



Oak Hill Academy West London
an Aspirations Academy

Feedback, Marking & Assessment Policy

Summer 2021

Next Annual Revision: By Summer 2022

Rationale:

At Oak Hill Academy we endeavour to support all pupils in making at least expected progress and raising their confidence and self-esteem. We see assessment as central to this. This includes: teacher questioning, written/verbal feedback, observations and group work, teacher assessments, formative assessment and also summative assessments (including national SATs) and weekly tests (spelling, arithmetic etc.).

This policy has been written in line with Ofsted expectations (2017), outcomes from the DfE report from the Commission on Assessment without Levels and takes in to account suggestions from the Teacher Workload Review Groups (DfE March 2016) to reduce teacher workload. Oak Hill staff had input in to this document. It will be reviewed bi-annually by the SLT and LAB. The effectiveness of the implementation of this policy will be monitored

Ofsted December 2017

Pupils' work

- *Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.*
- *Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*
- *While inspectors will consider how oral and written feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.*
- *If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.*

by SMT and SLT termly through the school's monitoring systems.

Principles of Feedback:

Whilst the Education Endowment Foundation (supported by John Hattie and Robert Bjork) acknowledges that it is unfeasible to "deep mark" every piece of work, or to correct every accuracy mistake, feedback is an imperative part of the learning cycle. It is important that there is a focus for feedback, underpinned by the National Curriculum objectives, which should be purposeful to the individual child's development and linked to the learning intentions/success criteria of the learning journey. At Oak Hill, we pride ourselves on presentation and basic skills and so, where appropriate teachers are expected to acknowledge errors which are appropriate to the age and/or stage of all pupils' learning.

Principles of Assessment:

As well as written and oral feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils to support planning for effective teaching and learning. Formative and summative assessment of children can take different forms including informal observations and discussions as well as the formal assessment of written work and tests. Every term pupils across the school are formally assessed and data tracked (see Appendix 1: Assessment Cycle), which is the basis for Class Profiles, Year Group Profiles and Intervention Groups. This information is then provided to parents and carers as well as the LAB, District Board and Trust.

Aims:

- To ensure children progress, by personalising and pitching feedback appropriately
- To formatively assess the ongoing progress of pupils and their needs
- To inform and enable teachers to amend planning, so that the needs of **all learners** are met
- To measure the assessment of children's progress against National Standards.

SEND

Pupils with Special Educational Needs and Disabilities:

Children with registered special educational needs that impact on their cognitive ability are supported to access the National Curriculum. All children have the right to experience quality first teaching at an age appropriate level; however, we recognise that adaptation of the curriculum may be necessary to meet the particular needs of a very small minority of pupils. Pupils identified on the Special Educational Needs (SEN) register are assessed within the age-related expectations of attainment using the key performance indicators (KPIs), derived from the National Curriculum programmes of study. Within these age-related expectations of attainment, it is likely that within each year group there will be a small minority of pupils with significant cognitive delay, who may struggle to achieve Age Related Expectations (ARE) in line with their year group peers. In these cases, it may be necessary to break down the age-related expectations into smaller steps so that progression may be measured and celebrated. It may occasionally be necessary for staff to use previous age-related tests, where a child's individual learning needs are so significant that they are unable to access the smaller steps of progression within their expected academic year.

Monitoring and Evaluation:

The Principal, SLMT and Core Subject Leaders will monitor provision and outcomes at least once per half term with a focus on the progress of learners and how this policy is being implemented consistently across year groups and the whole school. Team Leaders will regularly monitor the quality and consistency of feedback in books, across their year group. A bespoke 'Marking' Club, supports all staff and provides opportunities to monitor and support implementation of this policy across the school. Regular feedback and support will be provided to staff as necessary to ensure that the written/verbal feedback that they are giving is having the desired impact on pupil outcomes. Pupil and staff voice will also be gathered and taken in to consideration in the next annual policy review.

Effective Feedback:

At Oak Hill Academy, we believe all feedback (written or verbal) should be meaningful and manageable for both pupils and teachers. It is important to provide constructive feedback to children, which will impact on learning and progress; this enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to be able to do in order to reach their personal learning targets and national age related expectations (ARE). It also enables teachers to use assessment to inform their future planning, so lessons and activities are targeted to children's needs.

