CHARTRIDGE COMBINED SCHOOL

Teaching and Learning, Assessment, Recording and Reporting Policy

This policy was adopted Autumn 2024

The policy is to be reviewed Autumn 2026

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1. Introduction

At Chartridge we aim to develop a love for learning within a creative curriculum where every individual is valued for his/her unique contribution. We see learning as a collaborative process between adults and children and between school and home. 'Assessment for learning' lies at the heart of this process.

The aim of our Teaching and Learning, Assessment, Recording and Reporting policy is to make explicit the shared and agreed principles and practices upon which teaching, learning and assessment are based at our school. Through this policy staff will have a consistent and shared understanding of our expectations of teaching, learning and assessment philosophy and practice. It is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.

Growth Mindset

We actively promote and develop growth mindset. We provide a learning environment where pupils are encouraged to effectively self evaluate their own strengths and areas for development. Pupils make choices about the activities to tackle and mistakes are seen as a natural part of the learning process.

2. Our vision and aims

Our Aims are that:

- Chartridge School is a place where curiosity thrives, where every individual's unique qualities are not only recognised but celebrated, and where the journey of learning is a lifelong pursuit.
- We are committed to ensuring that everyone within our school feels not only happy, safe and valued but also inspired to reach their unique potential, fostering a culture of individuality and personal growth.
- Diversity is celebrated, and creativity is at the heart of our community. We embrace the richness of our differences, creating an inclusive environment where every voice is heard and cherished.
- Passion for learning drives our community forward. Students are nurtured to become confident, inquisitive learners, while our values remain the cornerstone of everything we do.
- We take pride in our place within the broader community, recognizing the importance of our role in shaping the future, and ensuring that the well-being and happiness of all are prioritized and supported.

Teaching and Learning

3. Effective teaching and learning

At Chartridge we strive for *Quality First Teaching* at all times to promote active learning.
What does Good Quality First Teaching look like?

- Lessons are planned with sharp, clearly defined objectives
- Lessons build on what learners already know
- Pupils are highly involved in lessons and engaged with their learning
- High quality teacher questioning, modelling and explaining
- Emphasis on pupil talk: regular opportunities planned for partner and group discussion
- Pupils are expected to take responsibility for their own learning and can work independently
- Teachers encourage and praise pupils to engage and motivate them
- Plan, do, review.

At Chartridge it is our goal for every lesson to be 'good' or 'outstanding' based on current Ofsted guidance and the Bucks CC 'What is good learning' document. This policy has been created and should be followed with this guidance in mind. The current Ofsted guidance and the 'WIGL' are attached as appendices to this policy for reference.

The learning environment

At Chartridge we believe teaching and learning takes place in an environment in which:

- There are trusting relationships between pupils and staff
- Children feel safe and respected and unafraid to make mistakes
- Children are challenged through well-paced lessons at the correct level for them
- Children are offered activity or movement breaks to refocus their attention
- There is mutual respect between all members of the school community
- Displays celebrate children's work and support the topics and skills being studied in class. They are interactive and reflect the learning process.
- The classroom is ordered and organised (labelled resources, well-managed transitions, trained in procedures)
- Teachers and support staff model good behaviour at all times and employ positive strategies for managing behaviour in a fair and consistent manner
- Is inclusive to all
- Kindness and patience is encouraged and modelled
- Children are encouraged and their efforts are praised in the classroom and in assemblies
- Staff demonstrate a love of learning

Teachers and other adults at Chartridge:

- Have high expectations of all pupils that stretch them, recognising that they may be in the Learning Pit first
- Ensure learning objectives and lesson plans address the needs of all pupils in the class
- Ensure the behaviour of all pupils allows learning to take place and adhere to our school 'step' behaviour policy when children's behaviour falls short of expectations
- Exploit all opportunities for learning and expect pupils to begin work as soon as they enter the classroom (we have tasks ready for children at the start of each day and after every breaktime, even if it is a quick question or puzzle to ponder over)
- Ensure in every lesson that children are **learning** rather than simply **doing**. As the Growth Mindset Philosophy reinforces, there will be occasions when they will be learning through doing and repetition as long as this provides an appropriate level of challenge.
- Promote independent learning and allow children to succeed independently
- Plan open ended tasks and questions that challenge children to think

- Encourage pupils to be responsible for: their own learning, their environment, their own and others' belongings, themselves and others around them
- Have the confidence and flexibility to deviate from lesson plans – remodelling and reshaping the learning objectives and lesson if pupils are not responding to our teaching in which case plans are annotated accordingly
- Aim to speak to every pupil in the classroom at least once during a lesson (say hello, ask a question, praise them, comment on work)
- Are not afraid to go beyond the objective, to better respond to children's learning needs, in which case plans are annotated accordingly
- Recognise that children learn in different ways and try to plan/provide visual, auditory and kinaesthetic opportunities into lessons
- Try to set learning within a meaningful context where possible and seek to exploit links between subjects
- Regularly provide feedback to pupils and parents
- Seek ways to use the outdoor environment to enhance our teaching and learning.

