how well the pupil has achieved the learning objective and success criteria. Advice is given regarding ways to improve, including strategies, resources and scaffolds that might support the improvement. This may be **Verbal Feedback**, in which case it will be annotated **VF** next to the child's work.

Distance marking

This marking/feedback is carried out subsequent to learning. It must inform the pupils what they have done well and what they need to do to improve. It is essential to be structured so that pupils can engage with the comments and respond to them, so making requisite improvements.

Work shall be marked in **green pen** and according to the **Marking Code** agreed by staff and which is common to all and understood by all pupils. (**See Appendix 1**)

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?

The 'Five---Step' Marking Process

1. Indicate success; What Went Well (WWW)
2. Indicate improvement/next steps; - Even Better If (EBI)
3. Give an improvement suggestion;
4. Provide time for the child to reflect on the feedback and respond to it (DIRT)
5. Check the child's improvement

In longer assessment pieces, likely to be either as a pre-unit assessment or end of unit assessment, marking will be more thorough and

1. Indicating success will entail:

The teacher finding up to three examples of the best places in the work that link with the learning objective/success criteria and then highlighting these in Green highlighter – 'Green is Great'

2. Indicating improvement/next steps will entail:

The teacher using a Pink highlighter - 'Pink to Think' - to indicate precisely where the improvement could be made related to the LO/success criteria

3. Giving an improvement suggestion will entail:

The teacher making a suggestion to help the child to make the required improvement. This could be

- **a reminder** of the LO/success criteria that the child needs to refer back to in order to make the improvement
- **Scaffolding** – Providing the child with a prompt eg what kind of monster was he? Change 'bad' for a word which makes him sound scarier' so the reader can imagine what the character is like
- **an example** showing the child what it should actually look like and encouraging a similar response.

4. Dedicated Improvement and Reflection Time (DIRT)

Classroom time is provided for the children to access the marking, see where they did well and what improvements could be made.

This should be at the start of a next lesson and should not exceed 10 minutes. (The teacher or TA may need to support some in making these improvements)

Strategies to use in DIRT could also include:

CHIPS- checking for Capital Letters, Handwriting, Interesting words, Punctuation and Spellings

- Review sheet for use in self or peer assessment

5. Check the child's improvement.

The teacher checks to make sure that the children have responded effectively and ticks this progress in green pen. If insufficient improvement is made this should be addressed through Verbal feedback and noted accordingly.

Spelling Corrections

When correcting spellings, the teacher will choose **3 key spellings** in a piece of work (relevant to the topic or words from previous spelling test which the child should already know) which the child must self-correct on the page of error. These 3 spellings must then be re-written in the back of the book, so building a personal spelling bank for practice. The teacher may choose to correct a couple more difficult words for future reference for the child.

Punctuation

When correcting punctuation, the teacher will highlight up to 5 errors. The child should then correct these errors and check through work for similar mistakes. Further guidance on correction will be given by the teacher as required.

Self-Correction

When the children notice a mistake whilst undertaking an initial piece of work and wish to self-correct, they should put a neat line through the mistake and write the correction next to it. **Erasers should not be used where possible.** This should encourage the children to work with greater care from the outset.

Targets

Following an assessed piece of work a teacher may wish to provide new targets for the child to work upon which are relevant to the continuing or next unit of work.

These targets will be written on a **post-it note** which can be transferred from piece to piece by the child until he/she along with the teacher feels that the target has been achieved. At this point the target post-it will be dated and signed and glued into the front of the book.

Self – Assessment

Children should self-assess against the criteria wherever possible, using the same codes as the teacher. They should record their feelings about their attainment using the **traffic light codes**, at the end of their work.

Peer assessment and evaluation

Children are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

Peer assessment could be undertaken through discussion or by providing

2 stars and a wish (Years 1-4) or **3 stars and a wish (Years 5 and 6)**

i.e. Identify two points that they have done well and 1 point for improvement

These will be written on pre-printed template labels and stuck in the book next to the piece of work

All pupils should follow the agreed code of conduct for Peer Assessment (**See Appendix 2**)

Marking, Assessment and Feedback in Mathematics

Correct answers will be marked with a tick✓.

Incorrect answers will be marked with a dot ♦ and the child will be expected to self-correct.

Teacher feedback could include prompts to encourage further improvement

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt:

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt:



3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25 \times 3 =$

Example prompt:

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$ or $10 \times 6 =$

Recording and Tracking Pupil Progress and Attainment

Teachers shall record pupils' attainment against Performance Descriptors/Learning Intentions on the Rising Stars Formative Assessment Grids for maths and literacy and the BSG grids for Science (and foundation subjects, as necessary) and save these in Dropbox. These can be used to inform teaching and learning, adaptation of lesson planning, pupil tracking to ensure individual progress and also as an aid in reporting to parents.

Summative and Formative Assessment

Upon entry to school all students will undertake a baseline assessment (**InCAS**) which will inform BSG as to existing levels in the core subjects and also of learning aptitudes and targets. This assessment will then be taken on an annual basis in September of the forthcoming academic years.

For children joining the school mid-year, the baseline assessment will be undertaken within the first two weeks at school.

Along with the formative assessments regularly undertaken, this will help us to ensure that our students are making appropriate progress according to individual capabilities.

In Year One the children will take a **UK Phonic screening test**.

At the end of each Key Stage, **SATs** will be undertaken in accordance with the UK Government expectations.

Optional SATS in other year groups may be used at the end of the year.

These results will be shared with parents during teacher parent private consultations and on the [summer term](#) reports.

Throughout the year the children in all year groups shall undertake summative assessments in English and Maths each half term, using the Rising Stars half-termly assessments.

Ongoing formative assessments will also be made throughout the course of everyday teaching. The results of any formative assessment will be shared with the pupil by the teacher as an ongoing process to meet the needs of the learner. These assessments will be utilised by the teacher to inform planning at an individual, group and class level.

Amended May 2015

J Smith

Primary Coordinator

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