

## KCA: AFL/Marking Feedback Policy

### Introduction: What is Assessment for Learning (AFL)?

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The shift in emphasis from Assessment *of* Learning to Assessment *for* Learning signifies an increasing recognition that assessment, especially self or peer-assessment, can itself be a powerful vehicle for learning. Assessment should be seen as *part* of the learning rather than something that follows the learning and should provide the learner with some clear, achievable next steps.

### How is learning recorded at Kings Cross Academy?

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At the academy, there is a balance between digital and analogue presentation of learning. According to the corresponding subjects, learning and feedback is recorded in line with the subject leaders expectations.

- Learning and feedback for the following subjects is recorded in exercise books across Key Stage 1 and Key Stage 2 Literacy, Mathematics, Whole Class Reading, Art & Design Technology.
- The remaining subjects are recorded digitally: Science, History, Geography, Religious Education, Personal Social and Health Education, French, Computing and Physical Education .

### What are the key principles underlying Assessment for Learning at King's Cross Academy?

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- it promotes *further* learning rather than reporting on *previous* learning (in other words, AfL is formative and diagnostic rather than summative);
- it should use a wide range of methods to encourage learners to express what they are thinking and then to *act* on this reflection;
- it should focus on the learning and what needs to be done to improve rather than on levelling or scores;
- it must ensure that learners have specific advice about **how** to improve;
- it must motivate learners to improve or to deal with gaps in their learning – unless assessment leads to constructive action to improve learning then it is pointless;
- it is not a package or programme – it is a way of thinking about how learners make sense of their own progress in learning enabling them to improve;
- Teachers will need to adapt AfL to their individual classrooms – we would not expect AfL to look the same in every class, though the underlying principles must be consistent.

## Feedback Expectations in Core Subjects

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The learning in the majority of the core subjects (reading, writing and mathematics) is recorded in exercise books.







When marking a core piece of learning the teacher should provide feedback which celebrates the child's achievements (Pink and Proud) and provides areas for development (Green for Growth.) It should be clear that the child has been given time to reflect upon and respond to the feedback provided (Purple for Pupil.)

In Key Stage 1 the teachers use stamps to make the feedback visual and accessible for the children (*see appendix 1.*) During the summer term the Year 2 teachers move to written feedback in preparation for the move to Key Stage 2.

In Key Stage 2 the teachers must use the symbols set and the correct colours when marking and providing feedback (*see appendix 2.*) The symbols and colours used to mark learning must be in line with the rest of the school to ensure consistency.

The codes and stamps are used to ensure accuracy on written pieces of learning.

### KS1 Marking Stamps:

	<b>Lower &amp; Upper case</b> The teacher will use this stamp to indicate that the child needs to check their capital letters.
	<b>Apply phonics knowledge</b> The teacher will use this stamp to remind the child to apply their phonics sounds.
	<b>Finger space</b> The teacher will use this stamp to remind the child to use finger spaces between words.
	<b>Full stops</b> The teacher will use this stamp to remind the child to check their full stops and correct.
	<b>Letter formation</b> The teacher will use this stamp to remind the child to check and correct their letter formation
	<b>Punctuation</b> The teacher will use this stamp to indicate that the child should check their punctuation.

## KS2 Marking Codes:

Marking Codes	
©	Missing capital letter
Sp	Spelling mistake
P	Punctuation
W	Word missing.
G	Grammatical error
VT	Verb tense
BW	Please improve this word choice.
( )	Rewrite the sentence or paragraph inside the brackets.
VF	Verbal feedback given

## KCA Marking Colours:

The following colours are used at the Academy when marking **learning**:

- **Pink and Proud:** A pink highlighter is used to highlight areas of a piece of learning that are 'proud moments.' These are areas that a child has done particularly well in and by highlighting them it makes the 'proud moments' instantly viable for the children when they open their book. Positive comments about the piece of learning are written in a pink pen.
- **Green for Growth:** A green highlighter is used to indicate areas in a piece of learning that needs to be reviewed or edited by the child. The children are provided time to reflect and growth makes it instantly viable for the children when they open their book. Developmental comments about the piece of learning are written in a green pen.
- **Purple for Pupil:** The children respond to feedback, make edits and additions and self assess using a purple pen. When self assessing a piece of learning the children will circle the letter of the success criteria (SC) they think they achieved in their purple pen.

