



Uplands Primary School

Feedback, Marking, Recording and Assessment Policy

Date agreed: January 2023

Date for review: January 2025

Feedback and Marking

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

The purpose of feedback is...

1. to inform the pupil what they have done well and what they need to do to improve.
2. to support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. to support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. to develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Staff at Uplands have worked together to developed a list of **shared principles** for effective feedback.

These are:

- Feedback is for the pupil
- Feedback needs to be timely
- Feedback needs to be specific
- Learning must adapt as a result of feedback
- Reflection on feedback must be embedded

The term 'feedback' refers to oral feedback given to the pupil at the point of learning in addition to written feedback in books. The term 'marking' is included as a form of feedback.

Teachers orally respond to pupil's work by checking in on them during the course of the lesson – this may result in the pupil needing to make corrections or the teacher extending them further by questioning or providing an extension task. Where required teachers will 'pull in' pupils who require further guidance or support.

Teaching staff and SLT have developed a universal colour and coding system which is used by both teachers and support staff when writing feedback in pupils' books. (Appendix 1 to 3). This system clearly outlines what is and is not acceptable.

The minimum requirement for all pieces of work is the learning intention to be highlighted according to the colour system, work should be dated and the adult's initials should be at the bottom. A code should be used to indicate the level of independence.

Where a piece of work is 'skills based', teachers will check whether the skill has been successfully demonstrated and use this to inform their next teaching step. Deeper marking of this is not required, however, spelling errors, incorrect letter/number formation and punctuation errors will be picked up on for the pupil to correct. Each team has developed some 'non-negotiables' and will insist that pupils adhere to them either through oral feedback or through a written reminder. If an adult will be working with the pupil in the following session then the work does not need comments written on.

When oral feedback has been given to the pupil, this will be indicated with **DWP** ("discussed with pupil") and a brief note of what was discussed (for example, "use of full stops"). We do not expect this section of work to be marked again.

Deeper marking may be required for longer pieces of work where pupils are applying the skills taught during a unit of learning. This will mostly be marking of pupil's writing. Comments written on a pupils' work will be against the learning intention and the colour system is to be used to indicate whether the child has been successful. If the teacher identifies other positive features of the work, these can be ticked in green and a word / code used to indicate why this has been ticked (for example: "conjunction"). Comments in pink will be solely for the purpose of improving the work and it is expected that pupils will be given time to respond to these comments and improve them. If it is clear to a teacher that the pitch of the task was wrong, for example too hard, then it is acceptable for the work not to be covered in pink pen but for the work to be left. We would expect to see the level of work adjusted for the next session.

If the Learning Intention has been marked in pink or orange, the teaching sequence will be adapted to revisit the learning to ensure pupils' success before moving on.

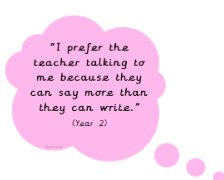
Please note: Since the introduction of the new curriculum in 2014, pupils have been expected to apprentice ('have a go') at the new skills that they are being taught. Therefore, teachers will use their professional judgement to decide whether a pupil has sufficiently apprenticed the intended learning for the session, using the marking colour system to indicate the pupils' level of success.

Work in Learning Journals will not be 'deep marked'. The Learning Intention must be highlighted to show the level of success, work dated and the teacher will initial the piece of work. In addition:

One piece per half term will be commented upon by the teacher.

Pupils to be orally given some key points to focus on and edit own work. For example, punctuation, key vocab, key spellings. Teachers should refer to the 'non-negotiables' for this. Pupils are expected to take care over this work and edit age appropriately.

Some corrections could be put on post- its to avoid writing over the books.



"I prefer the teacher talking to me because they can say more than they can write."
(Year 2)

Subject Guidance

Our marking codes and expectations mostly relate to the marking of English and Maths as other subjects will be evidenced through work in learning journals, outcomes (such as a painting, a dance or drama) and

photographs. These do not require deep marking. However we do recognise that quality feedback is important in all areas of the curriculum to enable pupils to make progress across a range of subjects and throughout the units. In response to this, each Subject Leader has developed guidance for staff to follow and it is outlined below.

Feedback in Music

Feedback is based on the musical learning intention (LI) success criteria (created from a model of excellence or extract of music listened to) or the key musical skill. It most often takes the form of examples and demonstrations by adult and child. It is always verbal. Mini plenaries help to address misconceptions during lesson and to listen to examples and demonstrations.

