



A Happy School with High Expectations

Assessment, Marking and Feedback Policy

October 2021

Implementation Date October 2021

Review period | Annual

Date last reviewed January 2022

Responsible person Mr Brad



Purpose

The aim of this policy is to provide all teachers and leaders at Banana Island School with consistent information about assessment, marking and feedback across the school. It is essential that all members of staff that work directly with children know the requirements for marking and feedback and understand the reasoning behind this information.

Policy Aim

Banana Island School endeavours to provide students with the most effective feedback to enable progression towards lifelong learning. This document outlines the marking system within our whole school. It upholds our high expectations and standards, ensuring a collaborative approach which embodies the ideologies and best pedagogical practice for our school.

Procedures

To encompass the above principles within our cohort and to ensure teachers have a manageable workload, the marking strategies for all areas of the curriculum in Banana Island School are as follows:

A green pen is to be used for marking work. Teachers are to highlight work to allow clear feedback against the learning objective. It is the accountability of each teacher to communicate the meaning of highlighting to students from entry to their class to enable a whole school approach. **Only work that directly links to the Learning Objective will be highlighted.**

- Words/phrases that are associated with the learning objective will be highlighted in **Green= Good work**. This will indicate the success of the student.
- Words/phrases that are not working in-line with the learning objective are indicated in **Pink= Think Pink**. Students are encouraged to think about what they can do to improve their work.
- **I= Independent**
- **S= Supported - (TA- teaching assistant, T- Teacher)**
- **VF =Verbal feedback**
- **LOs are to be visible on every piece of work.**

All pieces of work need to have some form of feedback, even if it is a 'Lightbulb question' or an indication of Verbal Feedback, however, at least one piece of work is to be 'deep marked' every five pieces of work per subject. This is left up to teacher discretion, depending on the needs of each child in their class. For example, there will be some occurrences where every piece of work may be marked to inform next steps in learning, others may require more self and peer evaluation. This will be monitored and discussed during book scrutiny and feedback sessions.



Definition of 'deep marking'

'A process whereby teachers provide written feedback to students. Offering guidance with a view to improving or enhancing the future performance of students. Students are then expected to respond in writing to the guidance which is in turn verified by the teacher'

Student targets

No more than 3 targets for improvement can be given at any point to a student – each child will receive a maths and writing target. Targets are agreed between the student and teacher and can be evaluated during feedback sessions and pupil teacher conferences. These targets will be visible within each child's journal and will be updated depending on the child's progress with these targets.

Students are taught how to make reflective comments within their books, verbally and written. Reflective practice will be apparent within each classroom and will gradually become more in depth within the later stages of Banana Island School life. Most pupil reflection will be visible in books using a **purple pen or pencil**.

Whole School Literacy Specific Marking

All recorded work must be marked in green and pink; green ink is used when a child has achieved a skill/objective and when recognising the child's successes - 'Green is for Growth'. Pink is used to highlight improvements, 'Think – Pink'. Teachers will use feedback from their marking to inform future targets and planning. Appropriate comments or next steps will be written in language that the child understands. A particularly successful piece of work may be awarded in line with the school's system of rewards. Children are encouraged to act and reflect upon their next steps **using a purple pencil or pen**, so teachers can clearly see their targets being achieved and children being reflective learners.

Whole School Mathematics Specific Marking

Learning objectives are to be taken directly from the National curriculum and should be visible on the topic overview.

When marking, green pen is to be used to mark correct work. Pink highlighted dots are to be used to highlight incorrect work/answers. As highlighting whole sums will be ineffective, especially if a child has misunderstood a concept; highlighting a whole page will cause unnecessary distress. **Challenges will be highlighted or dotted in pink** so that students can clearly see where they need to apply the skill taught showing a deeper understanding. In addition, pupils will complete a **'Light bulb question'** at least **twice per week** to encourage deeper thinking, problem solving and justification.



Self-Evaluation/Peer Assessment

This should always be modelled to students. Teachers will model this against the Learning objectives and Success Criteria. The pairing of students should be based on ability and trust.

- Children will be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree to some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem.
- Feedback/peer assessment can be oral or written. Teachers should annotate the work to show that verbal feedback or verbal peer assessment has taken place.
- Children should be trained to give improvement suggestions in a **purple pen or pencil**.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions, and of the peer assessment, should be monitored by the teacher.

Monitoring and Evaluation

The Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are improvement in students' learning and greater clarity amongst students, teachers and parents concerning student achievements and progress.