The following strategies should be applied when giving written feedback:

- **Developmental comments:** rather than merely commenting generally e.g. 'well done!' or 'an interesting piece', teachers identify the next step needed in learning and write a specific piece of advice needed to achieve this e.g. 'James, you need to practise partitioning to help you add 2-digit numbers mentally.'
- **'Closing the gap' comments:** the teacher and/or learner identify a gap in learning and specify the steps needed to fill it e.g. 'to make my spelling more accurate, I need to use the five key spelling strategies more in my writing.'

- **Annotated writing:** writing can be annotated by the writer themselves in a purple pen, by peers in red pen or by the teacher in a green or pink pen. This is best when it happens during the writing process. A class or group can stop writing and swap pieces to annotate. Sections of writing that meet the success criteria can be highlighted in pink plus those that need more working in green.
- **Conferencing:** one-to-one sessions between a learner and adult are very powerful e.g. looking in depth at a piece of writing: the adult can scribe and read back what has been written, asking questions to clarify thinking and scaffold improvement.
- **Time for improvement:** feedback is only useful if there is **time to apply it**. Therefore, time needs to be prioritised for every child to go back through a written piece of work and respond to the feedback that has been given.

### Correcting Spellings:

Teachers should identify two or three spelling mistakes that need to be corrected. This can be done through support from the teacher, peer - on - peer support or the use of a dictionary.

## Feedback Expectations in Foundation Subjects

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### Assigned Activities:

Learning in the foundation subjects is recorded digitally at the Academy. Feedback for these subjects is given verbal throughout the session allowing the children to address misconceptions there and then. In addition to this the class teacher or the child (self-assessment) highlight the area of the success criteria that has been achieved in that lesson. Misconceptions made in a completed piece of digital learning should be addressed with written feedback and children should be given the opportunity to address and correct these before moving onto the next lesson.

Activities assigned online should follow the KCA Digital Learning Expectations for Seesaw (*see appendix 3*) and for Google Classroom (*see appendix 4*) Teachers and children mark using the following colours:

- **Pink and Proud:** A pink highlighter is used to highlight the area of the success criteria the child has achieved. In addition to this the teacher can choose to indicate areas that a child has done well in by highlighting areas of learning and leave comments using a pink highlighter or font.
- **Green for Growth:** A green highlighter is used to highlight the area of the success criteria the child should aim for next lesson. In addition to this the teacher must highlight areas for growth (misconceptions) using a green highlighter and comment in a green font where necessary.
- **Purple for Pupil:** The children respond to feedback, make edits and additions and self assess using a purple font. When self assessing a piece of learning the children will circle the letter of the success criteria (SC) they think they achieved in their purple pen.








### Tracking Progress in Foundation Subjects:

At the Academy some of the learning that is captured and shared digitally is not an assigned activity and therefore feedback can not be provided in the same way. The overall progress of each child within the foundation stage subjects is assessed weekly using the 'Foundation Subject Tracker' (see appendix 5). The tracker sets out the key skills to be covered within the subject over the course of a half term.

Each week the class or subject teacher assesses and records the progress made by individuals. By the end of the unit the tracker will give a clear picture of each child's learning journey for that unit helping to validate teacher assessments and plan for next steps.

## Appendix 1





### KS1 Marking Codes 2022 – 2023

Marking Stamps	
	<p><b>Lower &amp; Upper case</b></p> <p>The teacher will use this stamp to indicate that the child needs to check their capital letters.</p>
	<p><b>Apply phonics knowledge</b></p> <p>The teacher will use this stamp to remind the child to apply their phonics sounds.</p>
	<p><b>Finger space</b></p> <p>The teacher will use this stamp to remind the child to use finger spaces between words.</p>
	<p><b>Full stops</b></p> <p>The teacher will use this stamp to remind the child to check their full stops and correct.</p>
	<p><b>Letter formation</b></p> <p>The teacher will use this stamp to remind the child to check and correct their letter formation</p>
	<p><b>Punctuation</b></p> <p>The teacher will use this stamp to indicate that the child should check their punctuation.</p>
	<p><b>Self-edit in <u>PURPLE</u></b></p> <p>Children are given the opportunity to go back and improve or correct their work.</p>

