# Policy for Assessment and Feedback

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## 1. Rationale

We believe that feedback forms an essential part of planning, assessment, teaching and learning. Through careful observation, questioning and assessing practical and written work produced by children, we are able to assess what they have learnt, how they have learnt and what their strengths and weaknesses are in order to plan next steps in teaching.

Verbal and written feedback is used to encourage, motivate, support and promote positive attitudes. It should recognise achievement, presentation and effort by promoting high standards and showing pupils that we value their work.

## 2. Principles

- Assessment and feedback procedures and standards should be applied consistently across the academy.
- Assessment and feedback may be verbal during a lesson, or written feedback such as checklists, marking ladders, comments relevant to the learning objective or next steps where appropriate to extend learning and check understanding.
- Children will be given time to respond to any next step comments or tasks.
- Children may sometimes be required to self-assess their own work, or unit of work, by using smiley, straight or wobbly face next to the learning objective.
- Success criteria/expectations will be discussed and shared within the lesson.

## 3. What marking looks like at Reffley Academy

All marking within a book is completed in green. Work will be marked using the following guidance and marking and feedback slips: -

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Key Stage 1

Assessment and feedback slips are used for any piece of assessed work

| | | |
|---|---|---|
| Date:<br>LO: - | | |
| I think …… | My teacher thinks: | |
| SC | | |
| | | |
| | | |
| Support | T | TA |

Key Stage 2

Assessment and feedback slips are used for any piece of assessed work.

| LO: To | | |
|---|---|---|
| Success Criteria | Pupil | Teacher |
| I can | | |
| I can | | |
| I can | | |
| I can | | |
| I can | | |

Y6 expectations

- So that work can be used for Year 6 moderation, feedback is not specific to the assessment framework.
- Children self or peer assess to make the required improvements within the framework.
- All work is initialled by the teacher to ensure it has been looked at and ticks throughout can be used.
- A feedback slip is not always used.

**4. Comments**

Minor corrections

- Correct work is ticked.
- A dot is used to identify where mistakes have been made (not a x).
- Age appropriate, minor corrections are made (using the inverse in maths if possible). Children will not be expected to respond but progress is monitored over time.
- Scaffolds or examples are used where required.
- A VF symbol is used when marking against the success criteria to show a child could verbalise the learning but has not in recorded evidence of this.

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Supported work

- The following codes are used to indicate the level of support a child has received: -

| | | | |
|---|---|---|---|
| Ⓣ | Teacher support | ⓉⒶ | Teaching Assistant Support |

- These are used for a focus group and written at the top of a piece of work (unless highlighted on assessment slip).
- Annotations (where appropriate) are recorded within a piece of work to evidence support/challenge.
- Significant edits are made by children in the purple pen or pencil they used for original piece of work.
- This piece of work is not further marked. It is expected that verbal feedback will have been ongoing throughout the piece of work to support/extend and progress. This will be evident from the quality of the piece of work.

Self-Assessing Work (Years 1 and 2)

- Children will use these face symbols to self-assess against the learning objective:



- A 'wobbly mouth' face is used rather than a sad face. This is recorded in pencil by the children.
- Where a face has been recorded as straight or wobbly, the teacher will undertake a consultation with the child to explore the misunderstanding/confusion.

Peer- Assessing Work (Years 2-6)

Peer-assessment is used to support learning. A peer-assessed piece of work will be recorded in pen or pencil and labelled as peer marked.

Next Step Comments (if evidenced as these are usually delivered verbally for pupils to action within the lesson)

- Are positive and developmental.
- Linked to the learning objective/specific to the success criteria.
- Extend learning and check understanding.
- Focus on skills rather than content.
- Edits will be made by the children in pen or pencil.

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## 5. Generative AI

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. We recognise that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Teachers use AI tools (Teachmate and Copilot) to assist them in providing personalised learning feedback. The AI generated feedback provides: -

- How the piece of work has met the success criteria,
- Areas of focus for the pupil to work on (next steps).

The AI generated feedback is used as support, feedback is reviewed and approved by the teacher before being shared with pupils. AI assisted feedback will not provide suggested text or content that pupils could submit as their own work.

Pupils may not use AI tools: -

- During assessments.
- To write their classwork, where AI-generated text is presented as their own work.

Teachers will be vigilant to potential indicators of AI misuse in pupils' work, such as differences in language style to the pupil's classroom work, lack of direct quotations and/or references where you'd expect them, and references which can't be found or verified. For more potential indicators of AI misuse, see pages 15 and 16 of JCQ's document.

The Ad Meliora Trust considers any unattributed use of AI-generated text or imagery to be plagiarism, and the work will not be used as part of the pupil's portfolio of work.

## 6. Assessment

English - writing

- Books are marked daily. If the teacher identifies that a child needs extra support, they will access an intervention group and/or the misconception picked up the following lesson.
- Each half term, assessment sheets are completed on an end of unit piece of writing. The sheet takes the form of a tick list which has been created using National Curriculum objectives.

English - reading

- Benchmarking assessments take place regularly.
- Children's reading is assessed during guided reading using an assessment tick list that has been created using National Curriculum objectives.
- The assessment form is will be kept in assessment folders and referred to for future planning.
- Phonics assessments are undertaken half termly for any children that are accessing the phonics curriculum.

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Maths

- Power Maths books, strive for 5 and additional maths exercise books are used to record children's learning.
- Work in pupil books is ticked or dotted.
- The title is the learning objective.
- Teachers / pupils will RAG rate the lessons at the front of the Power Maths books.
- Children respond to marking and/or make changes to their work using a pen/pencil (as for the original piece of work).

Non-core Curriculum Assessment Sheets

- At the end of the unit, teacher assessment will be recorded on the 'knowledge organiser end of unit assessment sheet'.
- This will be attached to a copy of the knowledge organiser for the unit.
- Teacher will annotate the sheet stating if children are working below age related or at greater depth.
- The assessment sheet will be kept in the class assessment folder and referred back to when the curriculum area is revisited.
- The assessment folder will go up each year with the children to build a picture over time.

EYFS

- All evidence for pivotal learning points are recorded as observations. Evidence is stored on the ARC assessment tool.
- A mark making/writing book is compiled over the year showing key pieces of mark making and emergent writing.

## 7. Monitoring

We will ensure that these guidelines are being used consistently throughout the academy during lesson observations, work/book scrutiny and discussion with class teachers and pupils. This will be the responsibility of the senior leadership team (SLT) when carrying out monitoring activities.

Feedback from senior and curriculum leaders on the implementation of the policy will be given during staff meetings or with individual members of staff. Monitoring of the impact this policy has on teacher and teaching assistant workload will be monitored half termly by SLT.

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