Book scrutiny will aid the teaching and learning of our students in the following ways:

- Specific targets evidenced for each student over the year. Evidence of targets being renewed as and when achieved.
- Students work can be evidenced in a variety of ways each week including, but not limited to: photographic evidence of group/creative/problem solving tasks where marking/feedback would be ineffective in showing pupil progress.
- Pupil reflections, written feedback, or personal reflections.
- Extension of learning if the student has achieved the LO to aim for the next step, or if the teacher knows the student, he/she can be extended to hit the LO.
- Adequate and meaningful challenge being set which encourages pupils to deepen knowledge, problem solve and justify thoughts and methods.



Banana Island School's Assessment, Marking and Feedback Policy is written in line with the UK's Teaching Standards.

Standard 1:

- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions

Standard 2:

- 2.1 Be accountable for pupils' attainment, progress, and outcomes.
2.3 guide pupils to reflect on the progress they have made and their emerging needs.

Standard 3:

- 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of Standard English, whatever the teacher's specialist subject

Standard 4:

- 4.1 Plan and teach well-structured lessons
4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

Standard 6:

- 6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirement.
6.2. Make use of formative and summative assessment to secure pupils' progress.
6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Standard 8:

- 8.5 Communicate effectively with parents regarding pupils' achievements and well-being



KS Specific Marking

Foundation Stage Marking Policy

We avoid using red pen. **Green** is our choice of pen so that we can give feedback positively. A Learning Objective displayed in the top left of each page is to be highlighted in **Green** highlighter if the student has met the objective within that lesson. **Green** highlighter is used for positive areas of work. **Pink** will not be used until our students are trained to understand what it represents.

Within Nursery and Reception, observational assessment is used to reach an understanding of children's learning by watching, listening, and interacting as they engage in everyday activities, events and experiences and demonstrate their specific knowledge, skills and understanding. Some observations will be planned and some may be a spontaneous capture of an important moment. It is understood that embedded learning and secure development are demonstrated without overt adult support.

If a child has met the objectives or goals, these should be highlighted in green.

Teachers look for links across the ELGs when analysing and assessing 'significant moments and annotations will be made to explain which areas of development are demonstrated in any particular piece of evidence:

As well as the date at the top of the piece of work or photograph, there will be a code to indicate what type of activity it was and what support they had.

CI – Child Initiated activity (*something the child has chosen to do themselves*)

AI – Adult Initiated activity (*an activity set up by an adult but carried out independently*)

AD - Adult Directed activity (*an activity set up and led by an adult*)

I – independent

S - with support (*with adult support*)

Teachers are to mark work where appropriate.

Nursery

Comments in Learning Journeys are for the use of the next teacher, parents, and assessment purposes. Smiley faces, stickers and dojos will be used to celebrate work when students are settled into their school routines. **Pupils voice will be recorded in Purple Pen.**

Reception

The green pen is used to capture the teacher's comment, voice, and student's positive answers. A pink pen indicates questions and challenges set for the students. The child's voice is written in purple pen, while the pink highlighter is to prompt the child or encourage self-scaffolding.

**Examples of effective marking within Learning Journeys are located in the Foundation Stage toolkit.*

Students are taught to '**Go for Green**' using the Dojo system and traffic lights for AfL (Assessment for Learning).



KS Specific Marking

KS1 Marking Policy

We avoid using red pen. *Green* is our choice of pen so that we can give feedback positively. A Learning Objective displayed on the cover page for each topic is highlighted in *Green* highlighter if the student has met the objective within that lesson. *Green* highlighter is used for positive areas of work and to celebrate successes. *Pink* is used to highlight areas of development and challenges.

Green= Good work, keep it up- Go for green

Pink= Areas of development, correct the highlighted pink parts- Think Pink

Literacy

The below caterpillar is to be highlighted by the teacher. Parts of his body are to be highlighted in Green highlighter if the student has achieved the areas of learning associated with the Learning Objective. Equally parts of his body will be highlighted in Pink if the student needs to 'Think Pink' about which areas are to be improved associated with the learning objective. The caterpillar's face can also be utilised as a form of AfL or behaviour management. Equally the face can be coloured by the student for reflective purposes or drawn emotively. This is teacher preference but must be used consistency and across a whole class.

The caterpillar will turn into a butterfly as the children progress towards the end of KS1 moving into KS2. For example, if the students were successfully using all parts of the caterpillar over a range of work and subjects they would receive their butterfly. This would eventually turn into written feedback throughout Year 3.

Maths

When marking (in *green* highlighter) ticks will indicate a correct answer, pink highlighted dots are to be used to show incorrect work/answers. **Crosses are not to be used.** Challenges will be highlighted or dotted in pink, so children can clearly see where they need to aim higher (**Think Pink**) to achieve an objective. Light Bulb questions will be demarked by a drawing of a lightbulb.

Other subjects

The highlighting technique is to be used within all subjects across the school. Within KS1, the caterpillar can be utilised in any subject with different symbols as a visual tool for children. Teachers use their own personal ways to celebrate children's work.