*Year 2 will start to transition and use the KS2 codes in the summer term.*

## Appendix 2

### KS2 Marking Codes 2022 – 2023

Marking Codes			
©	Missing capital letter		
Sp	Spelling mistake		
P	Punctuation		
W	Word missing.		
G	Grammatical error		
VT	Verb tense		
BW	Please improve this word choice.		
( )	Rewrite the sentence or paragraph inside the brackets.		
VF	Verbal feedback given		
Marking & Editing			
	Green for <b>GROWTH</b> GT - Growth target is given by the teacher.		Pink for <b>PROUD</b> PR - the teacher has identified work that you should be proud of.
	Self-edit in <b>PURPLE</b> Children are given the opportunity to go back and improve or correct their work.		Peer edit in <b>RED</b> In KS2, the children are given the opportunity to peer edit and improve their work together.

## Appendix 3

### Seesaw Expectations

Below outlines the expectations for all teachers when assigning and marking a piece of learning for a foundation subject on Seesaw.

#### Setting Up Your Seesaw Activity:

1. All activities should be clearly labelled. The labelling should include the week, lesson, subject and context.

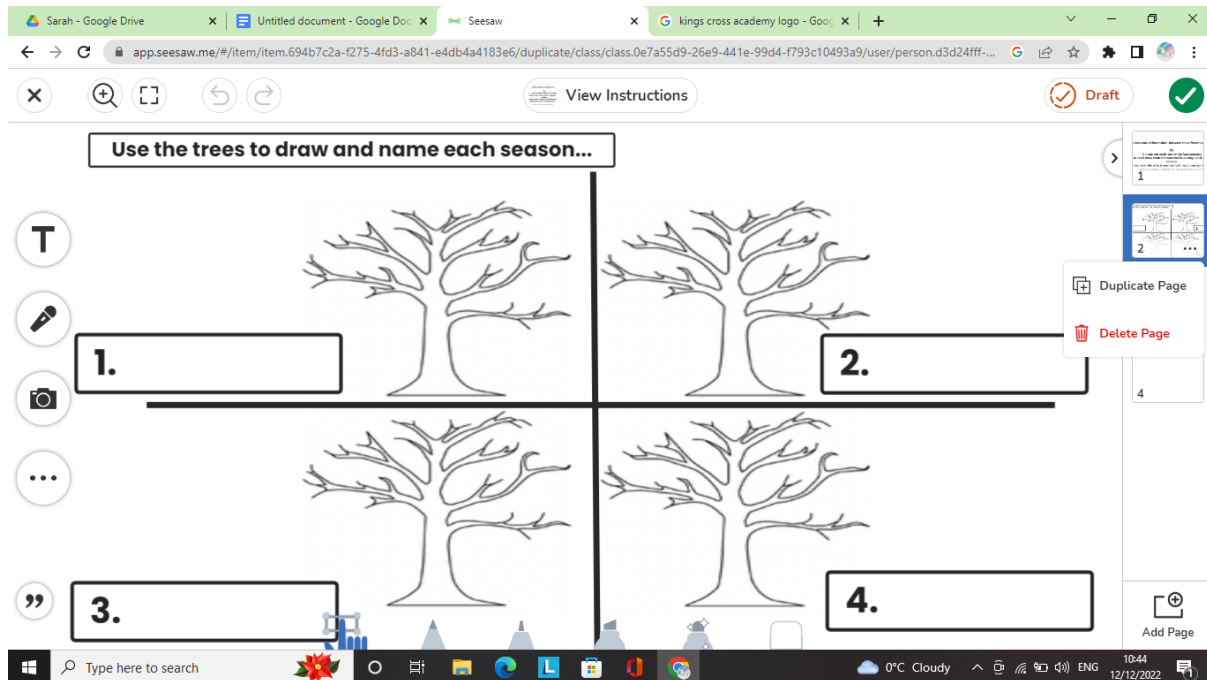
The screenshot shows the Seesaw teacher dashboard for Sarah Plumb, a teacher with 20 classes. The top navigation bar includes 'Messages' (107) and 'Library'. A green 'Add' button is visible in the top right. The main content area displays an activity titled 'Wk1 - L1 - Geography - Seasons (year 1)' with a learning question (LQ): 'How can I differentiate between the different seasons?'. Below the LQ, the success criteria (SC) are listed: 'C: I can correctly name the four seasons', 'A: I can describe what the weather is usually like in each season.', and 'E: I can identify which months fall in each season and am able to explain which is my favorite season.' The activity status shows '0 Responses, 0 Waiting for Approval, 0 Drafts, 0 Not Responded' and an 'Add Response' button. The activity was assigned on Dec 12 at 10:36 AM to all students, with a template attached.

