

Assessment, Marking and Feedback Policy

Prepared using

- EYFS Statutory Framework – March 2014, updated February 2018.
- The Educational Tasks and Content of the Steiner Waldorf Curriculum - 2014 edition
- 'A Marked Improvement' – report published by EEF, 2016

Rationale

This policy has direct links with planning and assessment including the school's commitment to Assessment for Learning. Practice detailed in the policy is also instrumental in the achievement of the school's aims and values. This policy is linked most closely to the achievement of the following school aims:

- Provide a safe, secure and happy environment;
- Meet the intellectual, social, emotional, physical, creative, spiritual and moral needs of all, from their own individual starting points;
- Create opportunities through which everyone will feel confident, valued, recognise their own worth and ability to learn;
- To recognise the unique individuality of each pupil, learning to appreciate the strengths and weaknesses, approaches to learning, attitudes and behaviour of each child;
- Ensure consistency of approach to assessment and feedback based on shared expectations.

Evidence of our response to children's work can be found recorded in books and on display, but much of it is practical and verbal. We use our judgement as professionals in a constructive way when working with learners to support them.

We believe that the most effective way of feedback for all pupils is through dialogue.

Thoughtful feedback can help children towards productive criticism and evaluation in an age/stage appropriate way.

Marking/feedback should:

- be meaningful to the child and useful to the teacher;
- be relevant to the aims and objectives of the task;
- change according to age and ability – individuals in a class may be marked differently on a similar piece of work using different criteria - What is helpful to this child?;
- help pupils to see how to improve their work;
- be positive, clear and appropriate in its purpose.

Formative and Summative Assessment

Formative assessment 'is the evaluation of the progress of the individual pupil in their own terms, against a personal starting point' (p.38 Tasks and content). This evaluation can be seen in staff purple files as individual pupil observation records or notes from lessons on pupil's progress/barriers within the lesson. This is then reflected in planning.

Summative assessment, which include standardised or 'normative' assessments such as test for 'reading age' act as a starting point. These are introduced in Class 3/4.

Our school also provides summative assessment in the form of Pita data that is inputted termly and key messages shared with staff, discussed in further detail at pupil progress meetings.

Early Years

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support.

Ongoing assessment/formative assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests, and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. Kindergarten ask parents to fill in a biographical questionnaire on entry to Kindergarten and then proceed to use 3 formal assessment documents (Rising 4 Assessment, Rising 5 Assessment and Rising 6 Assessment) based on indicators for retained reflexes and developmental milestones.

Paperwork should be limited to that which is necessary to promote children's successful learning and development. Parents and/or carers should be kept up to date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Assessment at Five in Kindergarten (KG)

In the final term of the year in which the child reaches age five we complete a profile to provide parents and carers, practitioners and teachers with a well-rounded picture of the child.

We have exemption and modifications from assessment against the early learning goals. We do assess using the Good Level of Development (GLD) overarching strands, known as the seven areas of learning. These being communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding of the world and expressive arts, designing and making. We include any developmental issues that have arisen and information about the approach we have taken. This information is exempt from being submitted to the LA but is shared with the parents and the new teacher when a child transitions to class T/1 or class 1/2 (ages 5-6).

Kindergarten encourage parents/carers to share information from the progress check with any relevant professionals, e.g. Health Visitor.

Where possible, the progress check and the Healthy Child Programme health and development review at age two (when Health Visitors gather information on a child's health and development) should be seen by school and can inform support needed and integrated working.

We always gain consent of parents/carers to share information with other relevant professionals.

If the child attends more than one setting or moves settings

We ensure the profile is completed by the setting where the child spends most time. If a child moves to a new setting during the academic year, we send their assessment information to the new setting within 15 days of receiving a request. If a child moves during the Summer Term, relevant providers must agree which of them will complete the Profile.

Children of school age in the Kindergarten receive an end of year school report.

Main School

It is essential that there is regular acknowledgement and recognition of the children's work. Marking pupils' work is a means of finding out if they know and understand what has been taught. It is also an opportunity to evaluate teaching and should inform the preparation of lessons taking account of the need for different approaches and/or extra support.

Verbal Feedback

This is the most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. The quality of the thinking can be higher if it is oral.

