



Discovery Primary Academy
Formative Assessment and Feedback Policy
September 2024
Reviewed annually

Marking Principles

Marking children's work is an essential part of assessment at Discovery. Effective marking will:

- recognise, encourage and celebrate children's efforts and progress.
- provide clear feedback to children about strengths and areas for development to move learning forward.
- create opportunities to practise identified mistakes and misconceptions.
- focus teachers on those areas of learning where groups and individuals need specific support.
- provide a record of children's progress.

Marking 'in the moment'

Whenever possible, children's work should be marked 'in the moment', with the children present and whilst work is being completed. This will include:

- the teacher circulating the class, or working with target children, to give instant feedback.
- celebration of successes, including use of the visualiser to showcase children's work.
- individual, group, or whole-class feedback about areas for development.
- using a 'V' or stamp to indicate where verbal feedback has been given.

By marking as children are working, children will receive continuous feedback during the process of learning, enabling them to achieve their best and develop strategies for selfimprovement.

To help children to be partners in their assessment, we:

- share Learning Objectives and Big Questions and reflect on these after learning.
- provide opportunities for peer assessment and editing.
- use oracy strategies to encourage discussion of learning with peers and the whole class.
- use a range of collaborative strategies and activities for end-of-unit assessments.

Written feedback

All written work should be checked daily by class teachers. Written feedback for children will mostly be provided during 'in the moment' marking. Some pieces of work will require more focused, written feedback or further review, after the lesson is complete. In these cases, the following guidance will be followed.

In all written feedback:

- Teachers will mark in bright-coloured pens, but not red or purple.
- Ticks will be used to show correct answers in Maths and Reading books, as well as to praise positive work in all books, for example, an interesting vocabulary choice in Writing.
- Dots will be used to indicate incorrect answers in Maths and Reading.
- Children will correct answers next to the dot. This will then be ticked, or – where the answer is still incorrect – completed with the child.
- Learning Objectives and Big Questions will be highlighted to show children's understanding:
 - green where the child has achieved the lesson outcome
 - yellow where the child has partly achieved the lesson outcome
 - left unhighlight if the lesson outcome has not been achieved. This will then be initialled to indicate that the work has been checked. The expectation is that the child would then be the focus of further support following the lesson.
- If a child has worked with an adult, their work will be stamped to indicate that it is TA or Teacher Assisted.

- In children's writing, a maximum of three incorrectly-spelt words will be identified and underlined with a wiggly line. The correct spelling is written at the end of the piece of work with 'sp.' written in the margin next to it. Children will write the correct spelling underneath each word three times.

sp. incorrect incorrect

incorrect incorrect

The correct spelling will then be acknowledged with a tick by the class teacher when next marking.

- Work that is marked by someone other than the usual class teacher will be initialled next to the LO or Big Question to indicate this.

Feedback may also include:

- Positive comments may be used by the teacher to highlight what has been achieved well in all books. Stickers, stamps and handwriting awards may also be used to praise effort and achievement.
- Next step guidance may be added as a written comment for children to respond to, although this will ideally be picked up through instant, in-lesson support.
- Where the learning objective has not been fully achieved, the learning from that lesson will be revisited as soon as possible after the lesson to secure this knowledge.
- Common misconceptions across the class will be addressed at the beginning of the next lesson.
- For Writing, teachers will complete feedback sheets for final, extended pieces of writing in each unit to reflect on what has been achieved and to identify targets for following units.

- For Art, teachers will write an evaluative comment on the title page for each unit, after the final piece is complete. This will reflect on children’s progress across the series of lessons.

Presentation of Work

At Discovery, we have high expectations for children’s presentation of written work in books, as this reflects the pride that we take in our learning. We expect that:

- the quality of written work is of the same high standard across all curriculum books.
- handwriting is neatly presented on the handwriting lines provided and joined, as outlined in the handwriting programme.
- the date, Learning Objective or Big Question will be written – or printed – at the top of all pieces of work, and will be underlined with a ruler. It is the expectation that these will usually be written by children from Year 3 upwards.
- rubbers or a neat line with a ruler will be used for corrections.
- worksheets should be used only when necessary and will be stuck in neatly.
- Key Stage 1 children will use pencils for all writing. A coloured pencil will be used to edit work. From Year 2, Purple Polishing Pens will be introduced to children during the Summer Term.
- Key Stage 2 children will use pencils for all writing. Purple Polishing Pens will be used to edit work and coloured pencils may be used for children to mark Maths Workbooks and Reading comprehensions during whole-class marking.

Expectations in books

Reading books

- A cover title page is neatly stuck at the beginning of each new reading unit. This will include each of the objectives covered in that unit.
- The date will be written and underlined at the start of each new lesson, followed by the lesson title/Learning Objective, where appropriate.

	<ul style="list-style-type: none"> • For CUSP reading, a Knowledge Note will be stuck in and a written outcome may either be completed on the Knowledge Note, or on the following page. • All children will complete at least one written comprehension per week. Throughout the study of each book, there will be continuous opportunities for discussion about the text, which will also be used as an assessment tool.
Writing books	<ul style="list-style-type: none"> • A double page will be used for the start of each new writing unit. • The Knowledge Organiser from CUSP will be stuck on the left page with the date above; the model text will be stuck on the right page. • For flexible CUSP units, teachers may choose to include a cover page to indicate this unit, or a Knowledge Organiser and model text of their own making. • The date will be written and underlined at the start of each new lesson with the Knowledge Note or Ingredients for Success underneath.
Maths books	<ul style="list-style-type: none"> • In Maths Journals, the Learning Objectives are written or printed above the Explore activity. • The date is written in short, numerical form in both Maths Journals and Workbooks.
Curriculum	<ul style="list-style-type: none"> • The Knowledge Organiser for each unit will be stuck into Curriculum books at the start of each new subject unit. • The date and Big Question are written, or printed, in full at the top of each new piece of work and underlined with a ruler. • In Art, sketch books will include a title page for each unit, with the Big Questions for each lesson.

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