At Chartridge we encourage teachers to be creative and vary the style and format of lesson activities to keep children engaged and motivated. Different learning opportunities include:

- Investigation and problem-solving tasks
- Research and discovery
- Group tasks
- Pair work
- Independent work
- Whole-class work
- Discussion tasks – circle time, diamond nine, jig-sawing
- Debates and 'trials'
- Allowing pupils to choose from a selection of tasks that show their understanding of the learning objective
- Fieldwork, trips and visits to places of educational interest
- Role-play, hot-seating and drama
- Watching and responding to short films, reports and animation clips
- Using IT to create own movies and radio presentations
- Designing and making tasks
- Visits from guest speakers and 'experts'
- Collaborative work with another class/year group
- Collaborative work with another school
- Learning outdoors
- Peer-peer teaching
- Child initiated play and learning (EYFS and LKS1 especially).

<u>The role of Learning Support Assistants</u>
Teachers deploy learning support assistants and other adult helpers as effectively as possible. We share lesson plans with our LSAs in advance so they can effectively support children within the lesson and are also aware of the learning objective for the lesson, or for a particular pupil/group of pupils. Sometimes they may work with individual children, and sometimes with small groups. If confident, the LSA may lead a larger group so that the class teacher can focus on a small group. As teachers we vary which groups LSAs work with so that all pupils benefit from their support and to encourage independent learning in pupils who are at risk of becoming over-reliant on adult support.

4. Planning

<u>Long-term planning and curriculum framework</u>
Our planning ensures effective, efficient and creative delivery of the National Curriculum and the Early Years Foundation Stage statutory framework. Long term plans have been designed by our staff to encompass a range of subjects and the development of skills based around 'topics'. Teachers follow half-

termly or termly plans for their year group. We refer to Chris Quigley's *Planning a Skills Based Curriculum* mapping tools to support planning, assessment and to check for progression. We also use other resources to assist with planning when they resonate with our aims. Some aspects of the National Curriculum have to be taught outside of the creative curriculum, depending on the suitability of topics in each year group.

Medium-term and short-term planning

Our Medium-term plans set out the work to be covered in one half-term or term (depending on the subject/topic). These have been developed from a variety of sources including:

- The National Curriculum
- *Success for All by FFT (Phonics and spelling follow ups)*
- *Support for Spelling*, *Spelling Bank* and No Nonsense
- Purple Mash
- PSHE scheme
- Where appropriate, teachers involve children in suggesting what they would like to learn and how, at the start of the topic

All curriculum information is available on our website.

Our short-term plans set out work to be covered in a week or lesson. Where a detailed medium-term plan has been written, short-term plans may be brief in outline.

At Chartridge we produce two different weekly plans: a weekly overview to show at a glance what lessons and interventions occur when; an English and a Maths Weekly Plan outlining daily lessons in both subjects. These plans evolve during the week as the teacher evaluates learning.
Focus children are named on these.
All other subjects have a medium-term plan for the term or half term.

Early Years Foundation Stage

Our Reception class teacher creates a weekly plan which encompasses all areas of learning and continuous provision. Links are made to specific objectives in the Statutory Framework for The Early Years Foundation Stage.

Effective short-term plans:

- have clear learning objectives and a success criterion outlining what the children are expected to learn and achieve that lesson and how they will demonstrate this
- take into account (SEN) needs
- take into account a range of teaching and learning styles
- take into account previous learning
- plan in assessment opportunities (including peer, self, teacher and LSA)
- are adapted and modified in light of daily lesson outcomes
- allow opportunities for pupils to review their learning and show progress (e.g. progress against targets, time to reflect on and respond to marking comments)
- identify opportunities to make links with other learning or previous learning (help pupils see the 'bigger picture')
- identify related homework activities
- identify extension and challenge opportunities.

There is no expectation that teachers will submit written short term plans other than that listed above but they may have their own notes to support excellent provision for the learners.
However, should SLT deem it appropriate that more detailed planning is required in order to support the development of a teacher's practice, this will be incorporated into a Personal Improvement Plan.

Teachers seek to differentiate the curriculum by:

- task
- input
- resources used

- expected outcome
- level of adult and peer support

5. The sharing of learning objectives and success criteria

The sharing of learning objectives is a crucial element in the process of teaching and learning. By sharing the objective, we empower children to take ownership of their learning.
We ensure:

- Learning objectives of a lesson are clear and explained in words children understand – except in those lessons where children are 'to discover' the objective. They may be displayed on the IWB, used as a title for a worksheet or piece of work or simply given verbally. The objective may be discussed at the beginning, during or at the end of the lesson – each teacher will judge when the objective needs to be discussed with the children to enhance their learning
- Children understand the purpose of their learning ('the bigger picture')
- Task instructions are clearly separate from the learning objective
- Where relevant or appropriate there is clear success criteria which can be referred to regularly during the lesson and against which children can judge their success (see below). In the best lessons, children generate the success criteria themselves.
- Learning objectives and success criteria provide the focus for the teacher to evaluate to what extent that lesson or task met its aims
- Learning objectives and success criteria provide the focus for assessment - peer, self and teacher (referred to in marking).

Learning objectives often begin with:

To know...	(knowledge: factual information learnt)
To be able to...	(skills: use knowledge, resources, tools)
To understand...	(concepts: understand reasons, causes and effects, how things work)
To be aware of...	(attitude: showing empathy, awareness of issues)

Success criteria enable teachers and children to be sure about how to judge whether or not the learning objective has been met. On lesson plans we start these with *I can*... to encourage us to think about what the children should demonstrate or achieve in the lesson.

Success criteria can be differentiated allowing children to achieve parts of the objective but not others. They can also be created with the class, empowering children to decide what will make an effective piece of work or how to prove what they've understood or learnt. E.g. *having read some newspaper reports, what would be a success criteria for our own reports?* Or *having tried some shop bought pizzas, what would be a success criteria for our own pizza creations?* Or *How could you show me that you've understood how to calculate the area and perimeter of compound shapes?*

Success criteria and learning objectives are used as a basis for the evaluation of the lesson and form a useful and key part of questioning and plenaries.

6. Effective Questioning

We recognise that skilful and well-planned questions are crucial for effective teaching, learning and assessment. Our questions should focus children's thinking on key points. Teachers and other adults model good questioning to help encourage children in asking their own questions to further or clarify their own learning and understanding. In line with the Growth Mindset philosophy, open questions should be used to engage all children and develop inquisitive minds and a willingness to share their responses without the need for a specific 'correct' answer. Effective questions can help move children from the concrete and factual towards the analytical and evaluative.

Questions can help children to:

- Consolidate their learning
- Explore ideas further
- Make connections
- Create new understandings
- Make links to ‘the bigger picture’
- Reflect on their learning
- Think for themselves

It is important that we support children in responding to questions:

- Allow ‘thinking time’ after questions to give children time to think through their response
- Let children know that we don’t expect them to get everything right all the time – that making mistakes and finding things hard are an important part of learning
- Give children the opportunity to discuss their ideas briefly with another child or adult – helping them feel more confident and prepared and to rehearse their response (Think-pair-share)
- Use a range of signs and signals to gather responses from **all** pupils (whiteboards, thumbs, traffic lights, smileys)
- Sometimes employ a ‘no-hands up rule’ so all children feel there is an expectation or chance of needing to respond
- Encouraging children to provide evidence for their views and opinions – asking the ‘why?’
- Pre-teach lesson vocabulary and content to pupils with SEN or EAL where appropriate so they are familiar with content and feel more confident responding to and asking questions

We teach children to respond to other children’s replies sensitively so children feel supported and willing to ‘have a go.’ We do not tolerate children criticising or mocking others’ responses and we teach children how to give constructive criticism and to value differences of opinion.

The extent to which teachers plan their questioning is likely to depend on their career stage and experience.

Presentation

7. Presentation

Throughout the school there will be different expectations based on the ages and abilities of individuals and groups. However it is expected that all children take pride in the presentation of all their work and strive to complete all activities as neatly as possible.

Writing Materials

In general from Reception to Year 6 children will work in exercise books of varying types according to requirements. Loose-leaf paper is used for work of a special nature or for display. Worksheets are used occasionally in class work and often for homework activities. These are filed in children's maths and English files or stuck in exercise books if not too untidy.

Writing Implements

Rec, Years 1, 2 & 3: Pencil
Year 3: Begin to use blue biro of a style recommended or provided by the school (if appropriate).
Years 4, 5, & 6: blue biro of a style recommended or provided by the school.
Children are to use a sharp pencil in Maths throughout the school.

Setting Out of Work

Teachers and pupils agree to the following presentation agreement

This mnemonic is easy for children to remember:

D – date
U – underline
M – miss a line
T – title (Or LO)
U - underline
M – miss a line

- We always make sure we try our best in our written work and that it is very neat.
- The date is written on the top line against the margin on the left-hand side.
- The long date is written in all books except for maths where we use the short date.
- We then miss a line before writing the title of our work in the centre.
- Both the title and the date are underlined with a ruler and in pencil.
- We then miss another line before starting our work.
- All writing starts against the margin if we have one, unless we are starting a new paragraph.
- All straight lines are drawn with a ruler and in pencil.
- We try to use joined handwriting as much as possible.
- Mistakes in pencil are rubbed out or crossed out neatly.
- Mistakes in pen are crossed out neatly with a single line.
- If our writing is neat we can have a pen licence from Year 3.
- All work in maths books is completed in pencil.
- In maths books we write one digit in each square.

We expect children to develop greater independence and speed with writing dates and titles as they

progress into Key Stage 2. In Foundation Stage and KS1 teachers and LSAs may scribe dates and titles on behalf of pupils as needed. Time should not be wasted on this to the detriment of the learning focus.

Other general points

Paragraphs should be clearly demarcated by missing a line.
This is consistent with word processing. Capital letters should be clearly seen for what they are.
Alterations to work will not be made using Tippex or any other chemical erasers. A single ruled line will be drawn through a mistake either in pencil or pen if possible.

Each class will have a book for recording shared work, discussions etc. which isn't normally recorded individually in children's books. This will be something for the class to be proud of collectively.

8. Assessment

Assessment can take many forms and is used for different purposes. It is embedded in successful teaching and learning. We aim for effective assessment for learning all the time in the classroom. We acknowledge that there are two mains types of assessment which fulfil important yet different roles.

Summative assessment

This can be viewed as assessment ***of*** learning and is the means by which the progress of children is monitored. At Chartridge this includes our end of block tests in maths, progress tests in science, Rising Stars Assessments, topic and teacher assessments, moderated writing assessments, optional SATs tests as well as statutory end of key stage assessments.

Our annual assessment calendar ensures a range of this type of assessment is carried out throughout the year. ***See appendix.***

Formative assessment

Also known as assessment ***for*** learning – this is an active and ongoing process in the classroom between the teacher and the child. It is the process of seeking and interpreting evidence for use by the pupil and their teacher to decide where the pupil is in their learning, where they need to go, and how best to get there.

We recognise that the following practices are essential for effective assessment for learning:

- Lessons are planned with clear learning objectives or intentions – we think about what the children are **learning**, not what they are **doing**
- Sharing learning objectives with pupils when teaching or reviewing a lesson
- Involving children in self-evaluating and peer-evaluating against the learning objective
- Focussing verbal and written feedback around the learning objective of the lesson
- Celebrating achievement and effort through positive language and feedback and display
- Using data from assessments and marking effectively to gauge the progress of individuals and groups and to inform planning and target setting

Peer and self assessment

We recognise that children will achieve more if they are fully engaged with their own learning process. We encourage children to actively assess their own learning, deciding for themselves whenever possible what they need to learn and why. As teachers we plan time for pupils to reflect on their own work, respond to marking and feedback in a constructive way and review any personal targets.

Teachers use mini-plenaries during lessons and plenaries at the end to give pupils a chance to evaluate their progress towards the learning objective or success criteria (where used).

During plenaries, when reflecting on their learning, children are encouraged to ask themselves questions such as:

- Am I learning in the best way for me?
- What are my strengths and weaknesses?
- What do I need to do to improve?
- How am I going to make an improvement?
- What really made me think today?
- How will I know if my work is good?
- Do I know what to do if I am stuck?
- Can I identify what I have learnt today?
- What can I remember and understand?
- What did I find easy or difficult in this lesson?

Teachers use a variety of strategies for peer and self assessment including:

- Traffic lights
    - Red I don't understand this/too hard/(too easy – if stipulated?)
    - Amber I'm nearly there
    - Green I understood this/just the right amount of challenge for me
- Thumbs up/middle/down
- Up/down/horizontal arrows
- Sad/Straight/Smiley faces
- Comments to the teacher
- Hi-lighting or marking a section of work they feel they need to improve or that they feel best shows they have achieved the objective
- Peer marking – underline in pencil favourite part of work, comment on something to improve etc.

Teachers use these at any point during the lesson, or at the end of the lesson to ascertain understanding and attitudes. These help to guide or modify teaching for the remainder of the lesson or for the following lesson/s.

Recording assessments

Teachers create their own *Assessment File* in which they keep records of informal tests, on-going assessments against objectives and results of more formal 'end of unit or block' tests. These usually take the form of tick sheets or spreadsheets and may be hard copy or electronically. They should be accessible for monitoring at any time.