2. The first page of the activity should set the learning question (LQ) and success criteria (SC). This page will be used for teacher and self assessment.

The screenshot shows the Seesaw student interface for the same activity. The top navigation bar includes 'View Instructions' and a 'Draft' status. The main content area displays the learning question (LQ): 'How can I differentiate between the different seasons?' and the success criteria (SC): 'C: I can correctly name the four seasons', 'A: I can draw what the weather is usually like in each season.', and 'E: I can identify which months fall in each season and am able to explain which is my favorite season.' The interface includes a toolbar with icons for text, drawing, and erasing, and a sidebar with a 'Draft' status and a 'View Instructions' button. The bottom of the screen shows the Windows taskbar with the date 12/12/2022 and time 10:43.



3. The remaining pages should contain the learning activity you wish the children to complete or the evidence you are uploading to support the learning (photos, videos etc)



### Assessing Your Seesaw Activity:

All assigned Seesaw activities must be marked by the class teacher. If the activity is a core subject then the marking provided should follow the separate policy for core subjects. For foundation subjects follow the guidance outlined below.

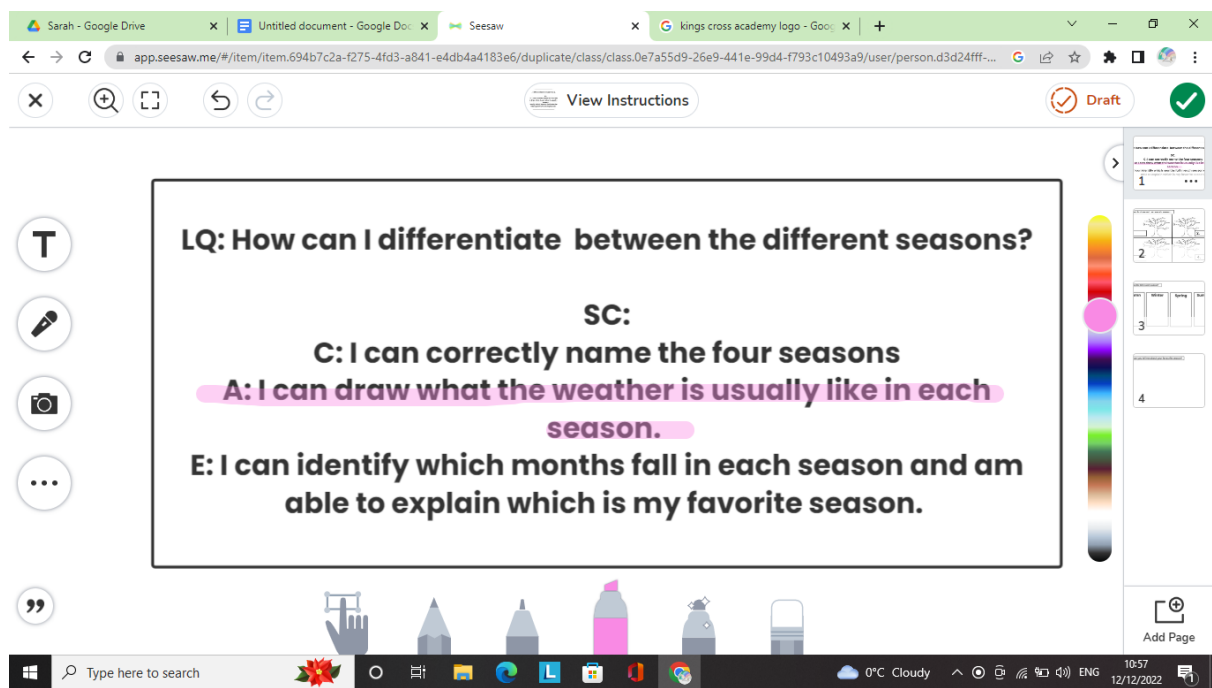
Colours Used:

**Pink for Proud**

**Green for Growth**

**Purple for Childrens comments.**

1. Pink is used to highlight which part of the success criteria the child achieved in the lesson.



- Green is used to address any misconceptions. This won't be necessary for every piece of learning but it is important the bigger misconceptions in the foundation subjects are addressed and corrected.

- Children self assess and correct/edit work in purple To self assess the children need to circle the letter they feel they have achieved in purple. .

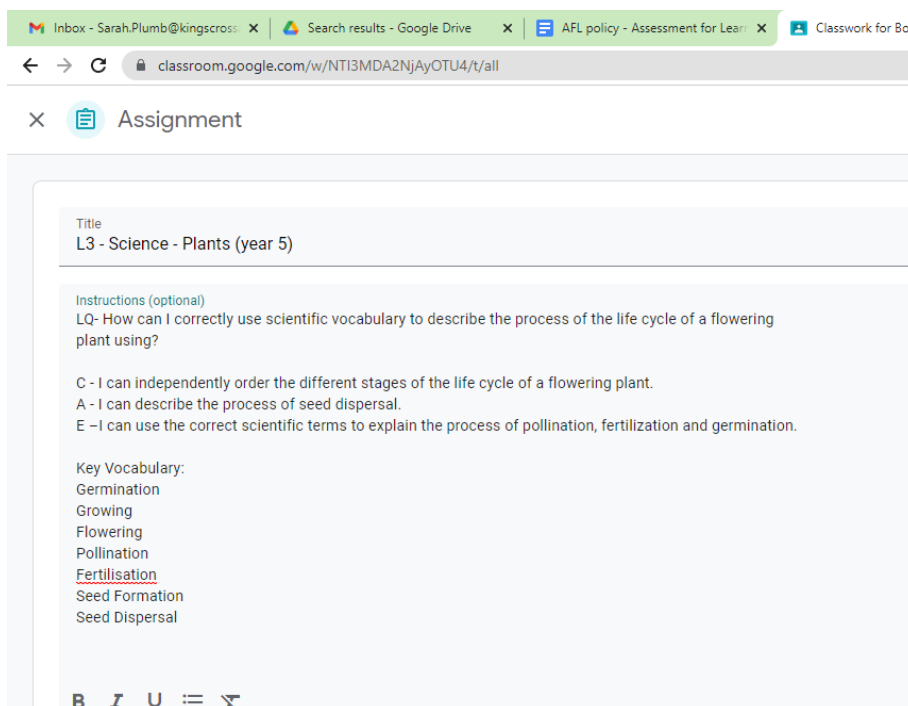
## Appendix 4

### Google Classroom Expectations

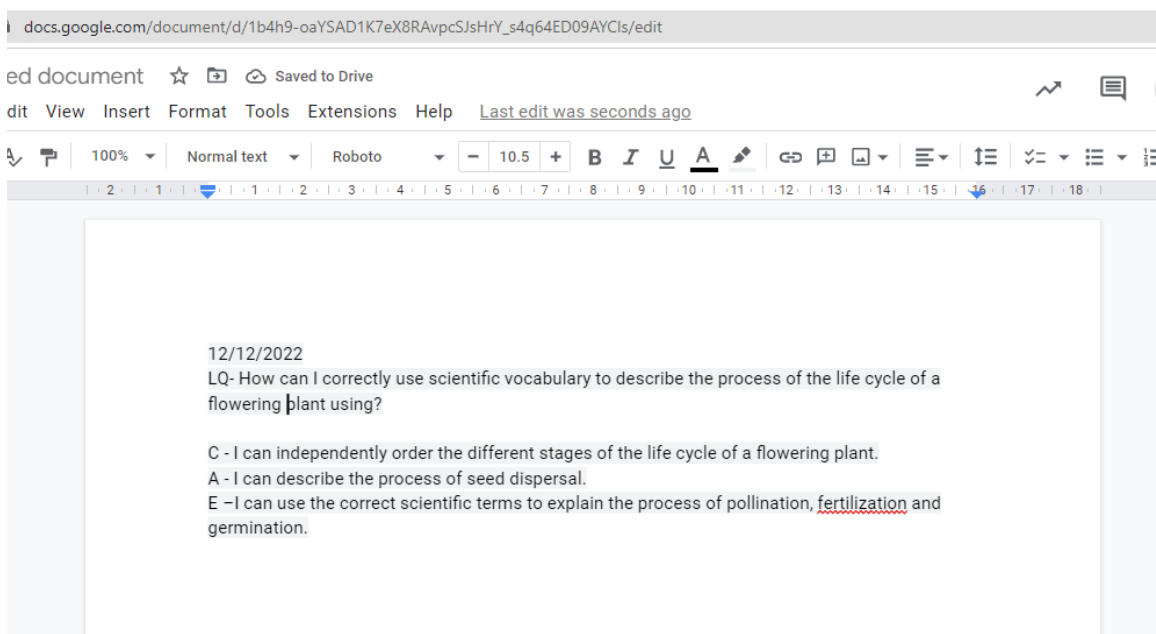
Below outlines the expectations for all teachers when assigning and marking a piece of learning for a foundation subject on Seesaw.

#### Setting Up Your Seesaw Activity:

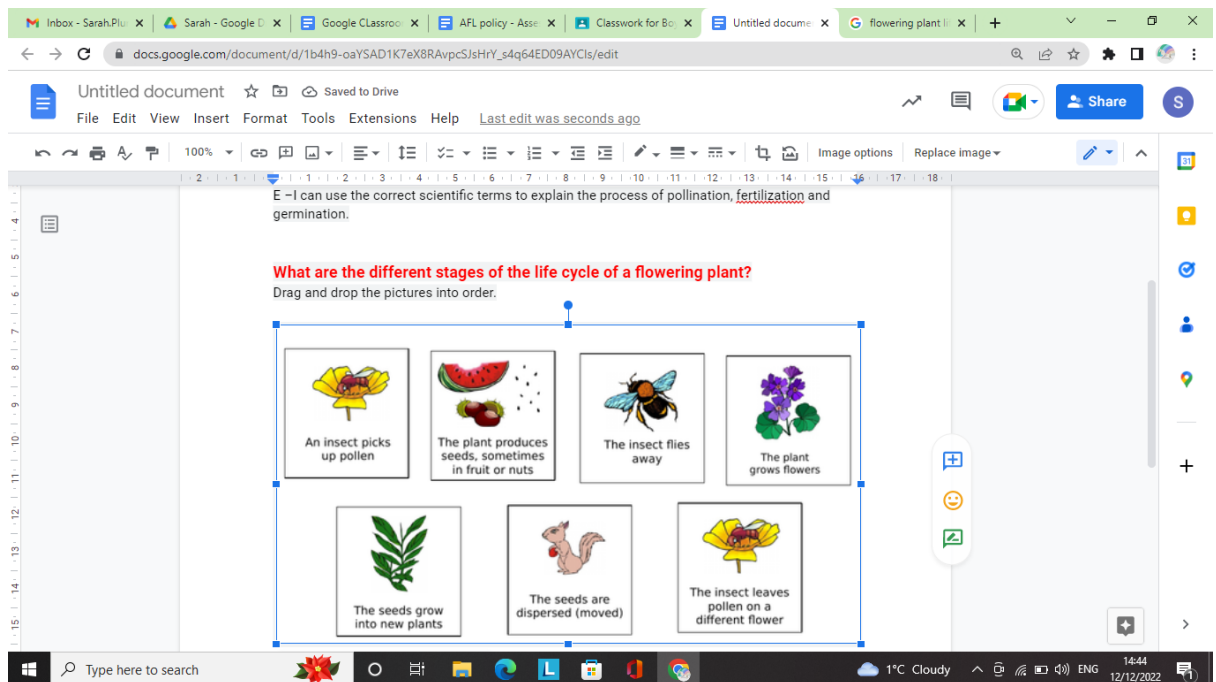
1. All activities should be clearly labelled. The labelling should include the week, lesson, subject and context.



