



Assessment to improve (Marking and Feedback) Guidance


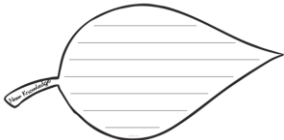
Assessing to improve is the process of challenging and *deepening* thinking and clarifying understanding in order to make improvements. This can take a range of forms including; written feedback, verbal feedback, peer or self assessment etc. This *collaborative* process enables children to *grow* and achieve more than they could alone.

Our Key Principles

Feedback is best when...

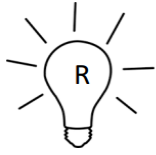
- It moves the learning forward, addressing misconceptions.
- It is live, purposeful and meaningful to the child.
- Children are able to engage with it in order to make progress.
- It engages children to reflect upon their learning.
- Space, time and priority is given to allow for this practice.
- It can be reflected upon and revisited to support recall for long term learning.
- It allows the teacher to judge the effectiveness of pedagogy and informs next steps.



EYFS	<p>Verbal feedback in the moment</p> <p><u>Writing</u> Stampers used as feedback and a target for</p>  improvement
KS1	<p>Learning question is highlighted to show level of achievement</p> <p>Green LF met Orange LF partially met Pink LF not met</p>  <p>Children add new knowledge or edit their learning using the 'New Knowledge Leaf'</p>

Teacher comments

Teachers may write comments that will help a child to reflect and improve. These comments are written in **PINK**. Teachers are not expected to write a comment unless it is going to have a direct impact on a child's progress.
Maths - Year 2 onwards.



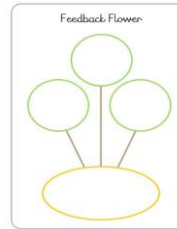
Explain

Prove

Method

Teachers will use the above codes to ask children to reflect and respond further.

The feedback flower is a form of peer assessment (green leaves) and teacher target setting (yellow). Children are expected to revisit the target circle before starting their next piece of work.



KS2

Learning question is highlighted to show level of achievement

Green LF met

Orange LF partially met

Pink LF not met



Children use a purple pen to make edits, respond to their teacher or demonstrate understanding.

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Maths



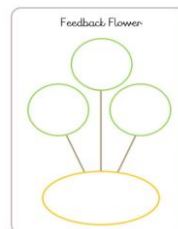
Explain

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Thinking Column

KS2 children use a thinking column whilst journaling. This is a space for reflection and note taking both independently and prompted by an adult in order support further growth and metacognition.