Our Lady and St Joseph School

Marking and Feedback Policy			

Date	Review Date	Coordinator	Nominated Governor
May 2021	May 2022	Senior Leadership Team	Julian Vennis and Curriculum Committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils((England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Eliminating unnecessary workload associated with data management (DfE)
- Eliminating unnecessary workload around marking (DfE)
- Eliminating unnecessary workload around planning and teaching resources (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We acknowledge that effective marking is an essential part of the assessment process and should be meaningful, manageable and motivating.

We believe effective marking aims to:

- aid learning;
- assist in assessing and informing planning;
- encourage and promote a pride in achievements appropriate to ability;
- motivate pupils and promote a positive attitude to learning;
- demonstrate to pupils a purpose and interest in their work;
- foster discussion between teacher/L.S.A. and pupil;
- promote good learning and working practices;
- allow pupils to reflect on their own performances;
- ensure comparability between all staff members responsible for marking;
- assist in raising standards of teaching.

We feel it is essential to have in place a marking code that is relevant to each phase, is consistently used throughout the school and is clearly understood by the children.

However, we realise that over a period of time written feedback marking has evolved into a time-wasting burden for teachers. Evidence shows that extensive written feedback on every piece of work does not have a positive impact on improving pupil outcomes as pupils tend to read the comments and then disregard what they need to do next.

We aim to achieve better pupil outcomes when teachers provide constructive personal quality verbal feedback to every child which focuses on success, areas for improvement and is matched against learning objectives.

We believe feedback delivered in lessons either at the point of teaching (immediate feedback) or at the end of a lesson or task (summary feedback), is more effective than written comments provided at a later date. From this feedback we encourage all children to become reflective learners in order for them to improve their performance.

We aim to improve pupil outcomes and to create for teachers a manageable workload with a good work life balance by reducing the amount of time they spend on marking.

We acknowledge research undertaken by the Education Endowment Foundation that shows effective feedback should:

- redirect or re-focus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

We must work hard to demonstrate to all stakeholders that effective quality verbal feedback is far more effective than a teacher spending hours marking and providing pages of written feedback.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- To reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- to monitor and evaluate the school's performance based on summative assessments;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:

  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body

- nominated a link governor to:

  ☐ visit the school regularly;
  ☐ work closely with the Headteacher and the coordinator;
  ☐ ensure this policy and other linked policies are up to date;
  ☐ ensure that everyone connected with the school is aware of this policy;
  ☐ attend training related to this policy;
  ☐ report to the Governing Body every term;
  ☐ annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that marking and feedback is purposeful and manageable for teachers;
- reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards by reviewing current practice to see whether all marking is:

  ☐ meaningful;
  ☐ manageable and
  ☐ motivating.

- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure the marking code is:

  ☐ agreed by all staff;
  ☐ on display in the classroom;
  ☐ understood by all pupils;
  ☐ consistently used by all staff;
  ☐ manageable.

- ensure consistency in marking throughout the school;
- ensure all teachers and support staff are trained in giving quality personalised verbal feedback;
- provide supportive guidance for parents;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

  ☐ monitoring learning and teaching through observing lessons
  ☐ monitoring planning and assessment

☐ speaking with pupils, school personnel, parents and governors

- annually report to the Governing Body on the success and development of this policy.

Role of Coordinators and Team Leaders

Coordinators and team leaders will:

- ensure marking is manageable, meaningful and motivating;
- engage with No More Marking assessments for writing
- ensure personalised verbal feedback focuses on success, areas for improvement and is matched against learning objectives;
- monitor pupil outcomes;
- review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises;
- read and amend the policy
- provide guidance and support to all staff;
- annually report to the Governing Body on the success and development of sustainability.

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- their marking has a purpose and is consistent;
- pupils receive clear personalised feedback about their strengths and areas for development in their work;
- pupils are encouraged and rewarded for their efforts and progress;
- marking and feedback informs weekly planning;
- engage with No More Marking assessments for writing
- pupils celebrate their achievements;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination.

Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development;
- understand the marking code which should be displayed in the classroom;
- be aware of the next steps for improvement;
- be encouraged to respond during feedback;
- celebrate their achievements and share their work with others.

Role of Parents

Parents must:

- must be aware of the school's marking and feedback policy;
- realize that marking and feedback highlights a child's strengths and areas for development;
- use the marking as seen in their child's books as basis for discussion on their child's progress.

