

# Perrott Hill Marking and Feedback Policy



**The Board of Directors has charged the Proprietor with day-to-day responsibility for the governance of the School. Ultimate responsibility for the governance of the School rests individually and collectively with Board of Directors.**

**The Proprietor chairs a Board of Governors acting in an advisory capacity in support of good governance.**

This policy is written with the inclusion of the Early Years Foundation Stage

## **Aims**

At Perrott Hill School, the main purpose of feedback and assessment is to move children forward in their learning and to help students to identify how they themselves can improve and progress.

Continued monitoring of each child's progress gives a clear picture of where each child is in their learning and identifies their next steps. Feedback and assessment are an integral part of the educational process at Perrott Hill. All teachers observe, record and monitor individual pupil progress to enable them to:

- Assess what each child can do.
- Arrange and match learning experiences to individual or group needs.
- Evaluate and adapt any programmes of work or teaching approach.
- To ensure each child has the potential to achieve their individual best.
- To empower children to become metacognitive learners who can identify what they need to do to improve and make progress.

Meaningful feedback is essential to help support pupil progress, build learning, address misunderstandings and close the gap between a pupil's performance and learning goals (EEF, 2021).

## **Feedback**

### **Principles of Feedback**

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- Immediate verbal feedback (individual or whole class) while the task is being completed is recognised as an important and effective method of feedback. Extended written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject, lesson or pupil.
- Feedback and marking should be completed in a timely manner and pupils are encouraged to respond to or act on the feedback given.
- The best feedback, either written or verbal, will provide both teacher and pupils with a clear understanding of their next steps, enabling the child to make progress and have clear strategies for improvement.
- Feedback is most effective when learners know and understand what the learning goals and success criteria around those goals look like.
- Effective feedback is always linked to the learning objectives and success criteria or to a child's personal targets. Praise should always be specific and linked to the objective of the lesson not a generic 'well done' or 'good'.
- A continual learning dialogue between pupils and teachers is essential to ensure pupils make progress over time: providing feedback is a two-way process. Regular opportunities for discussion of answers and strategies allows pupils to check and deepen their understanding.
- Feedback should be accessible and age appropriate for pupils across both Prep and Pre-Prep. Where a child is not able to read, understand and respond to a comment, a written comment is ineffectual.
- Effective feedback can come from a variety of sources including from the teacher, from peers and from the pupils themselves. Pupils should be taught how to effectively evaluate their own work and that of others using clear co-constructed criteria.
- The emphasis should be on constant improvement and betterment and not simply on finishing a task. Children are encouraged to ask themselves 'Is it the best I can do?' rather than 'Is it finished?'.

### Feedback at Perrott Hill School

At Perrott Hill School, teachers use a variety of methods to assess pupil progress, provide effective feedback and to gather information to inform their future planning. Teachers are encouraged to utilise their professional discretion as to the most effective and appropriate means of assessment and feedback and/or marking for a particular task and group of children.

### Learning Objectives

Feedback is most effective when pupils know and understand learning goals and the success criteria required to meet those goals.

Clear learning objectives and success criteria for lessons or units of work are shared with pupils in lessons.

Effective learning objectives are:

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- **Specific** (they should reflect the skill/knowledge which is being learned in the lesson)
- **Measurable** (they should be able to be broken down into success criteria)
- **Achievable** (all children should be able to meet these goals with appropriate support)
- **Decontextualised** (they should describe the skill and not one specific task)

Progress in relation to the learning objectives for a lesson or unit of work is reviewed regularly by both pupils and teachers in a variety of methods appropriate for the age and stage of children. Methods may include, but are not limited to:

- Traffic Lighting
- Self-assessment or peer reviews
- Target setting

Feedback is linked to the learning objectives and success criteria of tasks. In so doing, it is clear whether the objective has been met and, if not, it will be clear why this is the case and what improvements may need to be made.

### Methods of Feedback

A range of strategies may be employed by teachers to provide appropriate feedback to pupils.

#### Individual Verbal Feedback

Individual verbal feedback may be provided to a child, or group of children, relating to an area of development specific to that child or group. In such cases, 'VF' will be indicated in the children's books, or a 'Verbal Feedback' stamp will be used.

#### Whole-class verbal feedback

Immediate whole-class feedback can be provided in lesson time to the whole class either to address a common misconception or to evaluate a model answer or a pupil's work. It can be used to identify good features of a piece of work or areas to improve. As with individual feedback, live whole-class verbal feedback is seen as the most effective method of providing feedback to children.

Whole-class feedback can be given based on the teacher's assessment of the piece of work from a previous lesson. The teacher will collect in and assess all pupils' work, noting down common misconceptions, errors and areas for improvement as well as the main things pupils are doing well and particularly good examples to share with the class. In some cases, this assessment will have occurred during the lesson. In the next lesson, the teacher will share this information with the class either displayed on the whiteboard, or verbally.

Pupils may be asked to respond to or make corrections following any individual or whole class feedback given in lesson time or during prep.

#### Self-Assessment

Evidence shows that pupils benefit from marking their own work (Black & William, 1998). Where appropriate for the task, such as in mathematics or language classes, children are encouraged to mark their own work with guidance from the teacher.

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Self-assessment can also be used in open-ended tasks e.g., by instructing pupils to find one example of a particular feature from the success criteria and underlining or annotating where they have achieved this.

### Peer feedback

Peer feedback helps to actively engage pupils in the quality of their work and reflect on how to improve it. Opportunities for peer feedback are planned for within the curriculum and modelled by the teacher to enable children to develop an appropriate language to do so effectively. Peer feedback can be either verbal or written. If written feedback is given by peers, it will be completed in a different colour to the original work.

### Written Marking

Teachers try to keep feedback as in the moment as possible, in order that pupils have immediate feedback in order to help them improve. However, longer written comments will be provided when deemed appropriate to the task (for example, in response to summative assessment, such as an end of unit test, or on a final draft of an extended piece of work) or in cases where lesson time does not allow for verbal feedback.

This written comment will include feedback on how the child has achieved learning goals or met success criteria. One feature of the work which could be improved will be highlighted or, where appropriate, children may be asked to respond to teacher's comments or consider how the work could be improved. This will be appropriate to each child's ability and understanding and be linked to the learning goals and success criteria of the lesson. Examples of this may be a written question such as 'Can you add alliteration to the first verse of your poem?', or use of a 'How can I improve my work?' stamp. There will be an expectation for the pupils to provide an appropriate written response to reflect on their work and show how they can improve.

Written comments and corrections by a teacher are completed in a different coloured pen.

### Grammar, punctuation and spelling

Pupils are encouraged and expected to maintain an age-appropriate high standard of grammar, punctuation and spelling in all written work across the curriculum. Where corrections are made to a pupil's work, these are at the discretion of the teacher and dependent on the task and the child's age and ability. When deemed appropriate, the following codes can be used.

✓	A correct answer
.	An incorrect answer
Sp	<b>S</b> pelling mistake
^	Words or letters missing or further detail needed
○	Something missing
P/___	<b>P</b> unctuation missing

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//	New paragraph
?	Check for sense
VF	Verbal Feedback given
RTQ	Read The Question
w?	Where is your working? (Maths)
WS	Work completed with support from teacher

For spelling mistakes on extended pieces of work, the teacher will choose up to three subject specific spellings and the child will copy out each word correctly three times in their book.

### Housepoints, Good Eggs, Lightbulbs and Commendations

Academic progress and effort in lessons is rewarded using the Perrott Hill Housepoint system.

Pupils who complete work to a high level of achievement or who show significant academic progress in lessons are rewarded with Lightbulbs (10 Housepoints) or Commendations (25 Housepoints).

Pupils who display impressive effort and motivation in lessons are rewarded with Housepoints or Good Eggs (5 Housepoints).

On some occasions, mainly in pre-prep, stickers are given for excellent work.

### Responding to Feedback

Pupils are given time to respond to feedback and are expected to complete corrections and alterations to their work in a different colour to the colour original work was completed in. This may be at the point that feedback is given verbally in a lesson or following written or verbal feedback in the next lesson or during prep.

For written marking provided after the lesson, pupils are given time to absorb and act on feedback in order to maximise the impact of feedback given.

If appropriate, teachers will use a 'How can I improve my work?' stamp, in order to allow pupils to reflect on how they can improve and progress in their current and future work.

## Marking and Feedback in EYFS and Pre-Prep

Our children learn and develop in an inclusive environment from a balance of adult-led, child-initiated, shared, independent, planned and spontaneous play.

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Topics are inspired by our children's interests and responses to the world around them whilst their targets are differentiated through observing play, nurturing abilities and by outcome.

Children's efforts and achievements are recorded in their individual profiles to help children, teachers and parents to reflect and build on activities as well as monitoring their progress clearly.

## Assessment

### Principles of Assessment

Assessment is used to evaluate children's progress over time. Assessment can take the form of observations, tests or continuous assessment of written work.

Effective assessment systems:

- Allow meaningful tracking of pupils across years and key stages.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

### Methods of Assessment

#### Formative Assessment

All teachers assess children in their class on an ongoing basis across the whole curriculum to inform future planning for the next stage in a child's learning. These assessments are undertaken through observation, discussion, evaluation of written work and through informal tests such as weekly spelling tests or mental arithmetic tests.

#### Summative Assessment

Summative assessments are used to give teachers an idea of what a child can do at a particular time. Examples of summative assessments include:

- End of topic assessments/termly assessments
- End of Year examinations
- Standardised assessments

#### Standardised Assessment

- Baseline, INCAS and MIDYis are carried out yearly.
- AR are done regularly.

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- SWST is carried out up to twice a year to inform planning.

### Assessment in EYFS

In the EYFS children are observed and assessed all the time. When starting Nursery children do a variety of activities with the teachers to determine a baseline. Throughout the year informal observations and formative assessments are gathered and these feed into planning. When entering Reception children continue to be formatively assessed but also complete the BASE online assessment in September and June. At the end of the Reception year teachers complete the EYFS Profile. This process assesses all children against the 17 ELGs. The results of those children born in the summer term (still in receipt of vouchers) are also reported to SSCC.