It is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a learner's response in moving on to the next learning step.

From Class 2/3 onwards, children edit their work in response to verbal feedback. This happens when practice work is improved as it is transferred to Main Lesson books.

- In Classes T/1 and 1/2 all feedback is verbal, teachers keep records of observations;
- Children should be able to talk about the teacher's feedback and understand how they can improve their work.

Written Feedback

It is a wasted effort if learners aren't informed by written feedback and cannot progress as a result of it.

- Feedback will be written clearly, using script and language that is appropriate to the ability of the child;
- In practice books, feedback should be in a different colour to the child's work to ensure it stands out;
- Main Lesson feedback is written on the 'feedback and marking' sheet at the back of their Main Lesson book;
- Written feedback for pupils with SEND should inform and be informed by the respective pupils' individual targets / EHCP targets where appropriate;
- For older pupils, peer and self-assessment is encouraged.

Marking at a Distance (i.e. away from the learner)

Care must be taken to ensure that learners are able to:

- Read written comments;
- Understand comments;
- Have time to read marking and self-correct/edit.

Expectations

- Formative assessment and feedback should be evidenced in pupils' books;
- Practice books (where most feedback appears) are used up to Class 3 and then phased out in Main Lessons unless necessary;

- Main Lesson books should be accompanied by summative feedback sheets from Class 3/4 upwards; (feedback and marking sheets at the back of Main Lesson books);
- Marking should be completed to allow children to respond to feedback that is still relevant to their learning and enable them to make progress;
- Spellings - children with incorrect spellings marked will add these to their spelling boxes.

Termly/Yearly Assessment

Marking gives quantifiable information and helps to monitor some aspects of pupils' development.

- Occurs at the end of each term. It should be benchmarked against the curriculum framework and scored using the PITA scale;
- Be assessed termly in all subjects;
- Be shared with parents/carers at parents' meetings as well as informing the written report to parents;
- End of Class 5 data appears on the website.

Reporting to Parents

We recognise that an important element in the education of children is their experience of the co-operation between parents and teachers. Conversations between parents and teachers in which observations of the child are shared, are an invaluable means of supporting children.

A written report for each class child is sent to parents annually and completed before the end of the Summer Term. These reports contain general information about the work covered in the year and teachers' comments about the child's relationship to the work and the progress made.

Whole Class Parents' Evenings

These are held twice year for each class. Parents:

- are told about the lessons that children have been having and may take part in some classroom activity and experience the kind of approach taken with the children;
- look at their child's work;
- hear an overview of child development for their respective age group and discover how the curriculum meets their phase of development;
- hear a preview of what is coming up;
- participate in discussion about the class as a whole - social issues;
- discuss practical issues e.g. preparation for outings;
- discuss school issues e.g. fundraising, management;
- can put items on the agenda and ask questions;

There is no public discussion of individual children at these meetings.

Meeting Parents of Individual Children

During the year, the Class Teacher will try to have at least two meetings with the parents of each child in the class. This meeting will provide an opportunity to:

- discuss their child's progress;
- share observations about the child's development;
- discuss if there is the need for any extra support;
- discuss any issues which the parents or teachers think are relevant to further mutual understanding of the child and to help meet his/her needs.

Such meetings may be requested by the teacher or by the parents. If a child is having trouble in some aspect of life (academic, social or health) it is often more helpful for parents and teachers to have several shorter meetings to ensure that a supportive dialogue is established. This is arranged individually.

Standardised Assessment and Tracking

- Class T/1: teacher assessment, phonics screening through teacher assessment and movement/reflex assessment for readiness for learning.
- Class 1/2: teacher assessment, phonics screening through teacher assessment, spelling assessment via school spelling list.
- Class 2/3: Intervention maths and spelling assessment as needed. Identify children in class 3 who may need dyslexia screening Spring Term.
- Class 3/4: Standardised Reading and Spelling test taken in Autumn Term. Intervention maths and spelling assessment as needed. Identify children in class 3 who may need dyslexia screening Spring Term.
- Class 4/5: Standardised Reading and Spelling test taken in Autumn Term. Intervention maths and spelling assessment as needed.
- Class 5/6: Standardised Reading and Spelling test taken in Autumn Term and on exit. Intervention maths and spelling assessment as needed.

