



Flourish FEDERATION

Believe, Achieve, Belong



Assessment Feedback and Marking Policy

The Flourish Federation Vision

To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Built on the strong foundations of Matthew 7:24

Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.

Our Federation’s vision, ethos and Christian values underpin and thread through every aspect of our work across our Federation. Our work helps us on our collective journey to achieve our vision for all in our Federation community.

This policy was ratified by Flourish Federation Governing Body on:	28 Nov 2023
This policy will be reviewed by Flourish Federation Governing Body on: (unless earlier review is required to adhere to statutory requirements/changes in procedure)	Nov 2026
Policy Version:	V2
Signed by the Chair of Governors:	
Signed by the Executive Headteacher:	

Our Values



Marking and Feedback

At Flourish Federation we believe that marking and feedback has two key purposes. One, children act on feedback in order to make progress over time. Two, it informs future planning and teaching. It is a dialogue between adults and children. Effective marking enables students to engage with the feedback and then take action in order to improve their learning. This is most effective when it happens alongside the children, mid-task, so they can respond to the feedback in the moment when conversations are fresh and the impact of doing so will be greatest. In doing this, children will be empowered to own their learning, better understand their successes, and knowing how to take their work forward. Children's learning, effort and progress is recognized, encouraged and rewarded. The entire school community understands that recognizing and learning from errors and misunderstandings is the basis of how we learn and make progress.





Aims

- Children receive in-the-moment feedback about strengths and areas to develop
- Children act on feedback and make progress over time
- Children can talk about their next steps
- Adults gather rigorous evidence to inform assessment
- Marking and feedback informs future planning and teaching
- Adults have time for teaching, learning, planning and assessing, not marking
- We have a consistent, whole school approach



Who?

All adults; teachers, teaching assistants, volunteers, parents and **all** children in our school communities are crucial stakeholders in the marking and feedback dialogue.

The colour of the pen indicates its role in the marking and feedback process.

Pen – colour and type	Who?	What for?
Green pen 	Adults	<ul style="list-style-type: none"> - To record verbal feedback notes - To tick assessment step - To annotate a next step in a book - To record a celebration
Purple pen 	Children	<ul style="list-style-type: none"> - To edit their work - To respond to feedback
Green Highlighter 	Adults	Good Green indicates where a child has done something well, in relation to the learning objective.
Pink Highlighter 	Adults	Think Pink is used to show the parts of the work where children need to review or edit.

Generic marking and feedback strategies

Live marking and feedback		
Strategy	What is the benefit?	What next?
Good Green	In-the-moment positive feedback.	Reward with positivity and share with others.
Think Pink	<p>In-the-moment opportunity to ask questions, address an issue, edit and make progress.</p> <p>Can be edited during 'Find and Fix sessions.</p>	Use Find and Fix strategy in next planned FF session.
Speech bubble  (VF notes)	Evidence is noted in the book for input to summative assessment.	Feed into weekly assessment review.
Stickers and stamps 	Happiness! Reward of effort, progress or achievement.	

NS – Next Time

NS is written in the book to indicate Next Time – next steps for learning. This is what children will look for when they 'Find and Fix'

Whole Class feedback form/Distance marking

Date:

Lesson:

Work to praise and share	Need further support / surgery time
Presentation Notes	Basic Skills Errors
Common misconceptions and next lesson notes	

Find and Fix

Children need time to reflect on marking and feedback. We call this 'Find and Fix' time and plan in a dedicated daily slot to complete find and fix. Find and fix can also be done at the start of lessons. During this time the children can think about any comments written, focus on developing their learning, correct mistakes and improve work.

Learning Looks

Learning Looks are an important element of our monitoring of the quality of education. Children will be selected and their school experience explored entirely. The following will be looked at:

- Books
- Child Voice
- Outcomes
- learning plans - One Page Profiles, EHCP documents, positive behaviour plans
- data – formative and summative

The staff team will have the opportunity to talk about the children selected and parents may be consulted. As an outcome of this monitoring, areas of strength and next steps for teaching and learning will be shared with adults. This will feed into annual performance management appraisals, and may become a coaching focus.

Assessment Expectations

Daily

Whenever appropriate, adults will live mark, complete the whole class feedback sheet and talk to children about achievements, effort, progress and next steps.

Weekly

Whole class feedback sheets will be reviewed and possibly discussed during PPA, to input into planning for the following week. Assessment can be updated during these discussions.

Termly

All data, formative assessment, evidence in books will be used to make decisions about age-related expectations, and data entered to pupil asset.

Salford reading assessment for identified children will be completed. One page profiles will also be updated termly.

Yearly

In the Autumn Term all year 2 children will complete the Salford reading assessment.