The amount of written feedback is determined by:

- The child's age/developmental stage
- The child's reading ability
- The purpose of the piece of work
- The extent to which feedback has been provided in the lesson, e.g. in 1:1 TA OR Teacher support / 1:6 TA OR Teacher support/ TA OR Teacher Guided (this could be a whole piece of work or a paragraph or two)
- How basic skills are being used and applied throughout the piece of work (appropriate to the age and stage of the learner), regardless of which curriculum subject is being taught.

Checklist for effective feedback:

- Teachers must model the process of responding to feedback effectively at the start of **EVERY LESSON**, time should be planned in for this at the start (responding to feedback) and the end of each lesson (self-evaluation time).
- Teachers will look back at previous responses to feedback and acknowledge accordingly (teacher initials next to a tick is the minimum expectation if the child's response to written feedback is correct, if responses or next steps are self/peer checked then the relevant child should initial).
- For visual clarity, teachers mark in a pink pen and children use green for editing, corrections, marking and responding.
- All written feedback must be modelled clearly, using legible handwriting (in line with the school's handwriting policy) and high standards of grammar, spelling and punctuation.

- VF will indicate that verbal, or **'live feedback'** (*Mark Roberts TES Spring 2018*) has taken place between the teacher and the child: the teacher **must** include a key word or phrase to indicate what the learning conversation (Verbal Feedback) was based on (e.g. VF – grammar (gr)/ VF – sense/meaning/ VF – tenses/ VF – presentation/ VF – place value presentation etc...).
- There may not always be a next steps comment for every piece of work, but there will be a clear indication of appropriate feedback (e.g. ticks, a short comment, VF with a key word/phrase to indicate the focus of the verbal feedback, a next steps sticker, praise stamp or pre-planned next steps highlighted) **OR** an indication as to whether the child has met the learning intention using the Oak Hill LI stamp.
- Teachers are expected to use live verbal cues throughout the lesson, with children's own corrective work evidenced in green to show progress throughout the lesson.

Teacher Feedback Expectations:

- All work should be assessed, before the next lesson, in accordance with this policy.
- Feedback should focus on age appropriate basic skills and the LI of the lesson.
- There is no 'set amount' of work that is expected to be deeply marked; teachers' professional judgement is trusted and **planning** should reflect the work that needs more attention to detail than others.
- Target children (e.g those working below their personal attainment or progress targets) may require more adult support (see marking codes) and/or written/verbal feedback, which will be evident in their books.
- Children with SEND & Pupil Passports should have differentiated marking grids as appropriate and marking should reflect the individual needs of these children (as per the Pupil Passport).
- Basic skills and presentation of work are priority areas (non-negotiables) in **ALL** lessons.
- The minimum expectation for all written work is acknowledgement by the adult leading the teaching (e.g. tick/initial/LI achieved stamp where there is no need for next-step marking), including the checking of basic skills.
- The LI stamper used to assess against every learning intention – this is an indication of how well the child is meeting the overall objective of the lesson – LI achieved 😊 should be given only if the child is independently and securely meeting the LI. TAs can also use stampers, following the same guidance as teaching staff.
- Children should respond to feedback at the start of every lesson in green pen – the teacher is expected to circulate during this time and give verbal feedback/ acknowledge children's responses with an appropriate symbol (e.g. a tick or VF).
- Written feedback should be pitched correctly, purposeful and developmental and centered on the LIs and SCs of the lesson.
- Praise stampers should be used for positive praise to avoid excessive written feedback from the teacher.
- To keep feedback manageable, teachers should prioritise when 'deep' written feedback (after the lesson), based on their assessment of learning throughout the lesson and their knowledge of the learners' needs (target children), is necessary.
- Where suitable, Marking Grids will display pre-planned differentiated next steps that will be highlighted, as appropriate, for each group of learners.