Issue Date

This policy takes effect from January 2010.

Review Date

This policy will be reviewed and revised by the School Business Manager on a three yearly basis.

Endorsement

Full endorsement to this policy is given by:

Name:	Mr Martin Taylor
Position:	Trustee
Signed:	
Date:	25 th June 2020

Related Policies

- Behaviour Policy
- Curriculum Policy
- SEND Policy

The Iona School

Appendix 1**Kindergarten Intervention Assessment: Rising Four**

This should be completed as a way of specifically identifying the area of difficulty of a child in the term the child turns four years

Name of Child:

Date of Birth:

Teacher:

Today's date:

Symmetrical Tonic Neck Reflex (STNR)

Symptom	Present	Not Present
Poor posture	<input type="checkbox"/>	<input type="checkbox"/>
Tendency to slump in a chair	<input type="checkbox"/>	<input type="checkbox"/>
Tendency to lay head on the table	<input type="checkbox"/>	<input type="checkbox"/>
Simian (ape-like) walk	<input type="checkbox"/>	<input type="checkbox"/>
"W" leg position when sitting on the floor	<input type="checkbox"/>	<input type="checkbox"/>
Messy eater	<input type="checkbox"/>	<input type="checkbox"/>
Clumsy- drops and spills	<input type="checkbox"/>	<input type="checkbox"/>
Unable to imitate	<input type="checkbox"/>	<input type="checkbox"/>

Tonic Labyrinthine Reflex (TLR)

Symptom	Present present	Not present
Posture- stoops/looks to the ground (TLR forward)	<input type="checkbox"/>	<input type="checkbox"/>
Posture- tendency to walk on toes (TLR backward)	<input type="checkbox"/>	<input type="checkbox"/>
Weak muscle tone (TLR forward)	<input type="checkbox"/>	<input type="checkbox"/>
Stiff Jerky Movements (TLR backward)	<input type="checkbox"/>	<input type="checkbox"/>
Poor sense of balance	<input type="checkbox"/>	<input type="checkbox"/>
Poor sense of coordination (TLR backward)	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't like to move quickly (forward)	<input type="checkbox"/>	<input type="checkbox"/>
Bumps into things	<input type="checkbox"/>	<input type="checkbox"/>

Spinal Galant

Symptom	Present	Not Present
Fidgeting (ants in the pants syndrome)	<input type="checkbox"/>	<input type="checkbox"/>
Poor concentration	<input type="checkbox"/>	<input type="checkbox"/>
Hip rotation to one side when walking	<input type="checkbox"/>	<input type="checkbox"/>
Toileting accidents	<input type="checkbox"/>	<input type="checkbox"/>

Asymmetrical Tonic Neck Reflex

Symptom	Present	Not Present
Balance affected by head movement	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty with cross-pattern movement	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty crossing the midline	<input type="checkbox"/>	<input type="checkbox"/>
Mixed laterality	<input type="checkbox"/>	<input type="checkbox"/>

Palmar Reflex

Symptom	Present	Not Present
Poor manual dexterity	<input type="checkbox"/>	<input type="checkbox"/>
Lack of independent thumb and finger movement- e.g. cannot shake hands	<input type="checkbox"/>	<input type="checkbox"/>
Palm of hand hypersensitive	<input type="checkbox"/>	<input type="checkbox"/>
Child moves mouth when trying to draw/ write	<input type="checkbox"/>	<input type="checkbox"/>

Moro Reflex

Symptoms	Present	Not Present
Physical timidity	<input type="checkbox"/>	<input type="checkbox"/>
Visual confusion/sensitivity (overwhelmed)	<input type="checkbox"/>	<input type="checkbox"/>
Auditory confusion/sensitivity (overwhelmed)	<input type="checkbox"/>	<input type="checkbox"/>
Overwhelmed and reacts to smells	<input type="checkbox"/>	<input type="checkbox"/>
Allergies	<input type="checkbox"/>	<input type="checkbox"/>
Dislikes and reacts to change	<input type="checkbox"/>	<input type="checkbox"/>
Holds breath	<input type="checkbox"/>	<input type="checkbox"/>
Hyperventilates	<input type="checkbox"/>	<input type="checkbox"/>
Insecure and dependent	<input type="checkbox"/>	<input type="checkbox"/>