In order to make feedback in music effective you will need to:

Be clear about the core area of music you are focusing on: Listening and appraising, composing, performing or evaluating.

Listening and appraising: Begin with a piece of work by a Great composer. Feedback should link to the vocabulary to be explored in the unit. Feedback should tease out the mood and structure of the music in order to build a 'Success Criteria' to be used in the following stages.

Composing and improvisation: Children now experiment with, create, select and combine sounds improvising using appropriate instrumentation. Feedback should use musical terms and vocabulary to prompt their thinking (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations). Feedback should get the children considering their choice of instrument, patterns, volume, mood, speed and layers. Feedback is through mini-demonstrations and should link back to the music and success criteria from the Great Composer.

Performing: Feedback takes the form of noting the child's accuracy, fluency, control and expression when playing musically with increasing confidence and control. Peer feedback can be modelled by the teacher linked to the learning where the peer verbally, or musically on an instrument, demonstrates ideas for another child.

Evaluating: Recording or videoing performances gives the greatest opportunity for critical self-feedback. Children can, through discussion, critic their own work and then revise a performance to show progress made.

PDL/SMSC feedback expectations

Success within PDL will be evident if the child gives comments in response to the questions / topics being covered within the session. Children will only be unsuccessful if they do not respond or their responses do not relate to the questions / topics.

Feedback must be timely and will be based on the individual child. Mostly feedback will be given orally during the course of a discussion and must be in response to the outlined learning for the session. If a written piece of work is produced in response to a discussion, the Uplands' Feedback policy will be followed.

Evaluating:

Dependent on the topics being covered and the teaching strategies employed, there may be opportunities for recording / videoing discussions and debates. This would provide children with the opportunity for critical self-feedback.

In order to make feedback effective you will need to:

Be clear about the learning intended

Ensure that positive feedback is given, followed by areas for development if feedback is to be written.

Feedback in Computing:

- Some written feedback on published/printed work

- Mostly Oral feedback

- E.g:

Questioning to develop logical thinking when programming (not telling answers but removing 'learnt helplessness' from children)

Demonstration/modelling of new skill (when e.g: word processing) as AFL

Praise on what has been done well/sharing a good example from the children etc.

Use of mini-plenaries to address misconceptions/reshape the learning

Feedback in Physical Education

Teachers must be clear on their expectations before the lesson. What do they expect children to do to show they have been successful? – share this expectation with the class. For feedback to be effective it should only involve one or two pieces of specific information, so that the pupil does not get confused and can focus on one particular point.

Possible approach in sessions:

Observe – allow them to have a go at a skill, watching their application of the focus skill.

Assess – how are they performing? What could they do to improve?

Intervene/Feedback – what scaffold will you put into place to help them to be successful? Model, praise, explain task in a different way, partner up with a HA child to 'coach' them, larger cut away group to work with teacher, use of images.

Or: what challenge will you put into place to push them on even further? In what other way could they apply this skill?

Feedback to show progress made in the lesson – This is specific praise relating to skills at the end of the lesson to show they have been successful. The teacher could give the feedback or use 'coaches' (peers) to give feedback to others once an example has been modelled by the teacher. This use of coaching not only provides, but it also helps the individual giving the feedback to understand their own progress. Use video recordings and capture with photos to allow self-assessment.

Example feedback:

"I really liked the way you supported your partner in hold, making sure her legs were straight to show tension."

"I can see you are working on your passing skill, how can you make the direction the ball travels more accurate?"

Feedback in Geography

Feedback in Geography should be clearly linked to the LI for the lesson and this in turn should relate to the key geographical concept or skill that is being studied. Teachers should be clear on their intended outcomes and which of the four core strands of Geography their lesson is linked to: Human and Physical Geography, Place Knowledge, Locational Knowledge, and/or Fieldwork and Skills. They should also use key enquiry questions or key statements to be proven/disproven with a view towards children being able to answer or challenge these questions or ideas.

All feedback should use geographical vocabulary to build children's understanding of the wider world and support and extend their communication skills within Geography. Feedback can be written or verbal and children should have opportunities to respond to this feedback, as well as be encouraged to think critically about their own work and their understanding of the world. In discussions, verbal feedback should be in response to the geographical context of the lesson. In written work, the LI should be highlighted according to the depth of the child's understanding and how well they have been able to demonstrate the required skill or explain/challenge a concept or idea.

