Barnes Farm Junior School

Assessment Policy

Agreed November 2015   Reviewed February 2017

What is Assessment?

Assessment is the means by which we judge the achievement by pupils against our school curriculum

> *"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)*

What are our Principles of Assessment?

Effective assessment provides information to improve teaching and learning.

The primary principle of assessment is that it should be fit for this purpose. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias. The sole aim of our approach to assessment is to support and promote our high expectations for the achievement of our pupils. In the words of our motto, we wish our children to 'aim high and fly higher'.

There are three different types of assessment:

1. **Day-to-day in-school formative assessment**, for example:
   - *Question and answer during class*
   - *Marking of pupils' work*
   - *Observational assessment*
   - *Regular short re-cap quizzes*
   - *Scanning work for pupil attainment and development*

2. **In-school summative assessment**, for example:
   - *End of year tests*
   - *Short end of topic or unit tests*
   - *Reviews for pupils with SEN and disabilities*

3. **Nationally standardised summative assessment**, for example:
   - *National Curriculum tests at the end of Key Stage 2*
   - *National Curriculum teacher assessments at the end of Key Stage 1*

Our curriculum is premised on an understanding of mastery, as something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (greater depth on the same topic) rather than acceleration (rapidly moving on to new content). Former National Curriculum Levels

were not consistent with this approach because they encouraged undue pace and progression onto more difficult work while pupils still had gaps in their knowledge or understanding. In developing new approaches to assessment, we now have the opportunity to make "mastery for all" a genuine goal.

What are the purposes of each type of assessment?

1) Day-to-day in-school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

At BFJS this will be achieved by:

- *Effective feedback of pupil's work which informs them how well they have done and how to get better – see Feedback section of this policy (page 7)*
- *Giving pupils time to review what they are learning and then respond*
- *Effective questioning (using Bloom's Taxonomy to enable deeper understanding – Appendix 1) so that pupils can demonstrate their understanding*
- *Guided reading sessions, short Maths quizzes etc*
- *Following the Cold/Hot/Warm writing task cycle including success criteria grids*
- *Consolidating understanding as part of the school's home learning policy*
- *Self and peer assessing when directed*

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

At BFJS this will be achieved by:

- *Weekly drop-in availability to view current work*
- *A 'Learning Passport' which can be used for communication between home and school*
- *Dedicated Parent Consultation appointments*

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

At BFJS this will be achieved by:

- *Being alert to any opportunity to gather information from pupils*
- *Using the Chris Quigley Essentials Curriculum milestones assessment criteria (see Appendix 2)*
- *Recording and reviewing achievement on planning formats*

- *Following the 'Assess, Plan, Do, Review' cycle*
- *Deploying adults effectively in order to assess formatively or respond to previous assessment*

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

At BFJS this will be achieved by:

- *Regular scrutiny of work with feedback given individually and collectively to teachers*
- *Discussions with different groups of pupils who are representative of our school community*
- *Monitoring of planning*
- *Classroom observations or climate walks*
- *Building achievement case studies of representative pupils*
- *Governors receiving and gathering appropriate information which allows for informed challenge and support*

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

2) The purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

In Maths at BFJS this will be achieved by:

- *Undertaking end of unit and end of term tests*
- *Being provided with time to review performance against targets*

Generally at BFJS this will be achieved by:

- *Undertaking any other end of unit tests or assessments for individual curriculum subjects*
- *Producing an overview statement from their academic year for their end of year report*
- *SEND pupils contributing to their termly/annual reviews as appropriate*
- *Contribute to surveys of curriculum content and delivery*
- *Participate in an open session to review completed homework*

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

At BFJS this will be achieved by:

- *Dedicated parent consultations where summative achievement will be shared with reference to age-related expectations*
- *An end of year report which summarises achievement over the year in all curricular subjects and personal development*
- *A half-termly invitation to an open session to review completed homework*
- *An annual invitation to a Display Evening in the Summer term to celebrate the wider achievement of pupils*
- *An annual invitation to Sports Day which combines competitive and collaborative sporting achievement*
- *An annual invitation to a Class assembly which reports on the wider outcomes and achievement of pupils over a recent unit of work*

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

In Maths at BFJS this will be achieved by:

- *Conducting end of unit and end of term tests which inform teacher assessment judgements*
- *Reviewing performance against age-related expectations as part of Chris Quigley Assessment milestones*
- *Within each term, updating achievement judgements against the milestone criteria using the Depth of Learning tracking and reporting system (see Appendix 2)*
- *Identify target for next term's learning and share with pupil/parent*