2. The assigned activity should have a clear date, learning question (LQ) and success criteria (SC) at the start of the piece of learning. This page will be used for teacher and self assessment.



- The remaining pages should contain the learning activity you wish the children to complete or the evidence you are uploading to support the learning (photos, videos etc)



### Assessing Your Google Classroom Activity:

All Google Classroom activities must be marked by the class teacher. If the activity is a core subject then the marking provided should follow the separate policy for core subjects. For foundation subjects follow the guidance outlined below.

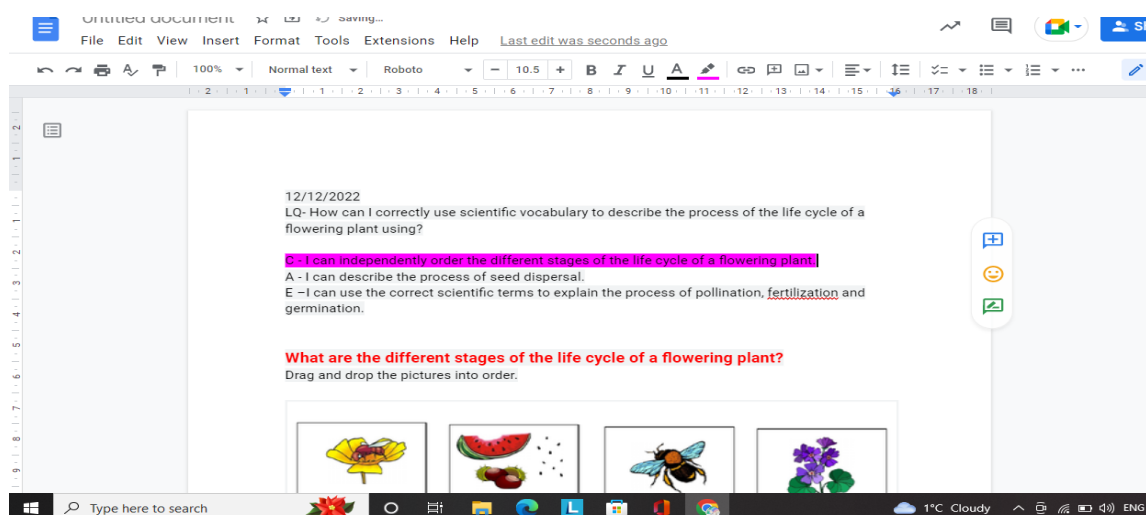
Colours Used:

**Pink for Proud**

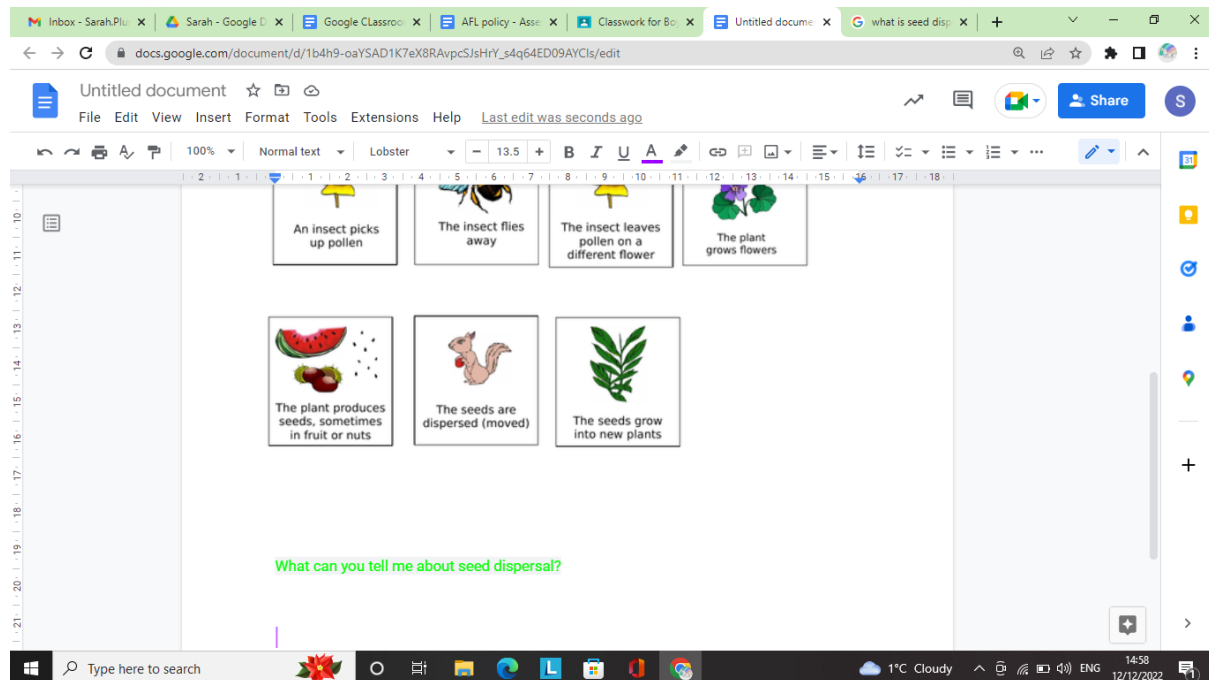
**Green for Growth**

**Purple for Childrens comments.**

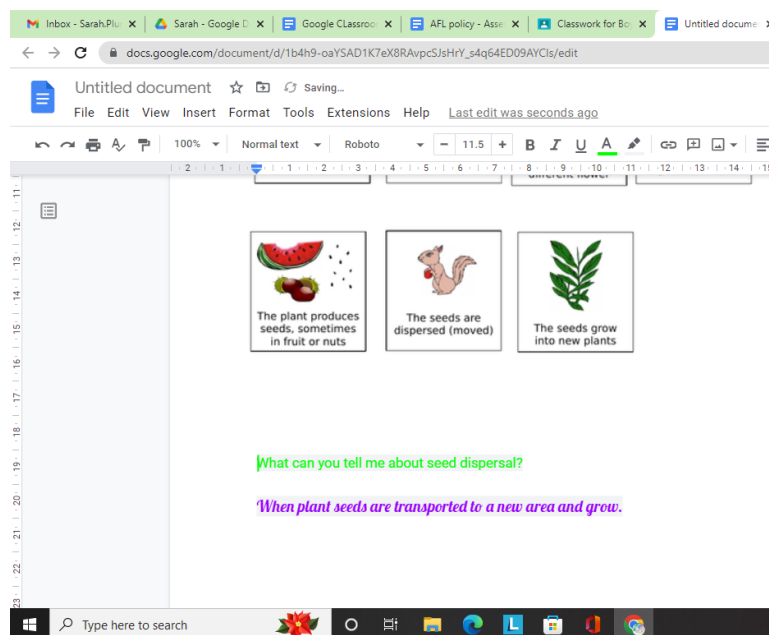
- Pink is used to highlight which part of the success criteria the child achieved in the lesson.



2. Green is used to address any misconceptions. This won't be necessary for every piece of learning but it is important the bigger misconceptions in the foundation subjects are addressed and corrected.



3. Children self assess and correct/edit work in purple To self assess the children need to circle the letter they feel they have achieved in purple.



Appendix 5: Foundation Subject Tracker

Subject:	Term:	Class:	Year group:
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Class Profile:

No Chn:	Boys:	Girls:	PP:	SEND:	EAL:	ER:
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	C	A	E	Absent/Incomplete	Misconceptions	Other comments/actions
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						

Additional Comments: