



Olney Infant Academy and Olney Middle School

2021-2022

**Presentation and Formative
Assessment**

Rationale

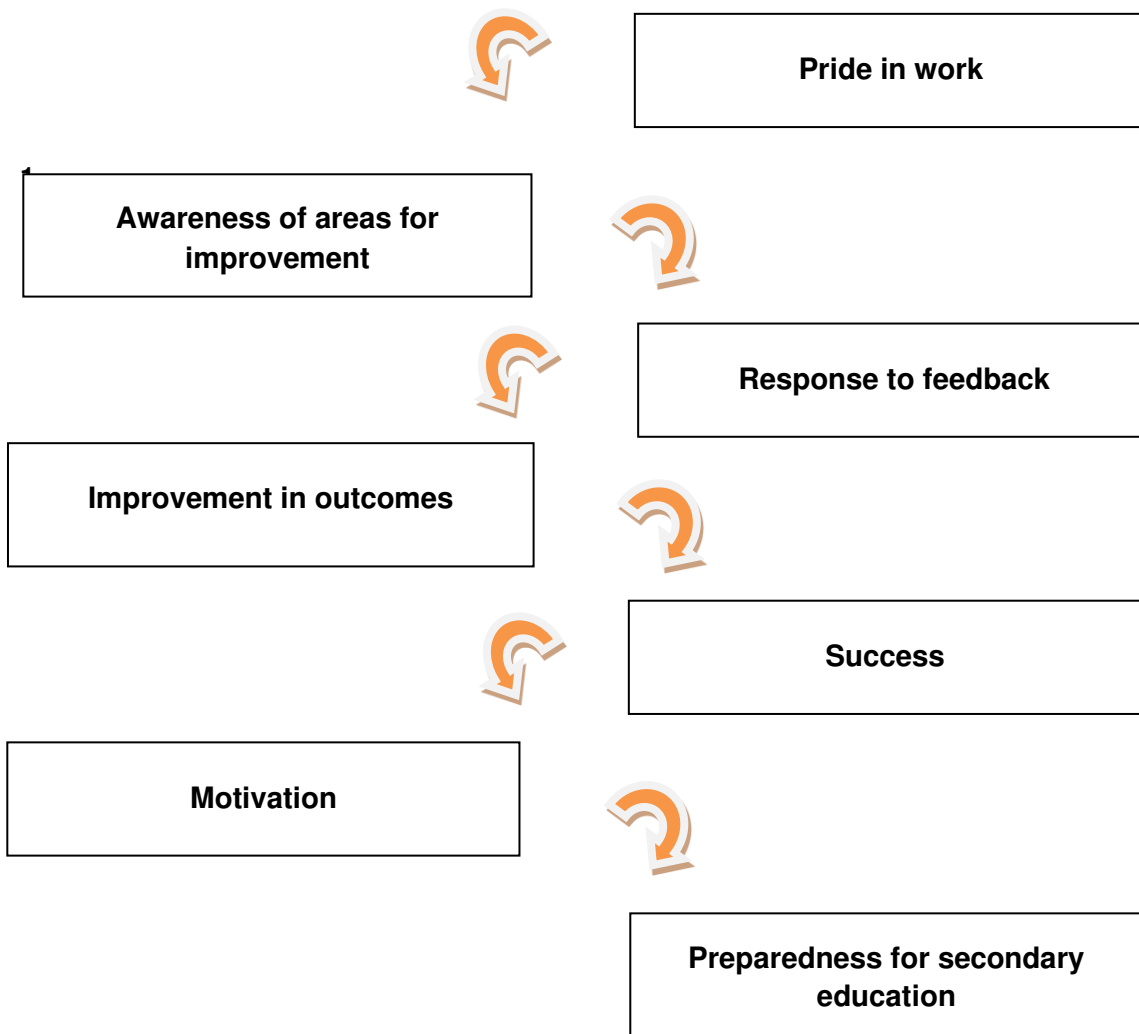
The following document outlines our whole philosophy on learning. There are several key issues **that must be clear in the whole delivery of our curriculum:**

- The shared vision for excellence (i.e. '*What we're pleased with*')
- The way in which children's books demonstrate that they value their education
- The extent to which children's book demonstrate our vision of how we prioritise learning
- The extent to which we are sufficiently rigorous in the monitoring of progress in *all* learners, particularly those in vulnerable groups
- The way in which we place Spiritual, Moral, Social and Cultural education at the heart of our curriculum

This policy has been designed to ensure that, through an integrated system of approach we can demonstrate:

- We are monitoring pupil progress to ensure that we are closing the gaps for vulnerable groups
- We are meeting the needs of all pupils through a curriculum and assessment programme that identifies areas for improvement, reflection and refinement.
- Provides children and teachers with a clear sense of 'the whole' and allows children to ensure that they are able to identify their targets and actively seek to address them
- Ensure that feedback provided to children has demonstrable impact on future outcomes and that misconceptions or errors do not persist.
- Assists teachers to ensure that they can fully demonstrate that they meet the Teachers' standards
- Provides the basis for a robust reporting system to parents on a termly basis
- Gives due consideration to pitch and expectation across the year group, ensuring appropriate progression

Integrated Assessment Approach



1.1 Presentation

Presentation of work exemplifies pupils' and teachers' attitudes to learning and whether work is valued

We believe it is important that children:

1. Learn to consistently set out their work neatly
2. Continue to develop a fluent cursive style of writing

However, in setting high standards of presentation and handwriting we must not discourage and dishearten those children who experience difficulties in presenting their work, ideas and opinions in written format. Our approach must ensure that we allow those with a weakness in this area to progress over time.

Posture

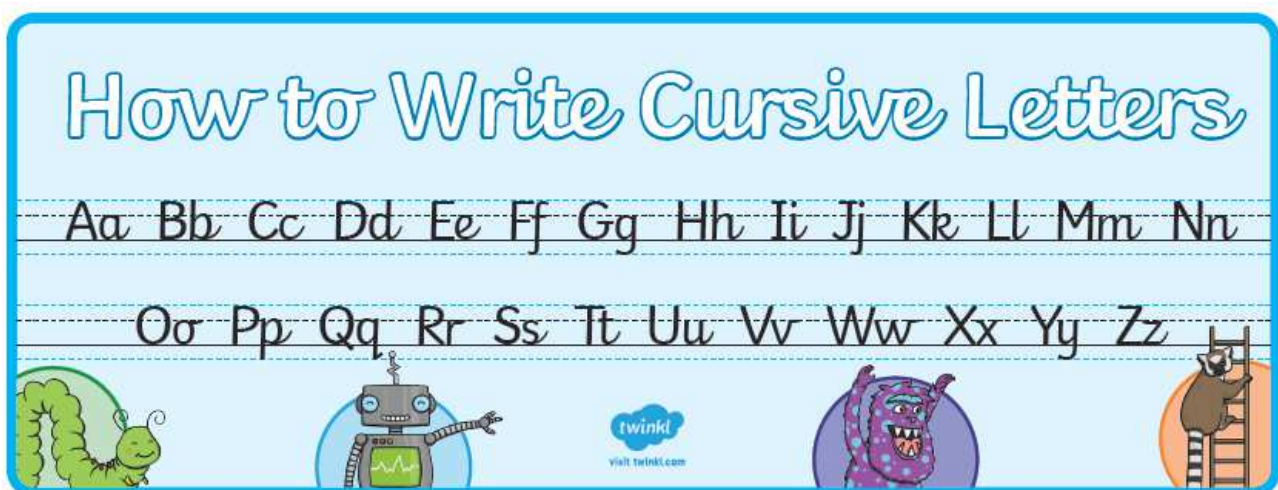
Children must be encouraged to sit square and upright at their desks.

Children who are left handed should not be allowed to develop idiosyncratic approaches to letter formation and due consideration should be given to early intervention where inappropriate grid of pen or pencil prevails.

1.2 Formation of letters

We use the continuous cursive looped formation of letters as shown in the image below. Handwriting is taught explicitly once a week and should be monitored in every exercise book or written work.

NB: the flick is introduced as the children are ready in KS1. It is not taught as the letters are introduced in EYFS.



1.3 Appropriate Equipment

- Black pens (**including high quality ball point pens or Biro**s) – for formal pieces of writing.
- Pencils – for maths work, diagrams.
- Colouring pencils – for completing diagrams and pictures. Under no circumstances must felt or fibre-tipped pens be used in exercise books.
- A ruler
- A sharpened pencil

1.4 Pens

When children enter Year 3, they will be expected to use a pen for formal pieces of writing. To support the children to transition to writing in pen, there will be regular handwriting sessions to practice joins and the formation of letters.

1.5 Setting out written work

For all subjects, the date is written and underlined at the top (but not the top line of the page) left hand side of the piece of work:

Tuesday 2nd February, 2020.

(in KS1 and EY this may be typed)

For maths the date is written and underlined as follows;

17.04.20

The rationale for this is to ensure that children are familiar with multiple representations of date format, but allowing for a consistent approach across the school.