In English at BFJS this will be achieved by:

- *Reviewing guided reading information from the term against age-related expectations in Chris Quigley milestones*
- *Review pupil's attainment in writing against age-related expectations in Chris Quigley milestones*
- *At the end of every term, updating achievement judgements against the milestone criteria using the Depth of Learning tracking and reporting system (see Appendix 2)*
- *Identify target for next term's learning and share with pupil/parent*
- *Conducting end of unit spelling assessments*

Generally at BFJS this will be achieved by:

- *Judging attainment in other curricular areas against age-related expectations in Chris Quigley milestones*
- *Compiling an end of year report which summarises achievement over the year in all curricular subjects and personal development*
- *Conducting parent consultations*

- *Attending annual Display Evening, Sports Day and other wider achievement events*
- *Producing a class assembly on an annual basis*

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

At BFJS this will be achieved by:

- *Reporting to Governors on performance on a termly basis through the Headteacher's report*
- *Holding regular pupil progress meetings to conduct focussed conversations about pupil attainment and progress*
- *Analysing termly trends of information against age-related expectations*
- *Ensuring targets for pupils are SMART (specific, measurable, achievable, realistic and time-specific)*
- *Reviewing existing learning provision to ensure it is fit for purpose*
- *Challenging under-performance in teaching where it exists*
- *Keeping abreast of evidence-based research into learning methods nationally in order to make informed choices for next step interventions*
- *Governors receiving and gathering appropriate information which allows for informed challenge and support*

For the Government:

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

3) The primary purposes of nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

At BFJS this will be achieved by:

- Pupils participating in end of Key Stage 2 Assessment Tasks (SATs) in Year 6
- Receiving information relating to how well pupils are performing in comparison to pupils nationally

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

At BFJS this will be achieved by:

- *Administering standardised assessment tasks as directed by the Government in statutory guidance*
- *Reporting teacher assessments as directed by the Government in statutory guidance*

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

At BFJS this will be achieved by:

- *Collating and reporting on all information relating to standardised assessment tasks at end of Key Stage 2*
- *Benchmarking performance against all schools nationally, similar schools nationally and local schools (such as in the Springfield Trust Excellence Partnership)*
- *Making informed judgements about school effectiveness based on overall performance*
- *Reporting to parents, Governors and other bodies (such as Local Authority) regarding performance*
- *Using this information to inform school improvement planning with teaching and learning at its heart*

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Marking and Feedback

Barnes Farm Junior School welcomes and endorses the findings and recommendations of the government-commissioned report on marking in education - *Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group (March 2016)*. This has helped inform our most recent review of the way in which we mark work and provide feedback to pupils, underpinned by our responsibilities within Part 1: Section 6 of the Teachers' Standards (*Make accurate and productive use of assessment*).

The Workload Review Group clearly states the purpose of marking and feedback:

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.'

The forms in which feedback takes place are also defined:

'Feedback can take the form of spoken or written marking, peer marking and self-assessment.'

In addition, the report recommends that all marking and feedback should be meaningful, manageable and motivating:

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*
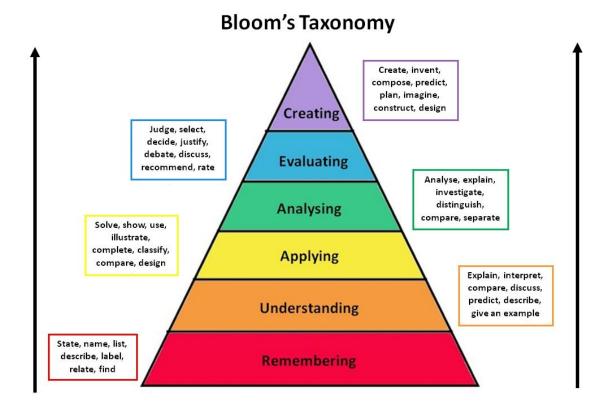
Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

The school is intent on accepting and following the recommendations of the Workload Review Group and therefore feedback will always aim to be meaningful, manageable and motivating. Work will not always be marked or receive feedback in the same way for each piece. A thorough evaluation of the most effective means of providing feedback has resulted in a general compilation of the types of feedback and what it looks like at BFJS – see Appendix 3.

A good degree of consistency across year groups is expected. This is also expected within subjects and to this end, the subject leaders for maths and writing and the curriculum provision and extension lead have produced subject-specific guidance and clarification for teachers – see Appendices 4 – 9.

Appendix 1

Bloom's Taxonomy

Create, invent, compose, predict, plan, imagine, construct, design

Creating

Judge, select, decide, justify, debate, discuss, recommend, rate

Evaluating

Analyse, explain, investigate, distinguish, compare, separate

Analysing

Solve, show, use, illustrate, complete, classify, compare, design

Applying

Explain, interpret, compare, discuss, predict, describe, give an example

Understanding

State, name, list, describe, label, relate, find

Remembering

Appendix 2

How is depth of learning assessed?

In each milestone, pupils may demonstrate three levels of understanding of the content: Basic, Advancing and Deep learning.

These three levels of understanding represent cognitive domains. The diagram below shows progression through these cognitive domains within each milestone.

Essential Opportunities								
Learning Objectives								
Milestone 1 The standard to reach by the end of Year 2			**Milestone 2** The standard to reach by the end of Year 4			**Milestone 3** The standard to reach by the end of Year 6		
B Basic	**A** Advancing	**D** Deep	**B** Basic	**A** Advancing	**D** Deep	**B** Basic	**A** Advancing	**D** Deep

What is the Depth of Learning Index?

The table below provides a description of the three cognitive domains of Basic, Advancing and Deep learning.

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Each of the cognitive domains Basic, Advancing and Deep are split into 2 which gives a quantification of a pupil's depth of learning.

This is called the Depth of Learning (DOL) Index.

Essential Opportunities

Learning Objectives

	Milestone 1 — The standard to reach by the end of Year 2						Milestone 2 — The standard to reach by the end of Year 4						Milestone 3 — The standard to reach by the end of Year 6					
	B Basic		**A** Advancing		**D** Deep		**B** Basic		**A** Advancing		**D** Deep		**B** Basic		**A** Advancing		**D** Deep	
Current DOL index	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Cumulative DOL index	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

The table below shows how the depth of learning index represents a pupil's cognitive domain.

Depth of Learning	DOL index	meaning
Basic	1	Some examples
	2	Widespread examples
Advancing	3	Some examples
	4	Widespread examples
Deep	5	Some examples
	6	Widespread examples

Two depth of learning indices are used in the system.

1) The current Depth of Learning Index
2) The cumulative Depth of Learning Index

The current DOL index shows a pupil's current level of understanding of the milestone content.
The cumulative DOL index shows a pupil's current depth of learning along with his or her previous depth of learning from earlier milestones.

For more information on how the Depth of Learning (DOL) index is used in the system, please refer to the attainment and progress section.

Appendix 3 Feedback at Barnes Farm Junior School

Type	What it looks like at BFJS	Evidence (for observers)
Immediate With children (Higher impact)	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. (eg starter questions leading to the shaping of groups) • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action (eg class teacher marking in class and giving immediate feedback) • May involve the use of a teaching assistant to provide support or further challenge (eg LSA to identify pupils who require challenge or support – by marking during the lesson) • May re-direct the focus of teaching or the task (use of traffic lights – in learning passports – so children can indicate that they require support, or chn moving to a 'focus' table if they need support) • Use of 5B's (brain, board, book, buddy boss) to encourage independence • Use of mini-plenaries to assess progress by referring to success criteria and use of visualizer – (or read) examples of good work. • May include highlighting / annotations according to the marking code	• Lesson observations / learning walks • Some evidence of annotations or use of marking code / highlighting • Improvements evident in work, either through editing or further working.
Summary With children	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against an agreed set of criteria (or genre specific targets such as in cold tasks. When responding to teacher feedback(in written tasks) children will respond or improve their work using a purple pen) • In some cases may guide a teacher's further use of review feedback focusing on areas of need	• Lesson observations / learning walks • Timetable pre and post teaching based on assessment • Some evidence of self and peer assessment • May be reflected in selected focus feedback (marking)
Review Without children (Lower impact)	• Takes place away from the point of teaching • May involve written comments / annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action (for example genre specific targets generated from a cold tasks and reviewed during hot and warm tasks)	• Acknowledgement of work completed • Written comments and appropriate responses /action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate groupings