This data is updated at least half termly, but teachers should use it more frequently if they find it useful to inform their teaching. A summative assessment is made termly when data will be further analysed.

9. Marking and Feedback

One of the key elements in formative assessment is the feedback that teachers give pupils about their work.

The major purpose of feedback should be to improve the child, not as changing or improving the work. (DW)

It is important not to confuse marking and feedback.

The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be 'meaningful, manageable and motivating'. (*EEF A marked improvement*)

This is what we aim to achieve through our marking and feedback protocol.

Whatever is used, children need to be trained to understand the meaning of it.

Children need to know where they make misconceptions or spelling errors and this also provides a useful diagnostic for teachers to inform what they teach next. But written comments at the end of a piece of work are often both the most time consuming and also the most ineffective. (Dylan Williams)

Children's books must be looked at every day and planning adjusted accordingly.

Written feedback and marking

In order to assist our pupils to achieve their full potential, we believe that any marking must be positive, clear, appropriate to purpose, productive in its outcomes and child centred. It should not mean more work for the teacher than the child.

When giving feedback teachers need to be mindful of the difference between 'slips' and 'errors'.
Errors show a misconception or a lack of understanding – this needs to be corrected e.g. a same day intervention – keep up not catch up. Or hints and questions can lead children to underlying principles.

At Chartridge we agree to the following key principles behind marking:

- Detailed marking must be replaced with something that is better, more effective and efficient. (Sean Harford, Ofsted)
- Marking should show that we value the piece of work, and encourage the pupil to do the same
- Marking should pinpoint the learner's strengths in a piece of work as well as give advice on how to improve next time
- The child must be able to read or access comments made
- Opportunities must be planned for and provided for children to respond to marking
- Marking should be fair and consistent for all pupils and by all staff
- Marking should be seen as a means of evaluating the success of a lesson and should inform future planning
- Marking should take place with the child where appropriate and possible or soon after the work has been completed
- Marking should predominantly focus on the learning objective or a personal target/wish which has been identified and shared with the child.
- We may use any colour pen to mark children's work, as long as it is different to the children's work. We are mindful of the demoralising effect on children of too much 'teacher pen' and corrections on a piece of work.

- Sometimes children will mark their own work in coloured pencil where appropriate – children do benefit from self-marking. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. this should allow children and teachers to instantly address misconceptions and provide opportunities for early adult intervention
- Sometimes pupils may mark each other's work, mainly to identify strengths. This should be carefully modelled and managed by the teacher to protect the self-esteem of pupils. The teacher should always look at the marking afterwards to ensure there are no misconceptions being perpetuated.
- LSAs and other adult helpers may be asked to mark work **occasionally** – in classes where this occurs the teacher must ensure the adult is aware of this policy and our codes and writes their initials at the end of the piece of work. LSAs should only mark work where it is 'right or wrong' e.g. spellings, tables or when they have been working with the group.

Acknowledgement marking in isolation does not benefit the children's progress but will sometimes have a place.

Effective Feedback

Marking and feedback strategies used at Foundation Stage

In the Foundation Stage our assessment is based upon observation of all aspects of the children's learning and social interactions. This is mainly carried out through play-based situations but also in child initiated as well as teacher-led activities.

- Instant verbal feedback is given whilst children are playing and at the end of a session
- Children's work is shared with the class to demonstrate a learning point or to give praise
- Written comments, smiley faces and stickers may be given with the children when a piece of recorded work is produced
- Children's work is displayed to celebrate achievement
- Green (for 'great') and pink for ('next steps') highlighters are used to show what the child has achieved and their next steps.

Specific marking codes used in Foundation Stage:
A/S: Adult supported
I: Independent

KS1 and 2 Distance Marking Approach

Teachers will deploy Distance Marking using a Marking Log. This can be in a book or electronically according to the teacher's preference. It will always be available to Class Support Staff and any other professional visiting the classroom.

The Log will be a single place where children's learning against the success criteria for the lesson is recorded. This avoids repeating the same thing in children's books and facilitates a quick tracker to identify trends. The Log will inform planning for the next lesson and enable the teacher to identify any pre/post teaching that needs to be done in response.

The date and subject will be recorded so that an easy cross reference to planning can be made if necessary.

What will be seen in children's books?

A smiley face will be placed either at the top of the page to indicate full support or next to the sections where children are supported. The adult's initials will be recorded next to the smiley face.

We use the following stamps:

(green) LO fully achieved

(purple) LO partially achieved or not achieved yet but the child has clearly worked hard.

Comments regarding presentation should be written and house points awarded where appropriate.

The following abbreviations noted in the margin to identify common punctuation errors:

CL (capital letter)
FS (full stop)
// (new paragraph)

Adjustments to be made as needed for individual children.