Kindergarten Assessment: Rising Five

Complete in the term the child turns five years

Name of child:

Date of Birth:

Teacher:

Date:

Category	Immature	progressing	Mature	Concern	N/A
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Physical Development

Head to body ratio 1:5

Further observations:

Movement

Walking	<input type="checkbox"/>				
Running	<input type="checkbox"/>				
Galloping	<input type="checkbox"/>				
Skipping	<input type="checkbox"/>				
Jumping	<input type="checkbox"/>				
Hopping	<input type="checkbox"/>				

Category	Immature	progressing	Mature	Concern	N/A
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Balance

Stand with both feet together	<input type="checkbox"/>				
Stand on one foot	<input type="checkbox"/>				
Can walk in a line	<input type="checkbox"/>				
Tends touch things when walking	<input type="checkbox"/>				

Language development

Imitates language heard in environment during play	<input type="checkbox"/>				
Imitates gesture during circle	<input type="checkbox"/>				
Immersed during circle and story time	<input type="checkbox"/>				
Can articulate needs	<input type="checkbox"/>				

Play and imagination

Fantasy based	<input type="checkbox"/>				
Begins to incorporate others	<input type="checkbox"/>				
Immersed in imagination morning <input type="checkbox"/>	throughout				
Can be redirected imaginatively	<input type="checkbox"/>				

Category	Immature	progressing	Mature	Concern	N/A
Artistic					
Paints and colours without form	<input type="checkbox"/>				
Can warm and sculpt	<input type="checkbox"/>				
					beeswax
Independence and Transitions					
Can move with the class transitions	<input type="checkbox"/>				
					during
Can incorporate change reacting	<input type="checkbox"/>				
					without
Can dress self	<input type="checkbox"/>				
Can take care of bathroom independently	<input type="checkbox"/>				
					needs
Can get ready to go home	<input type="checkbox"/>				
Can wait patiently	<input type="checkbox"/>				

Other Observations:

Kindergarten Assessment: Rising six

Complete in the term the child turns six years

Name of child:

Date of Birth:

Teacher:

Date:

Category	Immature	progressing	Mature	Concern	N/A
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Physical Characteristics

Head-to-body ratio (age7- 1:6)	<input type="checkbox"/>				
Three-folding of body (head-trunk-limbs)	<input type="checkbox"/>				
Lengthening of limbs	<input type="checkbox"/>				
Touch top of ear-arm over head	<input type="checkbox"/>				
Second dentition (number of teeth)	<input type="checkbox"/>				
Individualized facial features	<input type="checkbox"/>				
Gaze direct and eye to eye	<input type="checkbox"/>				

Category	Immature	progressing	Mature	Concern	N/A
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Speech and Language

Clarity and enunciation	<input type="checkbox"/>				
Speaks in complete sentences	<input type="checkbox"/>				
Expresses ideas completely and fully	<input type="checkbox"/>				
Uses if/therefore (cause/effect)	<input type="checkbox"/>				
Talks about play (visualisation)	<input type="checkbox"/>				
Enjoys rhymes and limericks	<input type="checkbox"/>				
Can recall a family event	<input type="checkbox"/>				
Can resolve conflict verbally	<input type="checkbox"/>				

Category	Immature	progressing	Mature	Concern	N/A
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Four lower senses

Sense of balance:

Stand with both feet together	<input type="checkbox"/>				
Stand on one foot	<input type="checkbox"/>				
Can walk in a line	<input type="checkbox"/>				
Can walk without touching anything	<input type="checkbox"/>				

Sense of movement:

Walks cross laterally	<input type="checkbox"/>				
Marches cross laterally	<input type="checkbox"/>				
Runs cross laterally	<input type="checkbox"/>				
Hops on either foot	<input type="checkbox"/>				
Bunny hop-feet together	<input type="checkbox"/>				
Walks backwards	<input type="checkbox"/>				
Gallops	<input type="checkbox"/>				
Skips	<input type="checkbox"/>				
Climbs stairs alternating feet	<input type="checkbox"/>				
Runs with fluidity of gait	<input type="checkbox"/>				
Makes transitions easily	<input type="checkbox"/>				
Accepts change	<input type="checkbox"/>				