Marking and Feedback – See Marking and Feedback Guidance for teachers

Marking must:

- be a manageable form of record keeping that feeds into children's assessment records;
- help in reducing workload
- be undertaken with the child if possible;
- focus on whether the child has achieved the learning outcome for a particular curriculum subject.

Feedback must:

- be personalised to each pupil or group of pupils;
- relate to the success criteria of the task;
- lead to an improvement in attainment by highlighting achievement;
- be positive and constructive;
- when written be presented neatly and clearly.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Class Dojo
- Text messages
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion

- receive training on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ Curriculum
  - ☐ Teaching and Learning
  - ☐ Differentiation
  - ☐ Assessment
  - ☐ Equal opportunities
  - ☐ Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by senior leadership team and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:	Sean Flood	Date:	May 2021
Chair of Governing Body:	Paul Mokwenye	Date:	May 2021

Marking and Feedback Guidance

May 2021

Contents:

Aims of Guidance
- To provide a coherent picture of good and outstanding practice in marking.
- To help teachers manage workload
- To provide positive reinforcement of the teaching and learning process.
- To ensure that effective learning results from manageable feedback and marking.

- To give teachers, teaching assistants and peers the skills for effective feedback and marking.
- To set out our expectations for high quality but manageable feedback and marking.

Why do we mark?

- To enable a regular dialogue between the teacher and child.
- To give a clear picture of what the child has done against the Learning Intention (LI).
- To give recognition and praise for achievement.
- To provide suggestions for the next learning steps.
- To identify common and individual needs to inform planning.
- To empower children in self-assessment.
- To ensure that all pupils make visible progress.

What is visible progress?

- Visible progress is knowing more and remembering more in long term memory
- Without any visible impact we do not know if marking has been effective.
- Use of green teacher marking and blue pen pupil feedback is the first step only.
- We need to ensure the types of guidance we give impacts on the progress of the children and this can only be identified by the response.

At OLSJ we expect children to:

- Regularly read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Children should not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- Pupils should be expected to record the OLI and date at the beginning of each piece of recorded learning. Younger and less able pupils will need to be supported to establish these routines

For marking to be worthwhile it is essential that children can both understand and respond to it in a meaningful way.

How do we ensure that children will respond to marking?

- For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the classroom routine it is essential that at the start of each session children should be encouraged to read the teacher comment from the lesson before and if appropriate respond to it in blue pen. Therefore marking needs to include questions that encourage a green pen response. These should be related to the success criteria of the lesson and, as far as possible, personalised to the pupil.
- Examples of appropriate comments to elicit these outcomes are given in Appendix 1.

How do we mark at OLSJ?

To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. When possible marking is carried out with the child present, although it is recognised that this can be difficult to accommodate.

- In order for marking to have the maximum impact it should mainly focus on next steps or to further explore understanding related to the success criteria. Attainment in relation to the learning objective should also be commented on but this will be in the form of a simple sentence or mark e.g. Objective met /highlighting in green.
- Pupil outcomes from every subject including handwriting need to be marked, though the manner in which this is done will vary from task to task. (See below)
- Homework should be marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform parents of pupil progress.
- Adult response to children's work may be oral or comprised of written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback the teacher must initial and / or tick the piece of work indicating clearly that oral feedback has been given e.g. 1:1 feedback. We recognise that oral intervention / feedback may be more appropriate in EYFS and Year 1, as this also gives the child the opportunity to input their own thoughts and ideas, but is also of equal value in Key Stage 2.
- Teachers should use green pen for marking children's work. Children respond in blue.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.

- Teachers should indicate appropriate incorrect spellings for children to correct in all writing.
- In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. It is appropriate for pupils to comment on these aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further (e.g. two stars and a wish).
- Comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related or green pen comment.
- It is expected that children are given regular opportunities to read the written comments on a number of pieces of work to remind themselves of their progress or areas for development.
- See also Appendix 3 for examples