Expectations of Adult Assisted Group/1:1 Work

- Any adult supporting an individual child of group of children, must note their support down in Learning Logs/Maths Books when given (e.g. TA group 1:6 and initial).
- Work should be marked by the adult who has supported the group or individual throughout the lesson and feedback to the teacher should be given accordingly (note/ verbal/ email); teachers are accountable for the children in their class and need to be fully informed of their progress and needs by the adult supporting

USE OF STAMPERS: The purpose of LI stampers is for a quick reference to how LIs are being met – Class Teachers, Team Leaders and SLT will use the stamping as evidence of the learning outcomes during their monitoring. This should also inform teachers of the needs of the year group/class when planning

- If a child is able to apply the skills of the LI independently (without the support of the adult) by the end of the session, they should receive a LI achieved stamp 😊
- If a child is not able to apply their skills and understanding independently, to meet the expected outcome, they should receive a working towards LI stamp
- If a child is not able to apply their skills and understanding even with support of the adult, they should receive the LI not achieved stamp
- A child who is not achieving the LI should be targeted for an IGI (Inclusion Group Intervention), be being given

individualized support by an adult, or have a personalised next step given in line with their needs as a matter of urgency prior to the next lesson or as necessary.

Marking Grid Rationale:

The purpose of the Marking Grid is to clearly display the LI and SCs at the start of a piece of work (or a part of a Learning Journey), so that children can clearly see the expectations and steps for success in their learning. Marking Grids provide the opportunity for teachers to explore the LI and SCs with the learners, revisit the LI and SCs throughout the lesson/Learning Journey, support the process of self/peer assessment and where appropriate, to provide pre-planned next steps to help keep written feedback to a minimum. Teachers are expected to incorporate Marking Grid expectations into planning and lesson time and teach children how to use them effectively. Marking Grids and marking workload should be organised at the planning phase in PPA sessions as a team.

ENGLISH: Cold Write & Hot Write Feedback

- **'Cold Write'** is identified by a blue strip at the top of the page.
- Feedback for Cold Write: learning statements (specific to the task and skills appropriate to the age and stage of the learners) are highlighted and these form the targets that the children will work on to show progress throughout the learning journey.
- Where appropriate (SEND/Target) children may need personalized targets, written by the teacher, or a differentiated Cold Write grid.

- **'Hot Write'** is identified by a red strip at the top of the page.
- To help with teacher workload, at the start of the Hot Write lesson, children will put a mark, in green pen, next to the targets that were highlighted in their Cold Write feedback to ensure that they know what their main targets for development are.
- Feedback for Hot Write: Targets are highlighted once achieved and compared to the Cold Write (and any additional targets the child has met).
- As part of a follow-up lesson, a discussion about progress between Cold and Hot Write will inform the child's self-evaluation/peer-evaluation at the start of the lesson after Hot Write has been marked (the purpose of this is to ensure that children can see, understand and discuss the progress that they are making throughout each learning journey and continue to apply skills they have learnt and work on areas for development in their writing across the curriculum).
- With teacher support and modelling, children will reflect on the progress that they have made in their Hot Write (before starting the next learning journey) and will identify where they have made progress and the writing skills that they will be aiming to transfer into their writing moving forward, a reflection sticker should be used directly after the Hot Write task, to identify this self-assessment.

- Every phase of an English learning journey should have an attached Marking Grid- this does not necessarily mean a grid per day, some grids may refer to 2 or 3 lessons, depending on the focus of the learning (i.e. the imitation phase Marking Grid may be filled out over the duration of the imitation phase, or one Marking Grid may suffice where a writing task is planned across more than one lesson).

- From the start of Spring Term, Year 6 will use the Teacher Assessment Framework (TAF) at the end of every Hot Write or extended piece of writing.

- The English Subject Lead will monitor the effectiveness of feedback in English (including basic skills) and this will form part of the report on English across the school.

Assessment at Oal Hill Academy

At Oak Hill we use Assessment for Learning (AfL) and Assessment of Learning (AoL) strategies to support the formative assessment of pupil progress.

Inside pupil Maths or Learning Log books you will see:

- Learning Intentions
- Success Criteria
- Marking Grids
- Next steps feedback or developmental questioning
- Pupil self and peer reflection
- Challenge tasks set for those pupils who need differentiated stretch and challenge
- Self and peer reflection

Knowledge organisers are currently being developed and introduced within each subject area staff are beginning to implement the new ten for ten concept, in order to support all children in knowing more and remembering what they were taught prior to the lockdowns.