Reacts well to new experiences	<input type="checkbox"/>					
Sense of life:						
Always at school	<input type="checkbox"/>					
Healthy rosy colouring	<input type="checkbox"/>					
Warm hands	<input type="checkbox"/>					
Breaths normally	<input type="checkbox"/>					
Stamina/ endurance	<input type="checkbox"/>					
Is a harmonious member of class <input type="checkbox"/>	<input type="checkbox"/>					
Participates in activities happily	<input type="checkbox"/>					
Eats food made in the classroom	<input type="checkbox"/>					
Has friends in the classroom	<input type="checkbox"/>					
Has positive relationships with adults	<input type="checkbox"/>					
Has a sense of humour	<input type="checkbox"/>					
Can look after personal needs	<input type="checkbox"/>					
Is comfortable alone	<input type="checkbox"/>					
Sense of privacy (tells secrets)	<input type="checkbox"/>					
Sense of touch:						
Can imitate	<input type="checkbox"/>					
Has a sense of body in space	<input type="checkbox"/>					
Can follow directions (group)	<input type="checkbox"/>					
Can follow directions (individual)	<input type="checkbox"/>					
Completes activities independently	<input type="checkbox"/>					
Experiences limits and boundaries	<input type="checkbox"/>					
Has compassion for others	<input type="checkbox"/>					
Tells a home story in sequence	<input type="checkbox"/>					
Observable Capacities:						
Shoes on correct feet	<input type="checkbox"/>					
Kempt and tidy	<input type="checkbox"/>					
Can tie shoes successfully	<input type="checkbox"/>					
Zips successfully	<input type="checkbox"/>					
Buttons successfully and sequentially	<input type="checkbox"/>					
Can pack or unpack <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can draw with details	<input type="checkbox"/>					
Shakes hands- thumbs in opposition	<input type="checkbox"/>					
Recognises consequences	<input type="checkbox"/>					
Internalisation of classroom routine	<input type="checkbox"/>					
Respect for property of others	<input type="checkbox"/>					
Respect for personal property	<input type="checkbox"/>					
Has the ability to share	<input type="checkbox"/>					

the

independently

Category	Immature	progressing	Mature	Concern	N/A
Participation in activities:					
Enter willingly	<input type="checkbox"/>				
Observe and follow directions	<input type="checkbox"/>				
Remains focused	<input type="checkbox"/>				
Asks for help	<input type="checkbox"/>				
Completes activity	<input type="checkbox"/>				

Clean up willingly	<input type="checkbox"/>				
Drawing:					
Hold crayon using tripod (3 fingers)	<input type="checkbox"/>				
Sky and Earth (above and below)	<input type="checkbox"/>				
There is three fold in figures:					
Person: Head/Torso/Limbs	<input type="checkbox"/>				
House: Base/ Triangle Roof/ Chimney	<input type="checkbox"/>				
Tree: Trunk/Leaves/Apples	<input type="checkbox"/>				

Category	Immature	progressing	Mature	Concern	N/A
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Snack:

Can pour from a jug to a cup	<input type="checkbox"/>				
Can carry a cup without spilling	<input type="checkbox"/>				

Category	Immature	progressing	Mature	Concern	N/A
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Transitions:

Makes transitions easily	<input type="checkbox"/>				
Is flexible	<input type="checkbox"/>				
Can wait patiently	<input type="checkbox"/>				
Reacts well to new experience	<input type="checkbox"/>				
Thinks before doing	<input type="checkbox"/>				
Can listen to the teacher	<input type="checkbox"/>				
Can move with the group	<input type="checkbox"/>				

Appendix 2

Biography Guidelines for Parents

To enable teachers to work with your child more closely, we ask that you provide us with some information about your child's early life. The information you give will help us to form a deeper picture of the child and will be treated with the strictest confidence.