School Systems for effective feedback and marking

Aims	Day to Day Marking (All written work)	In depth (At least one piece of literacy, one piece of numeracy and one piece of writing from another subject a week)
To give a clear picture of what the child has done against the OLI	- Use stamps / stickers / brief comments for LI (met or part met) - Use of green highlighter to indicate examples of where a child has met the success criteria for a lesson.	- Personalised comments relating to what a child has done particularly well in relation to the success criteria - Modelling of how a next step could be achieved - You may respond to a child's self-assessment
To give recognition and praise for achievement	Use of praise / stickers to reward effort and achievement	Questioning to promote self-assessment, e.g. 'What did you do well?' against the success criteria or effort
To provide suggestions for the next learning steps	- Use of a question - Use of symbols / pink highlighter	Use pink highlighter pens for areas to develop, with an

		explanation, example or question
To enable a regular dialogue between the teacher and child	• Daily questions to consolidate/extend learning • Provide pupils with sufficient time to check their own work • Ensure pupils have time to respond to comments and questions	• Pupils to have time to make diagnostic comments/assessments in relation to their work • Ensure pupils have time to respond to comments and questions with additional opportunities to edit their own work
To identify common needs to inform planning	• Impact on next lesson: use verbal feedback and green pen questions to revisit an idea, punctuation or spelling	• Impact on speeding or slowing down of the teaching sequence

Verbal feedback: This is at the heart of what teachers do the whole time; whether it is to refocus or extend pupils learning and memory. All lessons contain a substantial amount of teacher / support staff talk that is both planned and responsive to the needs of the pupils.

See also Appendix 2 for examples

Checklist
Does your feedback and marking support and encourage learning?

Literacy

- Every piece of work should be marked against the OLI
- One piece of literacy is marked in depth each week.
- Within this piece of work, personalised targets will be reviewed/celebrated/set.
- Spelling tests to be marked. Test scores to be recorded.

Maths

- Every piece of work should be marked against the OLI
- Mental maths tests to be marked. Test scores to be recorded.
- Misconceptions identified, using highlighters; modelling.

All other written work

- Work should be marked against the L.I.
- Dail marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.

Non-written work

- Verbal feedback will be regularly provided during and at the end of each session.

Strategies for making marking manageable and reducing workload

Marking can be time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Some pieces of work can be marked with the whole class
- Use of peer marking (which has been modelled and taught to children).
- Use of 'objective met' comment alongside the green pen question.
- Balance 'active' teaching time with time when pupils can work with increased independence, allowing marking time.
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively
- An effective and time efficient way to significantly extend children's learning in extended writing may be to:

– Highlight up to three aspects of a piece of writing to demonstrate achievement in relation to the stated LI. The use of a highlighter pen is time efficient and effective. Individual words or sentences can be highlighted to indicate achievement in relation to the OLI.

– Suggest a specific improvement (see Appendix 3 for differentiated strategies for doing this).

Helpful everyday questions

(From Shirley Clarke, 1998)

For teachers:

- *Do I over-use the same comment? E.g. 'use capital letters' from September to March.*
- *Do I model expectations?*
- *Do I use positive statements?*
- *Do I indicate future needs?*
- *Do I set targets and help children to know what they need to do next?*
- *Have I read this guidance?*
- *Do I encourage pupils to self-assess their work?*
- *Are their planned opportunities for peer-assessment?*

For pupils:

- *Do you know your next steps / targets?*
- *Why do your teachers mark your work?*
- *What sort of things make the teacher think your work is good?*
- *How do you know if your teacher thinks that your work could be improved?*
- *What sort of marking do you find helpful?*

Appendix 1

Comments to extend Learning (challenge questions)

How did you know that ?

What do you remember about ?

Why do you think ?

If you were this character what would you have done?

Would you like to live in this setting? Why?

Which is your favourite sentence? Why?

Highlight your most effective words/sentence

Have you used any imaginative vocabulary? Write the words here.

Can you make up your own example of a TU X TU calculation using only even numbers?

What is the most interesting fact that you have learned or remembered from this research?

What would you like to find out next about _____?

How many cm are there in 1m? 10m?100m?1000m?

Can you solve these?

Pupil Self-Evaluation Prompts

Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

I have learned to _____

I found out that _____

I now remember that _____

I have got better at _____because I can now _____

My _____is improving because _____

I enjoyed this work because _____

My work is good because _____ but I could make it even better by _____

I'm proud of this work because _____

I get mixed up when I try to _____I need help with this.

I found this hard because I don't know how to _____

I needed to use _____to help me.