FORMATIVE ASSESSMENT

Using AfL, as our Formative Assessment process is ongoing and we use a variety of strategies depending on the subject area.

At Oak Hill we use formative assessment to identify knowledge gaps and misconceptions to help identify areas of a curriculum which need to be revisited to either an individual, a group of students or the whole class.

Staff use Blooms Higher Order questioning to probe, stretch and challenge learners of all abilities including those who are recognized as being more able. Teachers pitch the questions to the ability level of the child, whilst stretching and challenging their knowledge and retention of prior learning.

The different types of formative assessment may include, but is not limited to:

- Whole class use of mini whiteboards
- Use of thumbs
- Higher order questioning
- Verbal Feedback from the teacher

SUMMATIVE ASSESSMENT

Each term, all children are summatively assessed using AoL strategies such as: PiXL tests in Reading, Writing, GPS and Maths, spelling test results and times tables test results.

Teacher assessment judgments are made using a combination of summative test results and teacher assessment. Less experienced staff are supported in making accurate assessment judgements by more senior leaders and Year Team Leaders.

Pupil data is entered into the school's tracking system: DCPro and is analysed for attainment and progress.

Oak Hill follows the PiXL Assessment timetable and aligns to the Aspirations Trust assessment point 1,2 and 3 windows, known as AP1, AP2 and AP3.

PiXL Timetable inserted here or do we want our own version of it on our policy?

Standardisation, Moderation Cross Academy and Aspirations Trust Quality Assurance

At the start of each academic year Standardisation of English & Maths takes place cross academy between Oak Hill and

Oriel Academies. Moderation of Reading, writing and maths takes place cross academy termly. Oak Hill work closely with Oriel Academy staff to moderate samples of Reading, writing and maths from every year group. This process supports and aligns the standards judgements made between schools.

Since January 2021, we now moderate more widely across the Aspirations Trust to ensure parity of judgements for all children in Year 6 and providing robust end of Key Stage 2 judgements and outcomes.

Remote Education and Assessment

All moderation has and will continue to take place as detailed above, for all year groups, including in times when Remote Education becomes necessary again.

OAK HILL ACADEMY Feedback Code – KS2

- P = punctuation error
- ? = capital letter in the wrong place
- sp = spelling error
- gr = grammatical error
- ^ = word omission
- ~~~~~? = doesn't make sense?
- // = new paragraph
- / = new line
- Supply = marked by a supply teacher
- VF = Verbal feedback given, **with an indication of the discussion point**
- TA/ T 1:5 = TA / T assisted group (TA to initial)
- Initials of adult feedback



Linking Bloom's Taxonomy To Teaching

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Recalling or recognising information as it was learned	Understanding the material communicated without relating it to anything else	Use this information to solve a problem with a single correct answer	Breaking information down into its component parts	Making judgements, putting opinions in order and applying standards	Creating something new from parts not previously related
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
choose define find identify label locate observe quote tell recognise match name list	ask classify compare contrast discuss explain interpret summarise paraphrase report illustrate give examples	organise perform connect categorise plan use develop	break-down distinguish establish investigate research find relationships reason argue	adapt combine integrate propose theorise extend modify assess conclude	create thesis create text design convince persuade criticise judge justify validate support prove
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Who ? What ? Where ? When ? How ? Describe ? What is ?	Retell - in your own words What is the main idea of ___? What differences exist between ___ ? Can you write a brief outline ?	How is ___ an example of ___? How is ___ related to ___? Why is ___ significant ? Do you know of another instance where ___? Could this have happened in ?	What are the parts or features of ___ ? Classify ___ according to ___ Outline / diagram / map the key features ___ How does ___ compare / contrast with ___ ? What evidence can you present for ?	What would you predict / infer then ? What ideas can you add to ? How would you create / design a new ___ ? What solutions would you suggest for ? What might happen if you combined ___ with ___ ?	Do you agree that ___ - explain your point of view What do you think about ___ ? What is most important ? Prioritise - according to - How would you decide about ___ ? What criteria would you use to assess ___ ?

Lower Level Thinking

Higher Level Thinking

