

Forres Sandle Manor (Academic) Policy

Policy Title	Teaching, Marking (Feedback) and Assessment
Policy Lead (Appointment & Initials)	Deputy Head Academic (WP)
Date of Last Review	Nov 2023
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TEACHING

INTRODUCTION

Learning is the main purpose of our school and is the method through which we offer a broad and challenging curriculum. The Early Years Foundation Stage Curriculum and National Curriculum are the important elements that lie at the heart of our learning. They present a clear and full entitlement to learning for all our pupils.

AIMS

The aims of our teaching and learning are that children will:

- Learn best when they are happy.
- Be tolerant and understanding, showing respect for the rights, views and property of others.
- Develop a responsible and independent approach to their learning, work and role within society.
- Develop academic success, creative and aesthetic appreciation and spiritual awareness.

PRACTICAL STRATEGIES

Education is a process of cooperative teamwork involving children, parents, other teachers and professionals, and The Board. We work towards the above aims by:

- Respecting children as individuals, their rights, values and beliefs.
- Fostering and promoting good relationships between pupil and pupil and teacher and pupil.
- Encouraging a sense of belonging to the school community.
- Adopting teaching strategies which are appropriate for the individual learning needs of the children.
- Offering equal opportunities and recognising the importance of cultural differences.
- Providing a well ordered environment in which all are aware of behavioural expectations.

- Encouraging, praising and positively reinforcing good relationships, behaviour and work.

TEACHERS

Teachers should have child-centred learning at the heart of everything they do by:

- Providing a challenging, exciting and stimulating programme of study to enable all children to acquire new knowledge, understanding and skills and achieve, for them, the highest possible standards.
- Being fully aware of children's prior attainments and planning for different needs according to their age and aptitude.
- Ensuring that learning is continuous, progressive and in line with their ability.
- Ensuring that we are good role models: caring, punctual, well prepared and organised.
- Managing our time effectively, both within and without the classroom, and applying a range of teaching and assessment methods.
- Using assessment data to inform our planning and teaching.
- Planning the effective use of resources, including classroom assistants and GSAs. Maintaining an up to date knowledge of educational and curriculum matters.
- Being positive about change and the development of our own expertise.
- Establishing links, where possible, with the local community.
- Preparing children for responsibilities, opportunities and experiences of adult life.
- Work collaboratively, with a shared philosophy, developing cross curricular links where possible and relevant.

PUPILS

Pupils learn at our school. In order to maximise this opportunity, they must:

- Attend school in good health maintained by adequate rest, exercise and nutrition.
- Attend school regularly, taking holiday outside term time.
- Be punctual and ready to begin lessons on time.
- Be organised, bringing the required equipment, kit, prep and books.
- Conduct themselves in an orderly manner, with consideration for others.
- Take increasing responsibility for their own learning.

PARENTS

Parents and carers have primary responsibility for their children. They should:

- Ensure children attend school in good health, regularly and punctually.
- Provide support for the discipline within the school and the teacher's role.
- Be realistic about their child's abilities, offering encouragement and praise
- Participate in discussions about their child's learning, progress and achievements.
- Ensure early contact with the school to discuss matters which affect their child's happiness, progression and achievements.
- Give due support to hearing reading, assisting with learning and completion of homework.

- Allow their child to take increasing responsibility as they progress through the school.

RESOURCES

It is the responsibility of the teachers to ensure:

- That there is a range of appropriate, accessible and labelled resources available, from which pupils may select those which are suitable.
- Children know where resources are kept and the rules about their access.
- Children are aware of the rules relating to safety and privacy.
- Children are encouraged to act independently in choosing, collecting, and returning resources where appropriate.
- Teachers are encouraged to plan their resources well in advance to maximise their chances of acquiring precisely what they need.
- Children and teachers act together in establishing an attractive, welcoming and well organised learning environment.
- Children are encouraged to respect, care for and value resources.
- Resources are safe to use, well maintained and in sound working order.
- Some resources are stored centrally and are the responsibility of the subject teacher or Faculty Head.

Time is a valuable resource. To maximise its use:

- Children's time is carefully organised by teachers.
- Time wasting is reduced by ensuring tasks are made specific and clearly defined; lessons are well paced.
- Teachers are well prepared.

HEALTH AND SAFETY

Teaching and Learning must take place within a secure and safe environment, where risk is minimised. Therefore:

- The Health and Safety Policy must be read and understood by all staff at the school.
- Risk Assessments are carried out as required.
- Accidents are reported promptly and hazards dealt with as quickly as possible.
- It is the responsibility of everyone to ensure the well-being and safety of others, whether pupils, teachers, visitors, The Board, at school or away from it.

PUPIL AND TEACHER WELL-BEING

At FSM we believe that we all work better when we are happy. Therefore we:

- Recognise that children and staff need time and space away from their studies.
- Take care not to overload pupils and teachers across the curriculum.

MARKING (FEEDBACK)

This policy should be read in conjunction with the following policies:

- Curriculum, Planning and Assessment Policy.
- Individual Faculty Feedback or Marking Policies (summaries of which are incorporated herein as Appendix 1).

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance. The feedback of work compliments and assists teaching and learning. It serves as a tool for assessing individual and school performance. This policy should provide standardisation and consistency throughout the school. This policy should be supported by all members of staff.

The critical purpose of formative assessment and feedback is about moving learning forwards. This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning.

The nature of feedback should:

- Be positive
- Acknowledge all work attempted or completed
- Be informative.

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development.

Feedback can be done by the teacher:

- To indicate achievement and progress
- To show pupils how to improve their work and set targets
- To aid teacher planning and assessment
- To inform parents of progress.

Feedback can be done by the children:

- To encourage independent learning through self-assessment
- To encourage them to be more critical in their approach to their work
- To aid teacher assessment (teachers evaluate pupil self-assessment)
- To help them evaluate progress towards personal targets
- To help other children evaluate their progress towards personal targets.

Verbal: Two way discussion of work with the child.

Written: Comments, and/or the use of symbols and scores.

Comments: These should be positive, highlighting the child's strengths. Comments should include advice on how to improve and targets may be set. They serve as a record for the child, teacher and parent (and outside agencies such as an Ed Psych. if needed). *Comments should be in a different colour than that used by the pupil (if at all possible green is very much preferred); red should not be used.*

Symbols: These may include ticks, stickers, stamps and smiley faces. Use of these methods will be age appropriate and at the discretion of the teacher.

Reports

All parents of pupils in Reception and above will receive five academic progress reports on their child(ren)'s progress each academic year. These will be made available to parents half termly until Easter with a final report due at the end of the academic year.

The majority of these reports will focus on sharing data on two main areas of a child's performance:

- Progress – the extent to which the child has made progress in a subject relative to where they were at the start of the academic year.
- Commitment – how hard the child has worked in that subject.

Each report will also include a written comment from the child's class teacher/tutor. Additional written comments will also appear on each report for those who spend time in the Learning Centre and for boarders. The final report of the academic year will include the above data plus full written comments from the child's teachers, plus a written comment from the Headmaster.

These reports are added onto the SchoolBase Computer System in line with the published deadlines.

A Teacher's Mark Book (either electronic or paper-based) may also be used in an ad-hoc, or informal capacity to inform lesson planning.

- These may be objective **test results** or standardised **assessments**. They may be shown in mark books as a percentage, as a standardised score or as a score out of 10 etc. These scores must be kept in the Teacher's Mark Book and some, such as CEM, GL and (when used) Verbal / Non Verbal Reasoning Tests, will be kept on either the Central Computer System (FILE NAME: Teachers/Assessment) or SchoolBase, as required.
- **Grades** may be given in the Upper School. Grades are: (A*), A, B, C and D. They are often used in relation to Common Entrance performance and are especially relevant if the standard of the pupil's future School is known. Pupils

must be informed of their relevance and teachers must endeavour to keep up to date with the standards expected from different Schools.

Each Faculty may have their own feedback idiosyncrasies which reflect the requirements of the individual subjects. It is important that every teacher at FSM is familiar with both the feedback of any subject that they teach along with the aspects contained within this policy, in order to maintain consistency of standards across the curriculum.

Guidelines for Feedback

- All pupils' work should be collected in regularly and marked within one week. However, in some cases, notably ongoing projects or independent enquiry work, weekly feedback may be verbal with written feedback at the culmination of the task.
- Not all mistakes will be corrected. These may be subject specific, as outlined in individual departmental policies (see Appendix 1). Corrections within a piece of work should be neat and legible. Remarks should be in the margin, with final comments at the end of the piece.
- If a teacher feels strongly that a mark, level or grade needs to be included (as part of the feedback to be shared with the pupil) they must have a clear understanding of what it implies. It may be helpful if the children (depending on their age) have prior knowledge of the feedback criteria.
- Time should be allowed for pupils to read comments and scores (D.I.R.T.). They should have time to discuss the feedback when the work is returned, thereby moving learning forwards.
- Where appropriate, feedback is linked directly to learning targets
- The work of pupils with Specific Learning Difficulties should be marked in accordance with their Pupil Profile. There should be some indication of the amount of support given.
- Feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner.
- Work should be treated with respect. When many errors are made, feedback should be selective or dealt with through discussion. Harsh criticism should be avoided.

For further information on **Assessment and Pupil Progress** please see:

- Policy 2b: **Curriculum, Planning and Assessment.**
- Appendix One: **Assessment Timeline.**

APPENDIX 1

English Feedback Policy Summary

After a piece of writing, teachers should:

- Provide a favourable written comment about the child's work they have just read.
- In Y5 - 8 sometimes give a mark for Content, Presentation and Effort.
- Identify a target or targets (depending on the child's ability) for next time – i.e. diagnostic assessment on where improvement could be made. These can be written by the child at the beginning of the next piece of work to remind him/her. The most able children might devise targets of their own or note if they think they have achieved a target that they are working towards.
- Use the symbol 'VF' to indicate if verbal feedback was also given, this may be signed by the child.
- Endeavour to provide an opportunity for the child to read and reflect on comments and targets.
- Where appropriate, underline words or parts of words spelt incorrectly.
- Encourage the child to find or copy the correct spelling at the end of their piece of work. It may also be appropriate for the child to then record them in his/her spelling log.
- Use the symbol 'Sp' in the margin to denote a spelling error made by a child on a particular line.
- Where appropriate, correct any errors in punctuation, the error/omission may be highlighted by a circle.
- Use the symbol // to denote the absence and therefore the need of a paragraph or a new line.
- Reward pieces of good work with house points or subject certificates.
- Reward exceptional pieces of work with a Headmaster's Commendation.

Maths Feedback Policy Summary

It is not always appropriate to mark every example completed. Evidence that the work has been evaluated i.e. by ticking correct results, is important, but incorrect work should be assessed with the child if possible, and written or verbal comments made giving ideas for improvement. Marks tend to be out of a range of scores but are converted into percentages for comparison.

Criticism should always be constructive – beware of short, curt, unsubstantiated remarks. Books should always be marked and corrected as soon as possible after work is completed, and encouragement given both by written and oral comments. Pupils self-evaluate their work using the BAD system by highlighting the end of the piece of work. Teachers use the same system but highlight the titles.

It is up to the professional judgement of individual teachers to decide how, when and if corrections should be made to written work. Often further work on similar examples would be more appropriate.

Science Feedback Policy Summary

The Science faculty follows the FSM presentation of written work policy and the feedback policy. Please consult this policy for detailed procedures.

A mark is awarded for achievement. This will be an objective number and should be shown as the mark out of the total e.g. 7/10. Work of high quality can be awarded a Headmaster's commendation and for Year 6 and below stars can be awarded (for effort etc.). Y3 in the work is marked 1 to 4 for attainment. It is the policy of the faculty that feedback should be positive wherever possible, and that a comment should be made along with the mark. Target setting is also encouraged.

All Science spellings should be corrected. This means that not every mistake should be corrected.

Experimental Write-Ups

All experiments should be written up using the proper framework of title, aim, prediction, method, diagram, observations, results and conclusion (plus improvements if applicable). This provides a structure for the pupil to work with and helps with presentation. When feedback, target three areas for assessment, typically method (**M**), Results (**R**) and Conclusion (**C**). A mark out of 15 should then be awarded, 5 from each of the three areas.

Geography Feedback Policy Summary

The Geography faculty follows the FSM presentation of written work policy and the feedback policy.

To avoid a focus on an actual numbered or lettered mark, the Geography faculty marks classwork, including preps, with feedback. This can be done by either the teacher, a peer or the child him/herself. We use the acronym WWW for 'What Went Well', a positive comment about the child's work and EBI for 'Even Better If' which positively points out a potential area for the child to improve the work.

History Feedback Policy Summary

The History faculty follows the FSM presentation of written work policy and the feedback policy. Feedback consists of (i) identifying some aspects of the work which are good (What Went Well (WWW)) and (ii) identifying aspects which could be improved upon (Even Better If (EBI)).

The History faculty marks all classwork, including preps, with feedback only. Marks or grades are not given (other than in school examinations). Feedback consists of (i) identifying some aspects of the work which are good and (ii) identifying aspects which could be improved upon. This can be done by the teacher, a peer (peer assessment) or by the pupil him/herself (self-assessment).

Pupils may be given a task or target to consider for future work or a question to think about, designed to challenge the pupil's thinking.

Religious Studies Feedback Policy Summary

Feedback is by way of constructive comments, with targets set for improvement. The correction of spelling adheres to the school policy and particular attention is paid to the correction of religious vocabulary. It should be noted that some religious terms have alternative spellings and this is made clear to the children so that they do not get too confused.

Humanities Enquiry or Essay Feedback

For larger enquiry-based pieces of work, the Faculty marks the work based on the outlined criteria at the start of the enquiry.

MFL Feedback Policy Summary

- We recognise the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
- Teachers in the faculty use a common framework for feedback work which is fully understood by all the team.
- Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
- Any summative tests show what a pupil can do, i.e. are criterion referenced.

PRACTICE AND PROCEDURES: A SUMMARY

- Verbal: Two way discussion of work with the child, in line with the above.
- Written: Comments, and/or the use of symbols where appropriate with the age and stage of the child's learning. In Key Stage
- Comments: These may be written or verbal. Where they are verbal this is indicated in the feedback. They should always be positive, highlighting the child's strengths. Comments should include advice on how to improve and targets may be set. They serve as a record for the child, teacher and parent (and outside agencies such as an Ed Psych. if needed).
- Symbols: These may include ticks, stickers, stamps and smiley faces. Use of these methods will be age appropriate and at the discretion of the classroom teacher.