Example feedback: "I can see you have clearly demonstrated this skill." "You have linked your idea back to our question/statement. How might this event taking place in [another country] change the effects?" "You have noticed similarities/differences between these places. Why do you think this is?"

Design Technology

Feedback should be in line with the problem that pupils are trying to solve. Have they fulfilled the brief? Often pupils will focus on how a product looks and not whether or not they solved the problem.

Pupils should be given the opportunity to share and feedback to each other. Time to reflect and evaluate is key. What has worked well? What could they improve on next time?

Pupils should have feedback on how well their key skills are progressing. We would expect that oral feedback and guidance is given in the lesson to ensure that pupils are handling equipment safely and correctly.

If pupils have created an end product it may also be useful for them to have feedback from someone outside their class. For example, if they have made biscuits, staff or parents could taste them and provide some feedback.

Feedback in History.

Feedback in history should be linked to the LI for the lesson or success criteria generated or the key historical concept which is the focus for that lesson. Feedback can be written or verbal to deepen the pupil's historical understanding and thinking skills for the unit of work studied. All feedback should use historical vocabulary to support and extend their communication skills within history.

In order to make feedback in history effective you will need to:

Be clear about the key historical skill or concept you are focusing on from chronology, change and continuity, characteristic features of the period studied, cause and consequence, historical enquiry, interpretation, historical significance and connections (local, national and international).

Verbal feedback will be given orally during the course of a discussion and should be in response to the outlined learning for the session to promote deeper historical thinking. If a written piece of work is produced in response to a discussion, the Uplands' feedback policy will be followed.

Example feedback:

"You have clearly given your reasons for saying that, do you have evidence to support your ideas".

“You have given both points of views, what might someone who disagrees say?”

“I can see you have noticed the similarities (or differences) between these ideas”

Feedback in Art

Effective use of written and verbal feedback should inform students of their progress and next steps in their Art learning journey. Due to its aesthetic nature, students are usually very quick to compare their work to others and have often already made their mind up on its value before reading or listening to any feedback. Positive comments are essential so as not to demotivate the pupils. The two stars and a wish method, helps teachers and students to appreciate the strengths of a piece of work before offering a suggestion for improvement. It can be very damaging to criticise a piece of work that students have produced. Next steps have to be worded very carefully, so not to demotivate a sensitive student. The two stars method allows a teacher to discuss the strength of the work but then offer an opportunity to make the work even better.

Praise

It is important not to just tell a child their work is good but to explain why it is good. Make sure pupils understand why their work holds value e.g:

“Great work: I can see that you are really using colour to place emphasis on this part of the composition.”

Comments should go beyond just commenting on effort and presentation. Art Learning Journals provide an ideal place for recording and keeping evidence.

It is important to allow pupils time to appreciate the characteristics of their own work and others. Evaluations and reviews should be written at the end of an Art learning journey, to allow opportunity for reflecting on what they have learnt, what they found tricky and what they would do differently next time. Remember though, feedback is less effective if it only comes at the end of a lesson or unit. Give children an opportunity to edit and improve during their journey.

Feedback in Science:

- Feedback from teacher in science should be a mixture of written and oral.

- DWP/AI used

- Pink to:

Correct vocabulary

Correct misconceptions

Challenge thinking (further ‘what if’ question)

Develop scientific understanding

Green to:

Highlight understanding of key idea

Highlight key vocabulary

Highlight evidence of working scientifically skills being met

- Feedback from peers to be against a specific criteria

- Feedback in purple (editing) to be to show development in scientific understanding

Feedback in French

Teachers should be clear on their intended outcome for the lesson (oral, written, cultural understanding). The KS2 Framework for Languages Progression document can be used to support teachers in choosing appropriate learning intentions. How will children show they have been successful against this intention? Teachers should share the expectations with the class at the start of the lesson. Feedback should be instant and will most often be delivered verbally. Mini plenaries should be used to share good examples where the child/children have been successful in meeting the intended outcome. Feedback should explain how this example has met the intention and why it is a good example.

Feedback for spoken French

Most of our French teaching will focus on children's use of language and therefore much of the lessons and feedback will focus on children's oral ability. Feedback should be positive and focus on aspects such as accent and clarity of spoken language. Where children show a particularly strong French accent, they could be used as "models of excellence" or "experts" to support their peers.

Feedback for written French

On occasions, it will be appropriate for children to write in French. In these instances, feedback can still be verbal and should focus on the accuracy of spelling. Teaching should acknowledge the difference in how words sound, and how we write words in French and feedback given in line with this.