Child's Name:	D.O.B:	Gender:
<p>Family Relationships: Give an outline of the child's family, names of parents, sibling's names, the child's place in the family and any half-siblings. Please give some details about relationships with siblings.</p>		
<p>Pregnancy and Birth: How was the pregnancy? What kind of birth did the child have? Was it full term or premature? Give details of any interventions/assistance/complications during delivery etc. (forceps, stress for the baby, breach etc.) Was the child breast-fed or bottle-fed and for how long?</p>		
<p>Early Development: Consider when the child first started to sit, crawl, stand, walk. Did the child crawl, or were they bottom shufflers? Did their language develop early or late?</p>		
<p>Sleep: Tell us a bit about your child's sleeping patterns, rhythms, routines, quality of sleep, nightmares, bed-wetting, sleepwalking. Where do they sleep? (own bed, room with sibling etc).</p>		

<p>Food: Consider your child's appetite. Are they vegetarians, vegans, meat eaters? Do they have a good balanced diet or are there preferences to certain food groups?</p>	
<p>Social Life: What could you tell us about your child's social life? Do they do any regular classes or activities outside of school?</p>	
<p>Health: Has the child had any childhood illnesses, accidents or spent time in hospital? Do they have any allergies? Which immunisations has the child had, if any?</p>	
<p>Notable Events/Experiences: Some experiences/events are significant in a child's life e.g. a family death, separation, moving house etc. – please give any details you might feel are relevant.</p>	
<p>Screen time: Please tell us about the amount of screen time the child has during an average week (t.v and computers).</p>	

Thank you for taking the time to write this biography. Please feel free to attach more sheets if the spaces are insufficient.

Date completed:

Signed:

Appendix 3

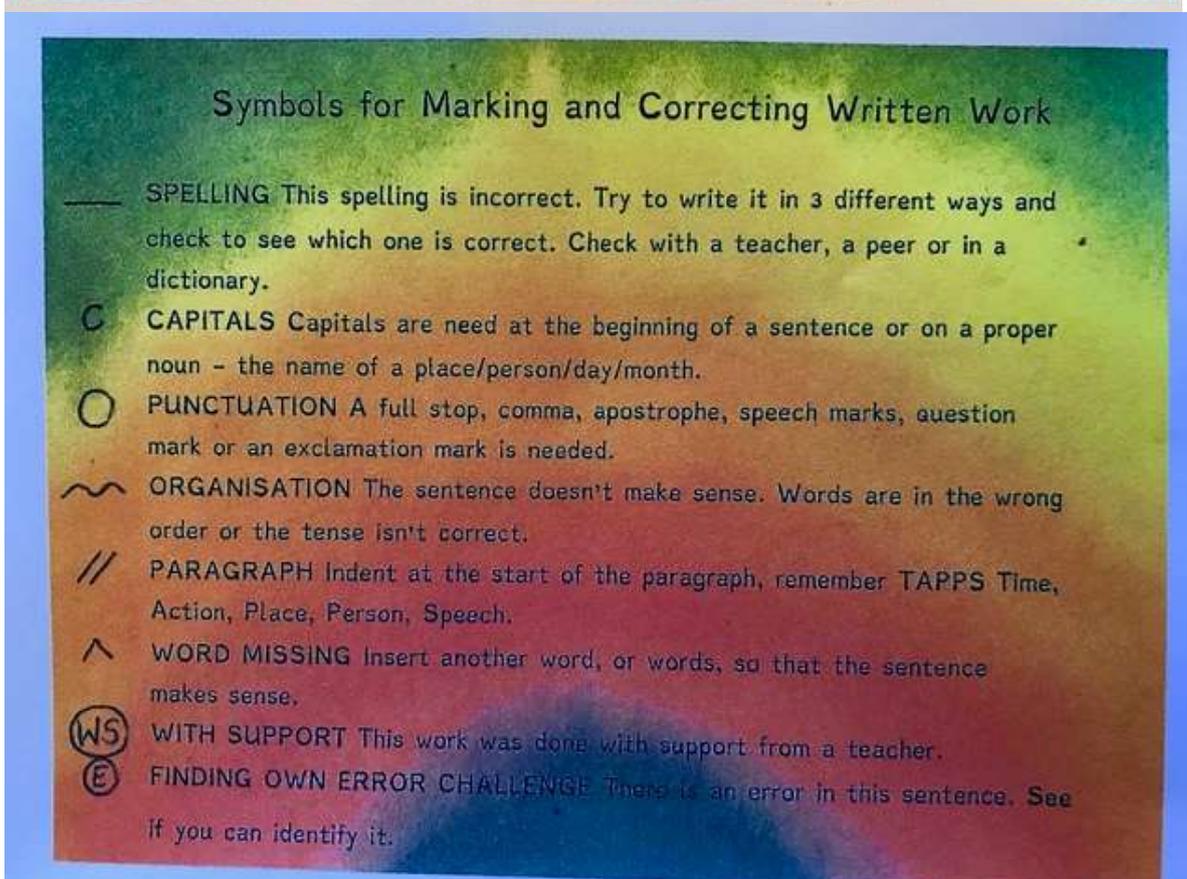
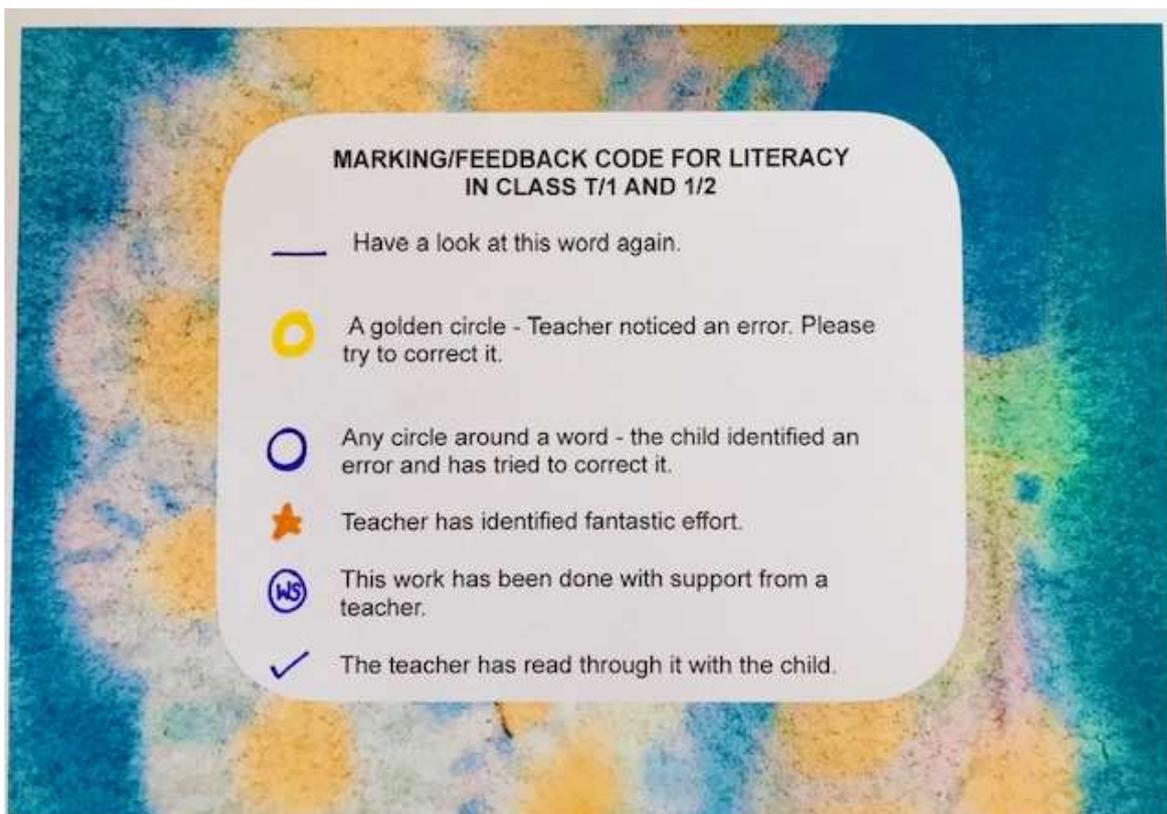
Marking and Feedback Sheet for Main Lesson Work – Fractions			
Name:			
Fraction Topic	Understands this process well	Needs more practice & support	Any comments or feedback
Finding Fractions of a given amount			
Finding Equivalent Fractions			
Adding and Subtracting Fractions with the same Denominator			
Identifying Improper Fractions and changing them to Mixed Numbers			
Changing Mixed Numbers into Improper Fractions			
Finding Common Factors HCF, LCM			
Adding and Subtracting Fractions with different Denominators			
Cancelling down Fractions to their Simplest Form			
Multiplying Fractions			
Dividing Fractions			

Marking and Feedback Sheet for Main Lesson Work - Four Mathematical Processes			
Name:			
Maths process	Understands this process well	Needs more practice & support	Any comments or feedback
Addition - Carrying Over			
Subtraction - Borrowing and Paying Back			
Multiplication			
Long Multiplication			
Division			
Long Division			
Mental arithmetic			
Circle times tables you know well.	1 2 3 4 5 6 7 8 9 10 11 12 Add others that you know well.		