I found this work hard. It would help me if _____

Different ways to show visible progress:

Reminder Prompt:

How do you think the dog felt here?
Don't forget to…

Steps Prompt:

First remember to start your sentence with a capital letter.
Then…
Last of all…

Example Prompt:

Choose one of these or your own:
- He couldn't believe his eyes
- He ran round in circles looking for the rabbit, feeling very confused.

Remember: e.g. grammatical rule / homophones etc

What would happen if _____?

Can you think of another _____? (Ending / word / reason)

Can you spot a pattern?

Appendix Two

Symbol	Meaning	Supplementary comments/ Marks
Stickers/stamps **Verbal feedback**	Learning Intention achieved / developing	Extension question added Model example that allays an identified misconception (e.g. a spelling rule, a half completed equation, a multi-choice question)
Use of pink highlighter pen + Sp to identify spelling errors.	Spellings	Teacher highlights / underlines and corrects at the end of the page No more than 3 spelling errors need to be identified in one lesson The child should practise these spellings.
Use of pink highlighter pen	Highlight teaching points that need to be worked on	Use as appropriate in relation to work or pupil
Use of green highlighter pen	Examples of meeting the learning intention or success criteria	Verbal feedback
Marking	Marking to be done in green pen at all times	All peer, self and response to marking to be done in blue pen
I	Independent work	Indicated in the margin, beside work. (All year groups)
S	Supported work	Indicated in the margin, beside work. The CT/TA/ST working with the child may wish to initial the work. (All year groups)
Sp	Spelling error	Children should practise writing the correct spelling. (Y1 – Y6)
P	Punctuation	Misuse of or missing punctuation. (Y2 – Y6)
C	Capital letter	(Y3 – Y6)

Gr	Grammatical error	Poor sentence construction (Y3 – Y6)
//	New paragraph needed	(Y2 – Y6)
T	Tense	(KS2)
^	Word/s missed out	(Y1 – Y6)
	Check your sentence makes sense. Pink highlighter	**(KS1)**

Appendix Three

Examples of marking

Spelling

The grate fire of lundon was very hot and lots of peepl dyd. And it was at Pooding Lane and sum peepl tryd to put it owt

E.g. Can you correct?
                         London   some   out

Marking to the literacy target (use capital letters correctly) and learning intention (to use descriptive vocabulary)

the children went to the dark wood with tall shadowy trees.

E.g. Good use of 'dark' to describe the wood and the word 'tall' to describe the trees. These adjectives really help the reader to imagine the setting.

Remember that we use capital letters at the start of a sentence. Can you edit your work so that there is a capital letter at the beginning of every sentence?

Use your word bank to help you think of a better word than 'went' for your story.

Marking to success criteria

Use an adverb to describe how Mr Piggott felt.

For example: Mr.Piggott stood proudly in front of his big house

Giving pupils a short activity to improve on their learning intention
For example: Can you include adjectives in your writing to make it more descriptive

Write some more sentences to describe what you ate at the seaside for your diary entry.
For example: I became extremely hungry when I could smell my favourite meal of fish and chips

Can you re-write paragraph two with more detail and description? Use your plan to help you.

You wrote a good introductory paragraph to your newspaper report. Can you think of a different headline?

Appendix 4 - Subject, Recording, Marking and Feedback, Assessment.

Subject	Recording	Marking and Feedback	Assessment
Literacy - English	In Literacy and writing books. **Reception – Year Six** Children's work is recorded in pupils' individual Literacy books, either through written evidence or photo record. Also in displays around the school.	Marking: Tick and correct the pupils' work as required. Highlight in Green evidence of achieving the success criteria and learning intention. One piece a week to be marked in depth. Next steps questions – highlighted in Pink. Pupils respond in Blue pen. Feedback: regular feedback during lessons.	Three times a year. Reading and SPaG assessments to fit with assessment cycle. Reading and writing band statements regularly updated. Termly Literacy conference – verbal responses. Teacher assessment data collected and entered into Target Tracker three times per year. Graded end of year assessment and report in Reading.

Extended Writing	In Literacy books.	No More Marking scheme is used for every class once a year. Focus on re-drafting. The next step is the next lesson. One piece a week to be marked in depth. School uses NC descriptors and Writing guidance.	Teacher assessment data collected and entered into Target Tracker three times per year. Moderated by leaders. Graded end of year assessment
		Spellings: Teacher underlines - highlights and corrects at the end of the page. No more than 3 spelling errors need to be identified in one lesson. Pupils should practise spellings in their book.	and report in Writing.

| Maths | Reception – Maths books.