KS Specific Marking

KS2 Marking Policy

We avoid using a red pen. *Green* is our choice of the pen so that we can give feedback positively. The learning objective displayed on the cover page is highlighted in *Green* highlighter if the student has met the objective within that lesson. *Green* highlighter is used for positive areas of work. *Pink* is used to highlight areas of development and challenges. If a student has not met the LO then a **next step comment or suggestion for development** is given. If a child has exceeded the LO, a challenge **question or comment** may be used where appropriate. Time is given in lesson introductions for pupils to **read, reflect and respond** to marking comments.

Green= Good work, keep it up- Go for green



Pink= Areas of development, correct the highlighted pink parts- **Think Pink**

Literacy

An optional AfL tool of **Two stars (green)** and a **Wish (Pink)** can be used to allow children to clearly identify next steps and where to focus their concentration on.

All first drafts of writing will be deep marked in relation to year group KPIs, successes will be highlighted in green and next steps will be clearly identifiable in pink highlighter. Pupils will respond to corrections/ suggestions in **purple pen**. All writing will be assessed against the National Learning objectives for writing and spelling, grammar and punctuation.

Maths

When marking, correct answers and concepts are highlighted in green. Crosses are not to be used. Challenges will be highlighted or dotted in pink so children can clearly see where they need to aim higher (**Think Pink**) to achieve an objective. **Problem solving, higher order thinking and justifications will be set through 'Light Bulb questions' which will be set at least 3 lessons out of 5.**

Other subjects

All subjects will be marked using pink and green highlighters. Key vocabulary and concepts associated with the Learning Objectives will be highlighted in green. Corrections and misconceptions will be marked in pink (a small dot), after an intervention, pupils will be given time to correct using Purple Pen.

Student view

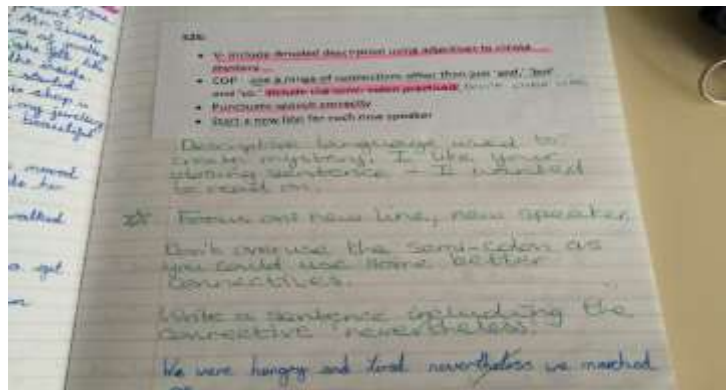
KS2 Marking and Feedback Policy

Green = Good work, keep it up- **Go for green**

Pink = Correct the highlighted pink parts- **Think Pink**

In all books, the great parts of your work will be highlighted in **green**. Always look to see if you have achieved your learning objective.

Challenges and areas you need to think about are highlighted in **pink**.



In Mathematics if you see a dot correct the answer in **purple** then **think pink!**



Remember, **go for green!**



Assessment

AFL (Assessment for Learning)

AFL is a process in which consistent and continuous assessment happens daily. Teachers use this technique to ensure all children are learning at all times. Through the use of high-quality questioning, white board work, quizzes and small independent or group tasks teachers can ensure the delivery of the curriculum is specific to the individual needs of the pupils. **All forms of assessment inform future plans and interventions.**

Baseline Assessments

At the beginning of each school year baseline assessments will be carried out in all year groups. These will be implemented to be able to identify the strengths and weaknesses of each child throughout the curriculum and to be able to easily monitor and assess progress over the course of the year. **Early morning interventions happen daily to address any gaps that are identified**, these interventions are monitored and targets are shared with parents. In KS1 and KS2, Reading, Writing and Maths assessments will be the main baseline assessments carried out.

Ongoing Assessment

At the beginning of each Maths topic, pupils are assessed on their knowledge using a 'White Rose' assessment. The results of this assessment inform all future plans and interventions, at the end of each topic, pupils are reassessed to ensure all aspects of learning are secured and that progress can be clearly seen.

For all foundation subjects, pupils are asked to create a mind map at the beginning of each topic, this is used to assess where the pupils are academically and as such, plan accordingly. **Pupils add to the mind maps throughout the topic in Purple pen** to show progression and depth of knowledge.

Termly Assessments

At the end of each term, class teachers will carry out formal assessments of each child to monitor their progress over the course of that term. This progress will then be logged on the school tracking system and analysed by the class teacher and leadership team. A gap analysis is then formed which informs any intervention sessions that need to be implemented for individual students.