- Children then write and underline the learning objective on the left hand side – a line may be missed for children who are working on the size of their handwriting.
- Children then miss one line.
- For Theme lessons, children write the subject and skills/knowledge they will be covering in the lesson. E.g. Geography – I can locate the capital cities of the UK. This will be typed for KS1.
- All written work starts next to the margin (KS2) – there is **no** indenting for new paragraphs
- Maths work should be left justified with a 2-3 square margin to allow for teacher comments, if necessary.
- A line is missed between paragraphs
- Mistakes are crossed through – neatly in pencil and once only **WITH A RULER**

1.6 Setting out diagrams/annotating work

Labels and annotations are written in pen (for those who are allowed to use pen), horizontally and on straight lines (drawn in pencil)

Diagrams are drawn in pencil and then coloured in with colouring pencils

1.7 Starting a piece of work

Previous work should be 'ruled off' and where less than four lines are available or circumstances allow suggest this is wise, a new page should be started.

1.8 Storing Work supplementary work

Where A4 sheets are used as part of a task (in an A4 book), these should not be folded as this will create an uneven surface on which to write. These should be carefully trimmed to fit the existing page and stuck in to ensure that the book represents a 'learning journey'.

Where a smaller book is used, care should be taken to ensure that worksheets are carefully trimmed to allow children to continue with pride of ownership.

Sufficient time should be allowed for children to efficiently and neatly stick worksheets into books.

As we hold a school subscription to Twinkl.com, some lessons may be supplemented with resources from there. The logo strip at the bottom should be trimmed off so long as the copyright disclaimer is present inside the back cover of the exercise book.

EYFS and KS1 will neatly file independent learning within a learning journey folder, for KS1 this will be organised into subject areas

1.9 Care of Books

Children are to be encouraged to keep books neat and tidy.

There should be no drawing on the front cover or doodling within the book itself. Children who deface their books are required to purchase a new book at a cost of 50 pence.

There are no exceptions to the presentation policy.

Feedback Rationale

Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.

Olney Infant Academy and Olney Middle School are committed to providing regular oral and written feedback which is clear, meaningful and motivating for pupils. High-quality, constructive feedback impacts on learning by identifying pupils' existing knowledge and understanding, reinforcing consistently high expectations, celebrating success at every stage and ensuring sustained progress. For teachers, it informs the systematic assessment, planning and delivery of lessons by providing the information they need to anticipate and adapt effectively. It is also the process of creating a dialogue, through which feedback can be exchanged and questions asked and responded to. The pupil is actively involved in the process.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books with the teacher's initials.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Olney Infant Academy and Olney Middle School, these practices can be seen in the following way:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<p>Lesson observations/learning walks</p> <p>VF noted in the margin or within work of a pupil's book</p> <p>Some evidence of annotations or use of marking code/highlighting</p>
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer-assessment</p> <p>Reflected review feedback (marking)</p>
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<p>Acknowledgement of work completed (initials)</p> <p>Whole class analysis notes</p> <p>Lesson observation – of impact of input using whole class analysis</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings</p>

2.3. Marking colour

In all marking, two coloured pens will be used – PURPLE to indicate a good example of the LO/WAGBA, ORANGE to indicate an area of improvement.

All work will be acknowledged in some form by class teachers.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In the Foundation Stage, written observations will be recorded. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

Children's own editing is always carried out in GREEN.

2.4 Whole Class Analysis and Feedback

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers initial each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the whole class analysis grid on the Maths/English/Theme planning document (example below).

After the analysis, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given. Misconceptions can also be addressed during Exit Sessions.

Example of Class Analysis and Feedback form (found on MASTER Planning document)

Work Class Analysis and Feedback
*Work to Praise - Sam (Correct labelling), Sophie (Clear explanation)
X - Need Further Support - Peter (labels are muddled), Lizzie (Muddled explanation)
P - Presentation - Ben
B - Basic Skills Errors - Chris – Capital Letters for names
Misconceptions/Notes
PP
SEND
MA

2.5 Child-led assessment, feedback and editing

Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher comments or marking, as a result of self-assessing and reviewing work against their understanding in relation to the skills taught or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written, the comments should be initialled by the child-reviewer. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets.

For example:

'I like this part, but have you thought of...'

'What made you use this word/phrase/ connective/simile/metaphor and not another one?'

'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Editing does not need to be done for every piece of writing.

Evaluating their Understanding

At the beginning and end of each Theme lesson, children will evaluate their understanding of the skills/knowledge taught by drawing one of the following: ☺/☹/☺

E.g. Geography – To identify the countries of the UK on a map. ☹ ☺

In this example, it shows the child did not feel confident/knowledgeable about performing this skills at the start of the lesson but felt very confident with the skill at the end of the lesson.