Appendix 4

Pupil and Teacher Evaluation of Project	
<u>What I did well: -</u>	<u>How I could do better next time: -</u> <u>Pupil:</u>
<u>What you did well: -</u>	<u>How you could do better next time: -</u> <u>Teacher:</u>

Appendix 5



MARKING/FEEDBACK CODE FOR LITERACY IN CLASS T/1 AND 1/2

- Have a look at this word again.
- A golden circle - Teacher noticed an error. Please try to correct it.
- Any circle around a word - the child identified an error and has tried to correct it.
- ★ Teacher has identified fantastic effort.
- Ⓢ This work has been done with support from a teacher.
- ✓ The teacher has read through it with the child.

Symbols for Marking and Correcting Maths Work

- ✓ CORRECT
- TRY THIS PART AGAIN
- Ⓢ SIMPLIFY THE FRACTION
- IF This IMPROPER FRACTION (top heavy) can be changed to a MIXED NUMBER.
- THIS PART OF THE CALCULATION IS INCORRECT
- Ⓢ WITH SUPPORT This work was done with support from a teacher.
- Ⓔ FINDING OWN ERROR CHALLENGE There's an error in this sum, see if you can identify it.

Appendix 6

Marking and Feedback Sheet for Main Lesson Work

Name: _____

Title of work	Date	Read through by child (tick)	Type of work (Dictation, Independent, copied etc.)	Feedback from Teacher	What to focus on next time	Spellings / Synonyms

On Track Point Guidance

On Track Point	Description of a child at this point
<p style="text-align: center;">1 (Well Below)</p>	<ul style="list-style-type: none"> • Regularly unable to access the curriculum for their class or the class below. • Requires additional classroom support, will often have significant SEND or EAL barriers to learning. • Will undertake different tasks to the rest of the class.
<p style="text-align: center;">2 (Cause for Concern)</p>	<ul style="list-style-type: none"> • Is able to access the curriculum of their class or the one below with support and scaffolding. • Likely to have SEND or EAL barriers to learning. • May undertake tasks that are modified or completely different to the rest of the class. • Struggles to grasp new concepts without significant support and scaffolding. • Struggles to embed new concepts.
<p style="text-align: center;">3 (Emerging)</p>	<ul style="list-style-type: none"> • Is able to access the curriculum of their class, will regularly require scaffolding and support. • Does not grasp new concepts quickly. • Needs support to embed concepts. • Can apply concepts with support or scaffolding.
<p style="text-align: center;">4 (Expected)</p>	<ul style="list-style-type: none"> • Meets many of the curriculum expectations for their class. • May make errors, but is usually able to improve work following feedback and support. • Has some gaps in learning. • Is generally successful in grasping and embedding concepts. • Can apply skills and understanding independently, but not always successfully.
<p style="text-align: center;">5 (Exceeding)</p>	<ul style="list-style-type: none"> • Meets the vast majority of the curriculum expectations for their class. • Usually grasps new concepts and embeds them quickly and independently. • Is able to attempt learning that is beyond the complexity of their class with some success. • Can apply their age appropriate understanding and skills to a wide range of contexts, and is generally successful. • Can often explain and justify their ideas. • Can critique their own work and improve it.
<p style="text-align: center;">6 (Well Above)</p>	<ul style="list-style-type: none"> • Is exceeding the curriculum expectations for their class. • The vast majority of times grasps new concepts and embeds them quickly and independently. • Is often able to attempt learning independently that is beyond the complexity of their class with some success. • Can apply beyond age appropriate understanding and skills to a wide range of contexts with regular success. • Can clearly explain and justify their ideas. • Can critique their own and others' work, leading to improvement.