Assessment for Learning Policy

This policy aims to provide clear guidelines on our approach to formative and summative assessment and establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents. Additionally, it clearly sets out how and when assessment practice will be monitored and evaluated.

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In this policy you will find the following acronyms:

Acronym	Meaning
Arbor	School information management system, including reporting system for parents
AFL	Assessment for Learning
GC	Guardian consultations
EEXAC	Early Excellent Tracker
QLA	Question Level Analysis
PiXL	Partners In Excellence (school improvement network)
MTC	Multiplication Timetable Check
EEF	Education Endowment Foundation
SENDCo	Special Educational Needs and Disabilities Coordinator
CPD	Continuing Professional Development

1. Aims

This policy aims to:

1.1. Provide clear guidelines on our approach to formative and summative assessment;

1.2. Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;

1.3. Clearly set out how and when assessment practice will be monitored and evaluated.

1.4. Our approach to assessment and feedback is informed by the Education Endowment Foundation's (EEF) evidence base, which emphasises that effective feedback should be *specific, actionable, and manageable*. We ensure that all assessment activity positively impacts pupil learning without creating unnecessary workload.

2. Legislation and Guidance

2.1 Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

2.2 This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

2.3 It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Roles and Responsibilities

3.1. **Governors**

3.2. Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

3.3. **Headteacher**

3.4. The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects (activities might include learning walks, book looks and observations)
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

3.5. **Teachers**

3.6. Teachers are responsible for:

- to plan assessment opportunities
- **t**o ensure that pupils' work is marked according to the Assessment Policy
- to explain assessment and marking systems to the pupils
- to ensure that assessment information informs future planning
- to be aware of the motivational effect that AFL can have on pupils
- to use the content of this policy to provide feedback and next step assessment for learning

3.7. **Subject Leaders**

3.8. It is the responsibility of the Subject Leader:

- to ensure that the Assessment for Learning agenda features in the planning, learning and teaching of individual subjects;
- to monitor, as part of the cycle of subject leadership, the evidence available of AfL within the subject;
- to provide opportunities for regular moderation and standardisation of expected attainment.

4. Non-Negotiables

4.1. Further guidance and rationale is provided in this policy, however, these have been summarised into the eight non-negotiables for assessment at John Ball School.

5. Underpinning Principles of Assessment at John Ball School

What is assessment for learning?

5.1. Assessment ***for*** learning is **formative** and takes place all the time in the classroom. This approach actively facilitates learners becoming increasingly independent in their learning through enabling the self-management of themselves as learners.

5.2. Assessment for learning has been defined as '*the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there'* (in 'Assessment for Learning:*10 Principles. Research-based principles to guide classroom practice,*' Assessment Reform Group: 2002)

5.3. Assessment for learning should be used to identify gaps in pupil learning and then provide them with the advice and next steps needed to fill them.

5.4. Assessment for learning gets straight to the heart of good teaching by:

- helping teachers help students to take the next steps in their learning
- helping students to help each other to take the next steps in their learning
- helping students themselves to take the next steps in their learning

5.5. Assessment for learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there.

5.6. Assessment for learning:

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve and develops the capacity for self and peer assessment

- recognises all educational achievement

5.7. Assessment ***of*** learning tends to be **summative** and is carried out periodically e.g. at the end of a unit or year or key stage.

5.8. The teacher undertakes this kind of assessment to judge how well a student is performing. Conclusions will be reported in terms of grades, marks or levels and shared with parents through GCs and report cards.

6. Assessment Approaches

6.1. At John Ball, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

6.2. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

7. In-School Formative Assessment and Feedback

7.1. Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

7.2. The following 5 strategies demonstrate some of the ways we encourage teachers to achieve this.

7.3. **Strategy 1: Objective-Led Planning and Teaching**

7.3.1. Good AfL practice starts with clear learning objectives for every lesson. Effective learning occurs when learners understand *what* they are trying to achieve and *why*. Thus, teachers share learning objectives as "learning questions" with pupils at the start of each lesson. For example, instead of saying *"Today's objective is to practice addition,"* a teacher might pose the learning question *"Can I add two-digit numbers using regrouping?"* This question format engages students and clarifies the focus.