Feedback for lessons focused on developing cultural understanding

Teaching cultural understanding is a fundamental component of French teaching at Uplands. Feedback should focus on children's understanding and acceptance of difference. Feedback should prompt children to deepen their understanding of differences between places and people.

Drama

Feedback is integral to any lesson in which drama is being used. It is essential that students are learning to look at their own work and that of others with a constructive 'critical' eye. As a teacher it is our job to enable students to do this both during the creative process and after any performances or dramatic experience have taken place.

Key areas to focus on: Group work	Performing Skills
Cooperation	Use of Space
Communication	Use of Movement/Body Language
Consideration	Use of Voice/Language
Creativity	Use of Facial Expressions

Feedback in RE

Feedback is based on the Step/part of the Living Difference cycle. It most often takes the form of examples and discussions between adults and children and children and children. It is always verbal. Mini plenaries help to address misconceptions during lesson and to share ideas and other children's thinking/understanding and experience.

Step 1: Communicate

Feedback to be linked to ARE statements (see fast grids) focusing predominately on whether the child has been able to talk about describe the concept linked to their own experience and human experiences.

Step 2: Apply

Feedback to be linked to ARE statements (see fast grids) focusing predominately on whether the child has been able to identify or describe examples of their responses can be applied to their lives or the lives of others.

Step 3: Enquire

Feedback to be linked to ARE statements (see fast grids) focusing predominately on whether a child can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts) and describe some key concepts that are particular to the specific religions studied (C concepts).

Step 4: Contextualise

Feedback to be linked to ARE statements (see fast grids) focusing predominately on whether a child can explain how these concepts are contextualised within the beliefs, practices and ways of life of people living a religious life.

Step 5: Evaluate

Feedback to be linked to ARE statements (see fast grids) focusing predominately on whether a child can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised with increasing complexity.

Assessment

At Uplands we believe that assessment is an integral part of the teaching and learning process. Its prime purpose is to help us find out about the learning going on in our school so that we can continually make our provision the best it can be through effective teaching. Recording – writing down what has been found out – and reporting – telling others about it – is part of the assessment process, but not all that assessed is recorded and not all that is recorded is reported. We continually seek ways to make the assessment process manageable and we use the outcomes to help future learning to benefit the children who are being assessed and future cohorts of children who will be taught.

At Uplands Primary School we recognise the distinction between assessment and record-keeping. Assessment is dynamic and is happening all the time. In school, adults question children in a variety of forms, respond to answers – both oral and written, make observations and judgements. Teaching is continuously changed in response to these assessments. Sometimes these changes are as subtle as a change to depth or direction of questioning of an individual, or a teacher making a mental note to raise or lower their expectation of the child's output. It can also be a more explicit change to the planning of work offered to the child in future lessons. Its over-riding purpose should be to match the children's learning opportunities to their needs.

Record-keeping is the visual record of assessments that have been made – the retention of significant information.

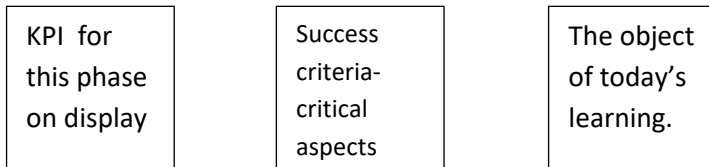
Before a lesson

We believe that assessment for learning begins before the planning and teaching of lessons.

We expect all staff to consider the following before teaching and planning lessons:

- What do I know and understand about what I will be teaching?
- What do the children already know and understand?
- What are the likely misconceptions?
- What does this unit of work give an opportunity to teach?
- What should I be teaching now?
- What learning in this subject/topic has happened before?
- Where does this learning fit in the overall picture?

This needs to lead to targets informed by:



All staff must ensure that they have:

- Effective pre-unit analysis of children's knowledge and understanding from: cold tasks, pupil conferencing, prior learning and marking.
- Simple but not too simplistic success criteria
- Precise objects of learning
- Used subject knowledge to design tasks to support step and flow learning- work that is different.

During a lesson

During the lesson assessment is on-going. Teaching is continuously changed in response to these assessments. Sometimes these changes are as subtle as a change to depth or direction of questioning of an individual, or a teacher making a mental note to raise or lower their expectation of the child's output. It can also be a more explicit change to the planning of work offered to the child in future lessons. Its overriding purpose should be to match the children's learning opportunities to their needs.