Sp in the margin – the child has to find and correct the spelling error

Words can be underlined or spellings corrected at the teacher's discretion.

 - Placed under words or phrases to indicate that it needs checking (for example grammatical error, word choice, repetitions)

√√ (double tick) – excellent word choice or phrase

√ - It's correct (not necessary to tick every correct answer)

● - Incorrect answer

VF indicates verbal feedback provided

Children's editing and corrections to be made in a purple polishing pen.

Teachers will mark using a contrasting colour.

There will be a gradual progression from the strategies used in KS1 to children ultimately being able to edit their own work without too many pointers by the time they enter year 6.

More detailed observations are simultaneously recorded in the Marking Log but it is highly unlikely these will be on an individual basis.

Marking spelling mistakes

We aspire for pupils to be confident competent spellers but are mindful of the fact that children's spelling ability differs and that it can be demoralising and unhelpful correcting every single spelling mistake in a piece of work. Teachers therefore only correct high-frequency or common words which a pupil should be expected to spell or key topic words which the pupil will be expected to regularly use and therefore should learn how to spell. To support spelling and understanding of new vocabulary, science and humanities vocabulary sheets will be glued into their books at the beginning of every new topic. These will act as title pages for each new topic.

In Key Stage 1, where spelling needs to be practised, no more than 3 words will be written under the work.

Providing verbal feedback

When giving verbal feedback we ensure our comments:

- Link to the learning objective, including what the child has done well and what could be improved
  e.g. I like the way you...
  Well done for...
  You have understood...
  Remember to...
  Next time...
- Sometimes ask a question to further children's understanding of the learning objective
- Encourage children to self-evaluate *e.g. tell me what you learnt from this today?*
- Give a further example of what we mean *e.g. remind me of a powerful verb we could use here...*

Example strategies to support Distance Marking

- Have a bank of questions or multiple choice questions and assign a child a question based on their misconception. Teachers are often able to predict what the misconceptions will be.

- Detective work e.g. I think this would be better if two paragraphs were reversed – find which two I'm talking about. 5 of these are wrong, find which 5 and correct them.

- Give questions as feedback

- During lessons, 'helicopter' – circulate, responding to children's misconceptions as they happen and initial.

Example Maths feedback strategies

- In lessons pupils check their work every 5 questions or so. A visualiser is used to model ways of checking that lesson's problems.
- 3 before me – first try and fix their mistake themselves, then they ask a peer for help, then a group of their peers, finally the teacher.
- Prompt sheets are given out at the start of the lesson which include questions to help pupils find their mistake.

- As with writing, after a lesson, the teacher will look through the class' work and note down any common mistakes or misunderstandings. They will then go through good and bad examples in front of the class.
- Redrafting in maths books looks similar to redrafting in writing. Mistakes are still corrected, but the teacher will also ask pupils to do the same problem again in a different way, or by trying the steps in a different order.

Teachers choose how to adapt for other lessons.

Homework Marking
We appreciate that it is helpful for parents to know how successful their child's homework was.
The same principles will apply to homework marking and parents will be aware of this policy through our usual forms of communication.

10. Target setting and monitoring pupil progress

Targets:
End of key stage targets are set and reviewed in the Autumn Term. As part of our on-going monitoring and evaluation cycle, every pupil from Year 1 is set annual targets in maths, science, writing and reading.
These are set each year and reviewed each term and at the end of the year using Essex Target Tracker.
These targets are reviewed throughout the year to check children are 'on track' and making progress.
Targets are shared and reviewed with parents during consultations. Pupil Progress Meetings take place termly with each class teacher and a member of SLT to discuss targets and progress.
End of year attainment is shared with parents in their child's annual reports issued in the summer term.

Teachers input their assessments termly and the headteacher and/or assessment coordinator analyses this information to monitor progress, reporting findings to governors and staff.

This system enables us to:
- Track pupils' progress towards expected and targeted attainment
- Identify pupils who are falling behind their expected attainment in order to modify their learning and enable them to get back on track (including considering SEN status and possible interventions)
- Identify pupils who are exceeding their expected attainment in order to modify their learning and revise their targets.
- Identify where there is variation in the performance of different groups of pupils and investigate why this is, seeking ways to 'close the gap' in attainment.
- Monitor performance of pupils eligible for Pupil Premium
- Identify variations in performance in different subjects

Short-term progress targets
These become implicit through the marking and feedback process. Children should not need formally written targets in order to improve their skills.
There may be occasions for specific children where more explicit short term targets need to be given.

Reporting

11. Reporting to parents

Parents are invited to attend consultation evening meetings in the autumn and spring terms at which staff discuss progress and targets for individual children. In the summer term parents receive a written report on their child's progress during the academic year. This includes targets for improvement. Year 2 and Year 6 parents also receive their child's National Curriculum end of key stage assessment results with this report. Year 1 parents and parents of other pupils who may have taken the Year 1 Phonics Screening check, receive results of this assessment too. Foundation Stage parents receive a report for their children which includes an indication of whether their child has reached the expected level of progress against each Early Learning Goal. They also receive a report on *The Characteristics of Effective Learning.*
There is an opportunity for parents to discuss their child's report and progress with their child's class teacher during our Open Afternoon or via a planned appointment at the end of the summer term.

12. Monitoring of teaching and learning at Chartridge/Self-evaluation

At Chartridge we monitor the quality of our teaching and learning through the following processes:

- Formal observations of teaching
- Learning walks
- Scrutiny of pupil's work in books and on display
- Scrutiny of planning
- Moderation meetings between colleagues in and between schools
- Pupil progress meetings
- Discussions with staff
- Discussions with pupils
- Analysis of assessment results and pupil tracking data
- Analysis of Support Plans and Provision Maps
- Targets set for staff during performance management reviews
- Governor visits and their reports
- SEN meetings

The key aim of this monitoring is to learn from good practice. It helps us to identify our strengths, recognise when improvement needs to be made and inform us of next steps to move forward.

Evidence from this monitoring feeds into:

- Our school development plan
- School self-evaluation discussions
- Head teacher reports to governors
- Subject coordinator action plans and annual reports
- CPD planning
- Performance management
- School Improvement Partner discussions

Other important information relating to our teaching and learning at Chartridge is included in our **Behaviour** and **Homework** policies which should be read in conjunction with this policy.

13. Conclusion

This policy for Teaching and Learning, Assessment, Record Keeping and Reporting reflects the consensus of the whole teaching staff, and has the full agreement of the Governing Body.
The implementation of the policy is the responsibility of all teaching staff and the Headteacher.

Appendix 1

Outcomes from Distance Marking

- At the start of the next lesson, show an example of a good piece of work, not anonymised. (aim to use each child's work at least once).

  Teacher highlights the good aspects of the work to the whole class e.g descriptive language or perfect punctuation.

  Next show an anonymised piece of work that needs some improvement. This is split into 2 sections – proof reading focuses more on spelling, punctuation and grammar errors. Editing focuses on redrafting the content and style of the piece.

  Correct mistakes and make changes in front of the class.

  Class spends 10 minutes working in mixed-ability pairs to proof read their work and make edits as necessary. Alternatively, they may work in groups to proof-read a typed up piece of work. For pupils who need more help, mostly in year 1 and 2, an LSA gives them a prepared piece of work (not their own) with **one** type of error for them to fix. If they need further help than this, they'll work on simply highlighting mistakes as a first step towards being able to edit their own work.

  More challenge can be added for the more able – give an additional pointer to develop their writing to the next level.

  Class then works on editing or redrafting their work. This involves changing the content and thinking about the effect on the reader, and thinking about how to move their work to the next level.

Appendix 2

Review of marking and feedback policy and practice March 2018

Rationale, research and trials.

The government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workload.

The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be 'meaningful, manageable and motivating'.

(EEF A marked improvement? A review of the evidence on written marking.)

A central problem in the area of assessment in the classroom has been in the way that teachers often confuse marking and feedback. As Dylan Wiliam points out, there is an extraordinary amount of energy expended by teachers on marking and often very little to show for it in the way of student benefit. A set of marked books is traditionally seen as an effective proxy for good teaching but there is a lot of evidence to say that this might not be the case. Certainly students need to know where they make misconceptions or spelling errors and this also provides a useful diagnostic for teachers to inform what they will teach next,

but the written comments at the end of a piece of work are often both the most time-consuming and also the most ineffective.

One of the more surprising things in many studies of feedback is not only that a lot of it has no impact , but that sometimes it can actually do damage. This can occur when feedback is given with too much frequency creating students who become too dependent on their teacher:

Students will only act on feedback if they believe they can get better and so motivating students to believe improvement itself becomes a key part of the challenge.

Dylan Wiliams – I would say that the most important thing is to make the way students response to feedback a direct task rather than just presenting feedback. So the way I describe it is to make feedback into detective work. E.g rather than saying ' if you swap these two paragraphs around the story would be better', you could say, 'I think it would be better if *two* paragraphs were reversed. Find out which two you think I'm talking about.

So, I think the important point is firstly, you have to give students a completable task in order to take the feedback on board and the second thing is you have to make them do it in front of you. I would say as a general principle, don't ever give feedback to students unless you make the time (the next time they are in the classroom with you) for them to respond to that feedback. After all, if it's important enough for you to give one –to-one advice to students it's important enough to take lesson time to respond.

Daisy Christodoulou - Feedback needs to be framed in such a way that it is something people can learn from and in order to be that, it needs to actionable. It's no good saying 'you need to be more systematic', because if they knew what that meant they'd probably have done it in the first place. There has to be something they can go away and do in response to it. I think giving questions as feedback and particularly giving multiple choice questions as feedback can be really good because that's something people can just do straight away.

Dylan – feedback should be more work for the recipient than the donor
e.g. rather than ticking 5 answers and crossing 5 answers, say "5 of these are wrong, find which ones and put them right."
Think – what concrete task do I want the student to engage in.
The major purpose of feedback should be to improve the student, not as changing or improving the work.

Daisy – In lots of cases you can anticipate the kinds of things students are going to say and the similar mistakes they will make. Therefore you can anticipate the kinds of feedback you should be giving. You can deal with lots of things at once so I think the way for a teacher to cut down on their workload is to start to anticipate what's going to be a typical response and how they're going to respond to that.
Anticipate a misconception and decide how the students are going to respond. It's something they have to act on and have to think about.
In that sense, written comments are probably the worst kind of feedback because they are way more work for the donor than the recipient, because they take forever to write out written comments in each book, and yet students often just look at them and then look away and don't do anything in response.

Owning feedback – ideally would come from students seeking feedback. The starting point for effective feedback is students wanting to get better at something and seeing the feedback as being helpful in directing their improvement.
Students really own the feedback when they *want* the improvement.

Marking is probably the most time-expensive task any teacher can do.
Dylan – yes, probably right.
Need to lay down clear expectations to parents. (p32 for egs to say to parents)

Recommends four quarters marking.
25% in detail, 25% skim, 25% self asses with teacher monitoring the quality, 25% peer assessment.
Pupils do benefit from self marking. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. (B&W 1998)
In maths and science, teachers often find it difficult to give good feedback because the task they gave did not effectively provide the teacher with any insights into the student's learning.
The starting point for effective feedback is asking the right questions in the first place. Need to get in the habit of setting maths and science tasks in the same way as English – so that they task elicits evidence of the students' strengths and weaknesses, which then begins a dialogue with the student.
However much time you have available, spend twice as much planning as marking.

Daisy – reduce written comments.
3 strategies she's seen that are useful:

- Whole class feedback. As teacher is reading books take notes on how the whole class have responded. Then in the next lesson, respond to the most frequent things that have come up and then maybe pick out one pupil's work, to really praise and kind of individualise that, show the whole class, and pick out another pupil who they're going to work with individually if that pupil is struggling.
- VLOOKUPs on Excel and mail merge – codes and personalising feedback without writing the same thing over and over
- Questions or multiple choice questions. A bank of questions and you assign a student a question based on their misconception

There is value in children marking their own tests – more testing, less marking! P35

(Hendrick and Macpherson – What does this look like in the classroom? Bridging the gap between research and practice.)

The key is not just to withdraw marking, but to replace it with something that is better and more effective and efficient. Sean Harford. (Ofsted)

Marking books happens outside of the lesson and outside of where learning takes place, it is not the best way to give feedback.
Strategic minimal marking – the teacher starts with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling you've already done in the lesson, and does as little as they need to help them edit. It works on the basis that the whole point of feedback is actually to feed forwards, and ensure you know what to do next time.
Pupils who need more help on something get a prompt when the teacher looks at their books. Teacher will just write 'missing words' or 'full stops' so the pupil will know to focus on that. Teachers may also use stamps where a pupils' work displays a common issue.
If they need even more help, the teacher will write the prompt as above but will highlight a specific section to help the pupil find the error.

Pointing out individual errors is the last resort and is only done when a pupil is really struggling.

Because this can take up a whole lesson, the school runs fewer literacy units than it used to. Focuses on deeper content knowledge rather than content coverage.

Maths – pupils are taught to self check in lessons.

(Clare Sealey, headteacher.)

Policies should include:
The purpose of marking and feedback
The frequency and expectation
The evidence
The impact on workload
The impact on learning
The link to planning
The range of feedback ideas

(Kevin Burrell BLT)

Children universally love it “It’s so much better now teachers are not writing in my book – it’s so much neater”. “It’s my book, it feels like part of me”.
Pupils take more pride in their written work. Outcomes are better and, without the clutter of teacher marking, it is easier than ever to see progress.
The signs are good for improving teacher workload. Staff surveys indicate lower levels of stress. Teacher retention improved.

(Matthew Kleiner-Mann, executive headteacher)