2.6 Marking of daily writing

In KS1 and KS2 during the teacher led, modelling stage, verbal live feedback throughout the lesson is given to pupils to improve their work and to encourage pupils to “Deepen the moment”.

Children are given the opportunity to write in every writing lesson. Each written piece will be marked in line with the school's marking code. In FS and KS1 children write in their continuous provision. This is marked inline with this policy where it will impact of children's learning or inform assessment.

In KS2, at the end of a unit, when the children have written all the plot points for a text, each child will rewrite their text, this is called the Scaffold Write. Once the children have written their Scaffold Write, the teacher will live model how to edit common errors based on their whole class analysis of the strengths and weaknesses of the children's independent writing.

In KS1 and KS2, at the end of each unit, children will complete an Independent Write in the same genre as the unit. This will be assessed using the year group writing framework. In books, teachers will write a positive comment in line with the task and children will look at their framework to identify a target for their next piece of writing, which they will write at the bottom.

In KS2, independent writing should also be evidenced in Theme books; at least two pieces per term. These should be marked in the same way as an extended writing task within English.

2.7 Subject specific vocabulary

When marking work in a subject such as science, teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

Teachers are aware that different subjects may necessitate different forms of marking and assessment.

2.8 Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which uses symbols. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

KS1 and EYFS (where appropriate) Marking Code	
Code	Explanation
✓✓	Correct
✓	Correct but with support
.	Think again/incorrect
P	Punctuation
C	Capital letter
└	Finger space
└└	Next step
S	Spelling error (written in the margin) – child to write correct spelling at the bottom on the work 3 times.
VF	Verbal feedback given
Purple underline or 😊	Well written/Good understanding
Orange underline	Edit needed

KS2 Marking Code	
Code	Explanation
✓	Correct
.	Think again/incorrect
P	Punctuation (written in the margin)
C	Capital letter (written in the margin)
Sp	Spelling error (written in the margin) – child to write correct spelling at the bottom on the work 3 times.
VF	Verbal feedback given
^	Missing word
//	New paragraph
Purple underline	Well written/Good understanding
Orange underline	Doesn't make sense

2.9 Mathematics Specific Presentation and feedback guidance

Marking and Feedback in Mathematics

Marking

- It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:
- For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them; at OMS these will be indicated with ORANGE pen.
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. 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. However, it is essential for the teacher to check this through but extensive written comments are not required and are down to the individual teacher's discretion. Correct answers can simply be highlighted or ticked in PURPLE.

Evidence-recording

- If interaction between teacher and pupil is good, then efficient marking strategies can be deployed.
- Suitable summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.
- It should not be a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps. Teachers may wish to add next

step comments to a pupils' work at their own discretion. In the Foundation Stage and KS1, next steps are personalised to the piece of writing and not usually linked to the WAGBA or focus.

References

Black, P., William D., (1998). *Inside the Black Box: Raising standards through classroom assessment*. Kings College, London.

2.10 Addressing Misconceptions across all curriculum areas.

An effectively integrated curriculum should develop mathematics and high standards of English (Spelling, Punctuation and Grammar) and Mathematics across the whole curriculum. To support this aim, we will address common and important misconceptions through the use of codes to indicate errors.

2.11 Roles and Responsibilities

Governors

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed annually

The Headteacher /Senior Leadership Team

- The Senior Leadership Team will ensure that these guidelines are being used consistently throughout the school by carrying out monitoring through the QFT program.
- During monitoring, members of the Senior Leadership Team will regularly ask pupils if they understand what they are learning, the purpose of their learning and how they will know if they have been successful.
- Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff as well as to Governors.

Subject Leaders/Areas of Learning Teams

- To ensure the effective implementation of this policy.
- To regularly monitor the implementation and effectiveness of this policy
- To provide feedback to the Headteacher/SLT on the effectiveness of this policy

Teachers

- To implement this policy and follow the identified guidelines.
- To ensure that pupils' work is marked appropriately, positively and within
- Appropriate timescales.
- To provide workbooks for scrutiny as required and to act on any feedback given.

Supply Teachers and cover supervisors

We expect supply teachers to mark work in line with school policy which will be available in the classroom. We recognise that cover supervisors **or HLTAs** may, by negotiation, undertake marking of books provided that they are compensated for the time required to do so **or it is incorporated into their working day.**

Teaching Assistants

- TAs should only mark work produced by their group of pupils and where possible this should only be done within the session to give immediate feedback.
- They should then inform the teacher of progress and any problems.
- It is not the role of the TA to complete any other marking for the teacher.

2.12 Reviewing the policy

- We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.