If a child is demonstrating that they have "got it"

Ensure:

Higher order questions

- ✓ Blooms taxonomy
- ✓ Solo taxonomy
- ✓ Challenge within the task design
- ✓ Higher order questions

If a child is demonstrating they have not "got it"

Ensure:

- ✓ Questions to illicit task and process level
- ✓ The use of prompts
- ✓ Appropriate scaffolds
- ✓ Well timed intervention

Pupils need to be given time to articulate and reflect on their learning. This could be at various points in the lesson. Pupils need to be taught how to peer and self-assess in lessons and teachers need to model this to pupils.

After the lesson

Where a lesson was part of a sequence, notes need to be made on the lesson plan to ensure that a record is kept of pupil progress, misconceptions and needs to be addressed. This can be in a style that suits the teacher but the plans need to be kept to ensure a handover should a teacher leave or not be in work due to illness. In core subjects, the outcomes of the lesson need to be used to inform the next lesson.

Summative assessment

Summative assessment is a summary, an overview, of a child's attainment at that moment in time. We will use the following four ways to provide a summary of a child's attainment in English and Maths:

1. At the end of each phase (November, February, April and July) we will assess pupils against the Key Performance Indicators using notes made on lesson plans, outcomes in books and our knowledge of the child. Individual teachers may design their own day to day tracking systems.
2. Outcomes of statutory tests and end of year/key stage tests for example: Y1 phonics
3. Optional tests such as spelling tests and NFER reading tests.
4. Outcomes from intervention programmes.

Across the foundations subjects we have carefully identified some key points for assessment. Each unit the teacher will assess against these points following our assessment principles (see appendix 5).

We will record on our trackers, the pupils who DO NOT achieve the expected standards. We will then use this information to inform our provision for these children and ensure that assessment impacts on our curriculum.

Record keeping

Medium term plans are working documents and annotations on them serve as a record of children's progress and learning. Therefore plans must be kept where they can be accessible to subject leaders, SLT and team leaders in the event of staff absence. Books when marked as stated above are also a record of pupil progress. In addition to this, teachers may want to set up their own record keeping systems.

At the end of each phase, all Classteachers are required to record their summative judgements in English and Maths on the appropriate school assessment sheets and used to inform discussion at Pupil Progress Meetings, the pitch of the next unit of work and the cohort action plan. These records need to be handed to the cohort leader and copies to the Headteacher. In the foundation subjects, the tracking system needs to be updated at least at the end of the unit and subject leaders need to ensure that this has been completed termly.

Reporting

In School:

Progress will be reported to the SLT at the end of each assessment phase through pupil progress meetings. Data will be reported to Governors through the standards committee meetings.

To Parents:

Parents (Y1 to Y6) will be informed of their child's progress as a minimum through:

- An initial meet the teacher evening in September

- A meeting in the second half of the Autumn term.
- A short report in the Spring term
- A meeting in the Summer term.
- An end of year summative report in July.
- Reporting on their child's attainment in end of key stage tests (such as Y6 SATS)
- At least one additional meeting for pupils who have SEN or are working below expectations for their age.

We will also ensure that parents have opportunities to drop into school to look at their child's work.

In YR we will provide parents with:

- A written Record of Development Summary in the autumn term and optional meeting with the teacher
- A written Record of Development Summary in the spring term and meeting with the teacher
- A written Early Years Profile at the end of the summer term
- At least one additional meeting for pupils working below expectations or who have SEN.

To County:

We will report end of key stage results, phonics screening results, EYFS outcomes by the deadlines given. Parents will also be informed about the outcomes of these assessments.

Raising concerns

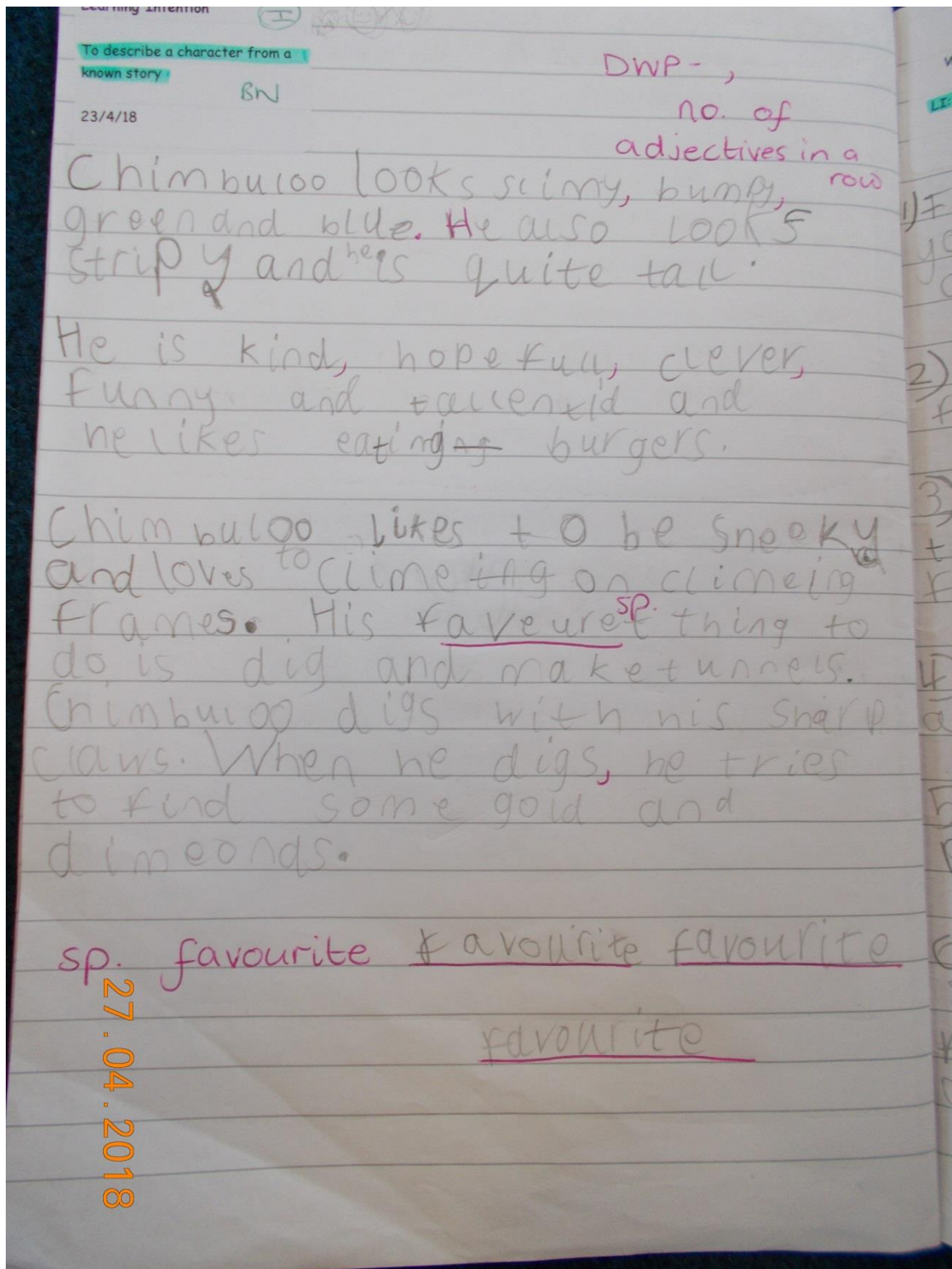
Any parent with a concern may make an appointment with their child's Classteacher to discuss any concerns they have. Any Teacher with a concern about a child's progress must report this to parents as soon as possible through a telephone conversation or meeting. A follow up meeting or conversation must be made to ensure that the parent is kept informed.

Monitoring

This policy will be monitored through informal team meetings, through Subject Leaders monitoring books and work samples and through lesson observations, learning walks and book sampling by the SLT. Evaluations will be made from the monitoring and support/advice/adaptions made as necessary.

Footnote – This policy has been developed as a result of consultation with school leaders, staff and pupils.

Appendix 1. Examples of Marking



Tuesday 13th Mar 2018

L.F. to continue writing in fiction style using personification to entertain

The gateway to paradise!

Expanded noun phrase

At last, the warm, sun-kissed beach welcomes the relieved ~~piece of plastic~~ ^{arms} for ~~the~~ ^{the} new quest. As the sun reflects onto the shimmering sea, our plastic bag is cautious to avoid hungry sea life which feed on millions of tonnes of plastic from the throwing community known as 'The Great Pacific Garbage Patch'. The Garbage patch is a veritable oasis where it will socialize with other petroleum species, this completing the plastic's circle of life.

* Goddess of destruction.

"The orange is good. It means we will get to do more work on this to get better before moving on."

(Year 6)

"Teachers mark our work so that they can see what we need to do to improve. It is for us to learn from."

(Year 4)

LI: To write in fiction style

Dangerous predators

~~Now he is the predator~~ ~~our bag is back on its way~~
Because ~~that~~ our bag ^{has} ~~is~~ ^{concerned} ~~fully~~ ~~changed~~, the species ^{continues} ~~carries on~~ with its journey. But now it's heading into the dreaded country. Dangerous predators lurk in every field here and the bag is no longer safe. Our bag cautiously moves across ^{the sky} at a safe height but a sudden lack of wind lets it slowly drift downwards into almost ~~certain~~ ^{certain} death. It reaches the ground. Just a few metres ahead of him ~~is~~ one of the most dangerous ~~per~~ predators for the bag ~~known to man~~. ^{SE} ^{of} ^{lon} ^{fresh} The ~~horse~~ horse. Hardly daring to breathe, our bag backs away from the horses, but some sharp barked ~~with~~ wire that seemed impossible to fly over ~~with~~ without any wind, stops it in its tracks. The ~~pair~~ piercing metal has shredded other prey in the past as their remains lay tangled in the wire. The bag desperately struggles to escape as quietly as possible but the horses have seen it. ~~Our bag~~ The terrified creature finally manages to escape but the wind is still on the predator's ~~to~~ side. It flees for its ~~its~~ life but the stampede of beasts are on hot pursuit. The bag has now realised that it is coming towards the other side of the field. The barbed wire fence is just less than a metre away. It can't go in the other direction - the horses have surrounded it. Finally, after ~~what seems like hours~~ ^{an exhausting ordeal}, the wind switches ~~sniches~~ ^{sniches} to sides. The bag soars high in the sky away from the dangers and it ~~continues~~ continues with its remarkable migration.

short sentence
verb effect

emotive

verb choice

Noun phrase

peer assessed by Ella Colbourne

(I)

- Technical language: ✓
- Mood - emotive language: ✓
- Noun phrases (expanded): ✓
- Prepositional phrases: ✓
- Similies: ✓
- Powerful verbs - present tense: ✓

Parent/thesis/other complex punctuation: ✓

In my next paragraph, I will include some ~~prepositional phrases~~ ^{similies}.
In your next paragraph you should also include some more punctuation.

1) Flour = 30% = $\frac{30}{100} = 0.30$ ✓

Butter = 15% = $\frac{15}{100} = 0.15$ ✓

Sugar = ~~1%~~ 10% = $\frac{10}{100} = 0.10$ - use 2 digits to show this

Apples = 25% = $\frac{25}{100} = 0.25$ ✓

Raspberries = 20% = $\frac{20}{100} = 0.20$ ✓

2)
$$\begin{array}{r} 0.30 \\ + 0.20 \\ \hline 0.50 \end{array}$$

This is 50% so it works.

Flour and raspberries make exactly 50% ✓

and what else does? ~~Flour, Butter, and~~

Butter, Sugar and Apples.

3) $\frac{3}{4}$ She thinks this because flour is 30% and 30% is $\frac{1}{3}$ of 90% which is only 10% away from 100% ✓

3) $\frac{8}{8}$ She has made a mistake because 90% is the closest closest you

Appendix 2 – Maths marking colours and expectations

	Green	Orange	Pink
What does it mean?	Correct Happy with the outcome Good to move on/go deeper	Correction(s) needed Silly errors Stop and check Almost there	Child needs support Child needs guided input Unacceptable- for example no use of ruler, lack of work
How to use it	Tick calculations Highlight a good example Highlight LI	Put ? next to the calculation Highlight LI Prompt or hint	Highlight LI pink Use pink to provide a prompt, hint, model, question DWP when spoken to child. Put book into guided pile.
So what next?	Go deeper Take away scaffold Move on Increase difficulty. Child moves group Adjust target/expectations	Child corrects work in purple Child gets quick input from teacher Child then needs to consolidate.	Child has input from adult. Pitch adjusted? Modelled differently. New resource Practise
Do not want to see	Green comments for the sake of it Unspecific praise Whole book green- if this is happening then go deeper/up challenge Everything highlighted	Child not correcting	Page covered in pink- go straight to guided stage No follow up Child not responding. All pink on each page- put in scaffolds/adjust pitch Long commentary Learning moved on

Appendix 3- English marking and expectations

English	Green	Orange	Pink
What does it mean?	<p>Correct</p> <p>Happy with the outcome</p> <p>Good to move on/go deeper</p> <p>Included aspects of success criteria</p> <p>Makes sense</p>	<p>Correction(s) needed</p> <p>Silly errors or check the sentence makes sense, re-read</p> <p>Stop and check</p> <p>Almost there</p> <p>Sp in margin or underline</p> <p>spelling errors- 3 per piece</p> <p>words they should know</p>	<p>Child needs support</p> <p>Child needs guided input</p> <p>Unacceptable- for example no use of ruler, lack of work, poor handwriting, does not make sense</p>
How to use it	<p>Tick correct sentences/work</p> <p>Highlight a good example</p> <p>Highlight LI if a skills piece</p>	<p>Put ? next to the sentence</p> <p>Highlight LI</p> <p>Prompt or hint or example</p>	<p>Highlight LI pink</p> <p>Use pink to provide a prompt, hint, model, question</p> <p>DWP when spoken to child.</p> <p>Put book into guided pile.</p>
So what next?	<p>Go deeper</p> <p>Take away scaffold</p> <p>Move on</p> <p>Increase difficulty.</p> <p>Child moves group</p> <p>Adjust target/expectations</p> <p>Adjust text in reading</p> <p>Write from a different perspective</p> <p>Different text in reading</p> <p>Use layered questions in reading</p>	<p>Child corrects work in purple</p> <p>Child gets quick input from teacher</p> <p>Child then needs to consolidate.</p> <p>Time to edit and refine</p> <p>Use of editing flaps</p>	<p>Child has input from adult.</p> <p>Pitch adjusted?</p> <p>Modelled differently.</p> <p>New resource Use PEE</p> <p>Practise –time to edit and refine</p> <p>Use of editing flaps</p> <p>Use drama techniques/oral rehearsal</p> <p>Shared writing</p> <p>Good example/model</p> <p>Guided group next session</p> <p>Change text/questions</p> <p>Support with key words/themes</p>
Do not want to see	<p>Green comments for the sake of it</p> <p>Unspecific praise</p> <p>Whole book green- if this is happening then go deeper/up challenge</p> <p>Everything highlighted- 2 per part of success criteria</p>	<p>Child not correcting</p> <p>No time to respond</p> <p>Learning moving on before work is edited/corrected</p>	<p>Page covered in pink- go straight to guided stage</p> <p>No follow up</p> <p>Child not responding.</p> <p>All pink on each page- put in scaffolds/adjust pitch</p> <p>Long commentary</p> <p>Learning moved on to soon</p>

Appendix 4 – Marking Codes

- S- Supply- tick and initial.
- G- guided group with an adult
- DWP- discussed with pupil and short note about what was discussed. Needs to be written at the point of teaching.
- I- independent (with or without resources)
- ?- check and go back/correct/silly error
- NA- not acceptable/change/improve. Add in short comment about what needs to improve.
- AI- adult intervention in the lesson. For example, child had all calculations correct and you intervened to move them onto another task. Or child moved into carpet group so you could go over something. Child asked to go to work with TA for a while. Needs to go in at point of teaching.

YR adaptations:

G - guided with an adult

I - independent work

Teachers comment in green the aspects of success, pink to show next steps.

CI - child initiated

AE- adult enhanced

Appendix 5

We agree that we will have a system that:

- ✓ Is clear, simple to use and not an additional burden to workload
- ✓ Impacts on the teaching and planning
- ✓ Supports pupils to make good progress across the curriculum
- ✓ Informs us how well pupils are progressing to planned end points in each stage of the curriculum
- ✓ Is simple to analyse
- ✓ Takes into account that at Uplands, with good teaching and a clear learning journey, the vast majority of our pupils will achieve the planned end points.
- ✓ Takes into account Teacher assessment not just based on 'evidence'

We DO NOT want a system that:

- Is a tick sheet or requires us to complete at home in addition to our workload
- Is all about numbers (forgetting the whole child)
- Does not get looked at
- Does not impact on the teaching and learning
- Does not support pupils to make good progress
- Is complicated and all about different coloured highlighters!

- Is based on assessing pupil's ability to write. For example, pupils having to write an assessment piece in a foundation subject.

As a result, our assessment system will:

- ✓ Be based on assessing who is at risk of falling behind so that these pupils can be supported to catch up.
- ✓ Be based on clear identified points of assessment which are mapped out on a long term map
- ✓ Be used to inform the planning and pitch of the next unit.
- ✓ Be monitored by Subject Leaders who will report once a year to the SLT and Governing body.