Marking Key

__whot__   Spelling mistake - check with a dictionary

~~~~   This part does not make sense - re-read and make corrections

◯   Check punctuation

//   New paragraph

(**HP**)   House point awarded

SA   Self assessment

PA   Peer assessment

�(green box)   What I am looking for

▐(pink box)   Room for improvement

😀   I can do this

😐   I am getting there

☹️   I need help

┌─┐
└─┘   **Next step target/question set in purple by the teacher**
     Use a purple polishing pen when responding to next steps (writing only)

LOA   Learning objective advanced

⚑   Great presentation/handwriting
     = 1 house point

⚑   Presentation/handwriting needs to improve
     Response needed

Appendix 4: Types of feedback in Literacy

Type of Feedback	What does this type of feedback look like in Literacy?

Immediate
With children
(Higher impact)
	• Use of mini-plenaries to assess progress:
	  - Referring to/ticking success criteria grids.
	  - Use of visualiser and iPad to model peer feedback.
	  - Reading aloud examples of good work and peer or teacher assess verbally.
	  - Underline using green and pink coloured pencils to peer assess work so far - peer to improve following immediate feedback.
	• Use of 'SA' and 'PA' in books to indicate where self and peer assessment has taken place. – see marking key
	• The teacher or LSA highlighting in books or ticking off success criteria whist children are writing.
	• Annotations made in books by the teacher or LSA according to the marking code (whilst children are writing.)
	• Use of verbal feedback - "right time, right child, right comment"
	• Shared writing – adapting/ improving ideas with the children (groups or whole class)
	• Use of 5 b's to support independence during writing e.g. use of peer to magpie ideas from.

Summary With children	• Self or peer assessment against class success criteria at the end of a lesson to establish focus points for the following lesson. • Peer comment underneath writing which refers back to the success criteria – should include something that works well and an area to improve. • Allocated improvement time in the lesson following peer feedback. • Use of 'SA' and 'PA' in books to indicate where self and peer assessment has taken place. • Children verbally sharing their peer feedback with the whole class. • Peer assessment of writing on Pobble – constructing feedback comments as a whole class or individually. • Discussion around annotated 'WAGOLL' examples on the working wall – *what makes it a good one?*
Review Without children (Lower impact)	• Genre specific next step targets set on a post it note following a cold task (these should be dated and should be reviewed at each stage of the writing cycle – ticking off once met.) • Written feedback in books following a hot task, including areas of strength and a next step (usually set using the gaps from the success criteria grid or to address a next step post it target which has not yet been met). • Improvement time – use of purple pen to respond to this type of feedback. • Written feedback includes annotations/ reference to the school marking code. • Use of green and pink highlighting to indicate strengths and areas to improve. • Good examples Published on Pobble for children to view later on.

Appendix 5: Literacy marking and feedback clarification

- Next steps need to be consistently written in purple pen using the next step symbol.
- Children only respond using purple pen to improve after written feedback for writing
- The stage of the writing cycle (i.e. cold/hot/warm) must be clearly indicated in books to make progress easier to track.
- Success criteria grids are to be used for ALL stages of the writing cycle and should contain self, peer and teacher assessment columns.
- Pink highlighters are to be used to identify where something from the success criteria is missing or could be added in NOT for underlying misspelt words, missing punctuation, new paragraphs etc – there are specific codes in the marking key which should be used to indicate these areas. Children therefore need to refer to the marking key when making any improvements.
- Green and pink highlighting are only required when marking the hot task (cold – set targets, warm – review targets).
- Next steps following a cold task are to be genre specific and are to be written on a post it note (gaps taken from success criteria grid – maximum of two targets).
- Post it notes must include: pupil name, date set and text type. Targets are to be ticked off and dated by the teacher once met.
- Post it targets move forward daily with the unit of work and are stapled to the corner of the page after a warm task (i.e. when the cycle is complete).
- Learning objectives must include the skill children are trying to get better at rather than the task they are completing in order to get better.
- When children have improved their work or answered a next step question there needs to be an acknowledgement made by the teacher (inclusive of all books) – this can simply be a tick or a generic comment e.g. *much better, improved understanding etc...* or simply *'LOA'* if they have now advanced the learning objective as a result of making improvements/answering a next step question.
- When using a sad 'P' there must be a brief comment which explains why/ what they need to do to improve and should be responded to by the child (where appropriate).

Appendix 6: Types of feedback in maths

Type	What does this type of feedback look like in Maths?