Pupils workbooks

White Rose workbooks | Marking and Feedback: regular feedback during lessons.
 Green highlighters for OLIs achieved.

Green pen for correct answers.

Pink highlighters for misconceptions and errors for next steps.

Verbal feedback and reviews and discussions throughout lesson. Peer marking. Checked by teacher. | Reviews completed at the end of each block.

Three yearly Maths assessments at the end of each term. (White Rose).

Mental maths and times table once per week.

Graded end of year assessment and report in Mathematics. |
|---|---|---|---|

| Science | **Reception** In books under understanding of the world and photos.

Years One - Six Children's work is recorded in pupils' individual Science books, either through written evidence or photo record. | Marking: Tick and correct the pupils' work as required.

Highlight in Green evidence of achieving the success criteria

Next steps questions – highlighted in Pink.

Pupils respond in Blue pen. | At the end of the unit, pupils complete answer to their 'Big Question'. Teacher assessment data collected and entered into TT three times a year. Moderated by subject leader and SLT.

Graded end of year assessment and report in Science. |

History	Reception – in literacy books. **Years One - Six** Children's work is recorded in pupils' individual Humanities books (Pink), either through written evidence or photo record	Marking: Tick and correct the pupils' work as required. Highlight in <mark style="background:green">Green</mark> evidence of achieving the success criteria and learning intention. Next steps questions – highlighted in <mark style="background:pink">Pink.</mark> Pupils respond in <mark style="background:lightblue">Blue</mark> pen. Years 1 -6. Feedback: regular verbal feedback during lessons.	At the end of the unit, pupils either complete or answer their 'Big Question' – Check It. Recap of knowledge assessed through Quiz Its. Teacher assessment data collected and entered into TT twice a year. Moderated by subject leader and SLT. Graded end of year assessment in History.

Geography	Reception – in literacy books. **Years One - Six** Children's work is recorded in pupils' individual Humanities books (Pink), either through written evidence or photo record	Marking: Tick and correct the pupils' work as required. Highlight in Green evidence of achieving the success criteria and learning intention. Next steps questions – highlighted in Pink. Pupils respond in Blue pen. Years 1 -6. Feedback: regular feedback during lessons.	At the end of the unit, pupils either complete or answer their 'Big Question' – Check It. Recap of knowledge assessed through Quiz Its. Teacher assessment data collected and entered into TT twice a year. Moderated by subject leader and SLT. Graded end of year assessment in Geography.

Religious Education	In RE books. **Reception – Year Six** Children's work is recorded in pupils' individual RE books, either through written evidence or photo record. Also in displays around the school.	Marking: Tick and correct the pupils' work as required. Highlight in Green evidence of achieving the success criteria and learning intention. Next steps questions – highlighted in Pink. Pupils respond in Blue pen. Feedback: regular feedback during lessons.	At the end of the unit, pupils complete answer their 'Big Question'. Teacher assessment data collected and entered into TT twice a year. Moderated by subject leader and SLT. Teachers in KS1 use 'driver words' in OLIs for assessment. In KS2 pupils self assess against given success criteria. Graded end of year report and assessment in RE. National Levels.
MFL - Spanish	**Years Three - Six** Children's work is recorded in pupils' individual Spanish books, either through written evidence or photo record.	Verbal feedback throughout the lesson. No marking.	Teacher record objectives covered. Year 6 data passed on to secondary schools.

Physical Education	Unit specific	No marking	Swimming / cycling etc awards and others assessed. Reported in individual July reports to parents.
Art	**Reception –** recorded under Expressive Art and Design. **Years 1- 6** have sketchbooks. Display purposes. Class book.	No marking. Verbal feedback and ideas for development during lessons.	Report provided to parents in July. Graded end of year assessment in Art.
Design Technology	Unit specific.	No marking	Design Technology reported in July to parents.
Computing	Stored in folders. Displays and portfolios.	No marking	Computing reported in July to parents.

Music	Recordings and filming all years.	Verbal feedback on-going.	Children entered for various exams and scholarships. Detailed individual reports given for all pupils in July. Graded end of year report and assessment in Music.