## 3. Effective Questioning linked to Bloom's Taxonomy

- Deepening Learning is assessed through higher level questioning.
- Children are provided with vocabulary linked to developing their understanding/mastery.
- Teachers feedback questions in books should be from higher order level questions.
- Teachers must be aware of the higher level questions and use these to assess deeper learning and mastery.
- Aim to use language from Bloom's Taxonomy within Learning Objective and marking.
- Bloom's flowers to be displayed.

Please note an additional sheet contains question starters, vocabulary which teachers can build into planning. Children are to be actively encouraged to question themselves and their peers using higher level questioning.

## 4. Termly and Annual Summative Assessment

Termly and Summative Assessment Expectations and Procedures timetable will be completed throughout the year and shared with all staff

Subject leaders and SLT will analyse termly and summative data. Their analysis will inform the school development plan and subject action plans.

## Weekly Assessment - Spelling, Mental Maths and Reading

It is expected that weekly spelling, mental maths and reading takes place. It is important that progress is recorded by the class teacher and pupils so that they can be fully involved and able to discuss their progress.

## Teachers recording weekly progress:

Documents are set up on Google Docs to show weekly progress.

## Children recording their weekly progress:

**Spellings:** Weekly spelling tests and results are recorded in Spelling books. Teachers or pupils can create their own tables to record data.

**Reading:** Quizzes to be taken when children have finished a book. Results are recorded on class reading sheet/document. ZPD's recorded in home reading book.

Mental Maths Test: Recorded in back of Maths books by children.

## 6. Book Presentation and Expectations

## Children's books are where good learning, teaching and PROGRESS is demonstrated.

- Date and LO to written at the start of each piece of learning and underlined. Maths and Spelling books use the short date, all other work the long written date.
- Writing should extend across the page and not stop or start at imaginary margins.
- Teachers should underline the last piece of work after marking this helps children to start the next piece in the correct place.
- Work that is stuck in books should be trimmed in order to fit the book no overhanging edges. Where possible work should be stuck flat and not folded. Children in KS2 need to be guided to complete this. However, work stuck in books should be limited.
- Any errors children make should be crossed out neatly.
- Correct books and labels are to be used.
- Lessons need correct headings: ie Geography, History, RE etc.
- Kingston handwriting policy should be evident from teachers marking and pupils work.



# **Marking and Feedback Policy**

The aim of this document is to ensure that PROGRESS is evident in children's work and that PROGRESSIVE marking and feedback facilitates this.

## Laira Green Formative and Summative Assessment Policy includes:

- 1. Feedback and Marking Policy
- 2. Peer and Self Assessment Progression Grid
- 3. Effective Questioning linked to Bloom's Taxonomy.
- 4. Termly and Annual Summative Assessment.
- 5. Weekly Assessment Spelling, Mental Maths and Reading.
- 6. Book presentation and Expectations.

### **Appendix:**

Use of Codes: On display.

**Bloom's Taxonomy:** Question stems and key vocabulary - on display.

**Annual Summative Assessment Timetable:** Teachers to have a copy at beginning of the year. Assessment options and dates added throughout the year.

Agreed and adopted on:	
3	

### Signed by:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Non class based

## 1. Feedback and Marking Policy

### Whole school agreement:

- Use a green highlighter to underline where the learning object has been met.
- Use a pink highlighter (think for pink) for indicating improvement needed, correction.
- Children respond to one/ two "think for pink" in the next lesson either independently or within the teacher/ TA guided group. Evidence of children responding must be evident in books.
- Extended pieces will be marked IN DEPTH: teachers use highlighters, grammar toolkit symbols. Children MUST respond to the marking the next day.
- Use of grammar toolkit symbols must be evident on all writing (as appropriate).
- Try this! Once a week the children must have a 'Try this!' challenge.
- Ask a question: to move learning on by using Bloom's Taxonomy questions stems. Children must be given time to respond in the next lesson.
- Supportive climate: Children can self assess by putting books into two / three piles.
- LO (tick) objective achieved or use a stamp.
- Word to be written include LO/ working towards/ mostly etc.
- Teaching assistants to mark work at end of session, informing the teacher about the learning that has taken place. However good practice is for Class Teachers and Teaching Assistants 'mark' as the lesson is in progress - immediate feedback. A 'V' symbol can be used at this stage.
- Feedback comments must be initialled.
- Responding to verbal feedback stickers used to show next day teaching response including progress.
- Success criteria shared with children and visible throughout lessons.
- Leave a policy for supply teachers including a supply stamp if possible.

## Foundation Stage Marking Policy

- Beside Development Matters descriptor or code-write: towards/mostly/tick if achieved.
- Smiley face or sticker reward for effort or achievement teacher's discretion.
- Green pen to be used by adult for marking in line with y1 +.
- One 'wish' when appropriate to indicate next steps progress.

## **Key Stage One Policy**

- Extended pieces of writing Children need a success criteria in order to peer/self assess against including 2 stars
- The work to be regularly discussed with the children and use of 'V' code for verbal feedback.

### **Key Stage Two Policy**

- Extended pieces of writing Children need a success criteria in order to peer/self assess against including 2 stars
- Editing: Children need to rewrite (edit) just the sentence/section that has been highlighted in 'think pink'

## **Peer and Self Assessment Progression Grid**

### **Training:**

Children are to follow the marking and feedback policy when peer and self assessing ie; green and pink highlighters.

Visualisers are used effectively at beginning, middle and end of the lesson to demonstrate how to peer/self assess. It is important that class teachers also use visualizers to assess progress during all stages of the lesson.

Year Group	Peer Assessment suggested ideas	Self Assessment suggested ideas  RWI: Children tick correct use of letters during word time spelling/ hold or edit a sentence.  PE: Achieving targets within tasks, making task more challenging if achieved. ABC challenge.		
Foundation Stage Subjects: RWI, PE, Art	Home learning Logs: Teacher shares learning objective, during whole class share children look peer assess. Teacher questions children as they look at Learning Log.  Art, PE and Music lessons: Children's observations and verbal feedback contributions.			
Key stage 1 (developing) Teacher is planning for peer and self assessment.  LO are made explicit so children can identify how well they have met the success criteria.	Use anonymous or named pieces of writing. (Shared and guided group.)  At end of the lesson teacher refers back to the LO ask pupils to highlight others work to show how they have met the LO.  Spellings: Pupil reads out word to a group, peer assessment marking of spelling.  Spot the errors opportunities.	At end of the lesson teacher refers back to the LO ask pupils to highlight their work to show how they have met the LO.		
Lower Keystage 2 Teacher is planning for peer and self assessment.	Children can assess whether LO has been achieved and find examples to show evidence (e.g. underline an example of evidence demonstrating the LO).  Using success criteria pupils are able to mark work and suggest improvements.	At end of lessons, children to self assess work against LO and use correct code if LO achieved.		
Upper Keystage 2	Whole group assessments, pupils view all books and choose an example to highlight a really successful aspect of the work and offer a piece of constructive advice on how to take it forward.  Use school's marking and feedback policy.  Pupils generate their own success criteria.  Pupil assessment of 'exemplar texts' should be evident.	At end of lessons, children to self assess work against LO and use correct code if LO achieved.  Use of traffic lights now the new piles!  Children to use green coloured pencil (or highlighter?) to highlight evidence of LO.		

### **Establishing and Enhancing**

- Teacher effectively plans for peer/self assessment opportunities.
- Extended writing pieces are assessed; teacher provides success criteria against which pupils assess and improve their own work
- Teacher selects from a range of peer/self assessment strategies and uses with confidence.
- Time is provided for pupils to reflect independently or collaboratively on what they have learned and how they have learned.
- The teacher trains pupils to work effectively in a group discussion and models how to give constructive and
- Pupils are confident in assessing their own work and provide information and constructive feedback to others.