Immediate With children (Higher impact)	• Includes teacher gathering feedback from starter questions leading to the shaping of groups – for example the use of 'check point' questions at the start of a lesson. • Successful completion of 'check point' questions will enable the teacher to determine which children are ready to begin work immediately and those children who may need to listen to further input. • Verbal feedback can be given in response to marking of check point questions – if a mistake has occurred can children discover where they went wrong? Remember - "right time, right child, right comment" • Learning Support Assistants can monitor those children starting their task straight away. The LSA can mark at this point to give immediate feedback. • Learning Support Assistants can give individual or group support at the start of a lesson (pre teaching) so that those children able to access the teacher input. • Teachers or Learning Support Assistants monitor to ensure children have selected the correct level of challenge if self-differentiation is used. • Children may be given the opportunity to respond to reasoning questions such as 'true or false' questions and justify their opinions. • Teachers may give immediate feedback by marking in class and give children an opportunity to respond to mistakes. • Children use traffic lights – in learning passports – to indicate that they require support. • 5B's (brain, board, book, buddy boss) are used by children to encourage independence • Teachers use of mini-plenaries to assess progress including the Abacus Mastery Checkpoints
Summary With children	• Chn can self or peer assess by using answer sheets to mark their work after a section has been completed. Mistakes should be corrected at this point. Chn can use learning passports to indicate additional support is needed, once they have used the first 4B's. • Teacher can use mini-plenary with whole class or groups of children to go over any misconceptions if learning passports show that further clarification may be needed. • Chn should assess at the end of the lesson, in their book, using symbols in line with the marking code. • Children could answer self-assessment questions (e.g 'Today I am really pleased with….') • Groups of children can feedback their findings at the end of a lesson – particularly if a reasoning or investigation question is completed.
Review Without children (Lower impact)	• Work is marked in line with marking code. • LOA used to identify where the learning objective has advanced. • Pink highlighting is used to indicate where corrections are necessary. Children are given opportunities to correct these mistakes at the beginning of the next lesson (or as Early Morning work). • One or two examples of where the learning objective has been advanced can be highlighted in green. • At the end of a unit of work (or once a week) at 'Next step' target should be given using the ladder symbol. This can take the form of a question or a reasoning problem based on the work they have already covered. It should not require any new teaching.

Appendix 7: Maths marking and feedback clarification

- All work should be marked either by class teacher or by children (or peer marking). LSAs can mark work (in green) if working with a focus group.
- Children should mark in normal HB pencil.
- Teacher should mark in black with a tick.
- One or two good examples of where the learning objective has been advanced can be highlighted in green.
- Incorrect answers, or areas for improvement, should be highlighted in pink. No more than two or three per piece of work.
- Children correct work before the beginning of the next task. This can be done at the end of the work or beside the original incorrect calculation. The correction should be completed in pencil.
- At the end of the children's work the teacher should indicate LOA in line with the marking policy, if the learning objective has been advanced.
- There is no need to add any other comment in black (such as 'well done, I can see you have understood how to add two numbers together', unless you feel that you want to make a comment on something notable).
- At least once per week children should be set next step targets (written in purple and preceded with the step symbol). The next step should be related to the work that they have completed but moves their learning on in some way.
- Children should be given time at the beginning of the next lesson to respond to their 'next step' target.

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Appendix 8: Feedback within the foundation curriculum at BFJS

Immediate	- Formative assessment at start of a unit. - Questioning within the lesson, at start to ascertain current understanding. - This is in the form of a question posed at the start of a lesson or teacher response to questions posed by the children. - Questions displayed on working walls.
Summary	- At the end of the activity, pupils reflect upon what they have learnt. Can use self-assessment. - Refer back to the Learning Objective at the end of the lesson. - In activities such as art/DT, and highlight what we did well at the end of the lesson. - Refer back to L/O and Killer Facts (Edison)
Review	- Marking by teacher, as appropriate to each piece of work. - Misunderstandings corrected and further question posed where appropriate. - End of unit review showing self, peer and teacher assessment - Use P for presentation. - Summative assessment - Answering questions first posed – stick in book and answer - Magpie ideas from other children. Eg reading answers/explanations at end of lesson/unit.

Appendix 9: End of unit review pro-forma – Foundation topic

End of Unit Review – Name_____

To be completed at the end of each unit of work	
To be completed by pupil:-	
Name of unit:-	
Marks out of ten for presentation	
My main achievement:- **(Killer Facts/skills)**	
Next time I will try to improve…	
To be completed by teacher:-	
Peer comment:-	