7.3.2. Learning questions should be derived from the knowledge and skills in the curriculum.

7.3.3. Steps to success may be set by the class teacher and agreed with the pupils. They provide a list, either written or pictorial, of steps to success in the specific task.

7.3.4. All teachers must ensure the following:

- A distinction is made to the pupils between learning questions and steps to success. Learning questions with stems such as "to know", "to understand", "to be able to", help to ensure that the objectives focus on learning. Steps to success should focus on what the pupils need to do in order to achieve the learning question as an outcome.
- Learning questions and steps to success are defined in lesson planning and are shared and agreed with pupils at the start of each lesson.
- Learning questions and steps to success are available for reference for pupils throughout the lesson using printed labels stuck into books or printed at the top of tasks. Younger children might also require a more interactive approach to this using puppets, short songs or accompanying movements, for example.
- Learning questions are re-visited for teacher and pupils to review progress throughout the lesson.
- Pupils are assessed against the learning question/steps to success at regular intervals.
- Achievement of the learning questions and steps to success are praised and encouragement is provided throughout. As outlined below, written feedback will be given against the steps to success

7.4. Strategy 2. Questioning and Dialogue

7.4.1. Whole class and group dialogue should be an integral feature of lessons.

7.4.2. Teachers should be:

- **Using open-ended questions:** Teachers routinely ask questions that trigger deeper thinking. For example, instead of asking *"Is this sentence written in the past tense?"* a

teacher might ask *"How do we know this sentence is written in the past tense? Can you explain?"* Follow-up prompts like *"Explain why..."* encourage pupils to articulate their reasoning.

- **Bouncing questions between pupils:** Teachers often invite multiple responses to the same question to build dialogue. For example: "Penelope, what do you think of Jayden's answer?" or "Jo, can you add more detail to Beth's answer and develop it further?" This engages more students and creates a richer discussion.

- **Wait time:** We recognise that pupils need time to think. Teachers deliberately **pause** after posing a question to allow more pupils to formulate responses. Sometimes we use techniques like "Think-Pair-Share," where students first think individually, then discuss with a partner, before sharing with the class. This ensures higher-quality responses and wider participation.

- **Active listening and constructive contributions:** Pupils are encouraged to practice active listening, fully focusing on whoever is speaking (teacher or peer), and responding to others' ideas. They learn to build on each other's points, ask clarifying questions, and respect different viewpoints. Teachers model and reinforce these skills so that classroom dialogue is respectful and meaningful.

- **Inclusive participation:** Teachers use strategies to involve all pupils, not just those who always volunteer. This might include targeted questioning to less-responsive students, use of mini whiteboards for everyone to write an answer, or small group discussions where each pupil has a role. By doing so, we ensure every student's thinking is accessed and every voice can be heard.

7.5. Strategy 3: Written Feedback

7.5.1. Effective marking gives good feedback about how well (strengths and weaknesses) pupils did against specific learning questions and ideas on how to improve.

7.6. Written feedback for core subjects – English and Maths

7.6.1. It should be clear from reading any John Ball pupil's books that they have received regular written feedback that is having an impact on their learning and shows progress.

7.6.2. It is understood that immediate verbal feedback is the most effective feedback; however written feedback is also an important feedback tool. This aligns with the EEF's guidance, which highlights that feedback is most effective when it:

- Focuses on the **task, process, or self-regulation**, rather than simply the learner;
- Provides **clear next steps** that pupils can act upon;
- Allows time for pupils to **respond, reflect, and edit**;
- Is **proportionate**, ensuring teachers spend time where it has the greatest impact on pupil learning.

7.6.3. Marking children's learning should be a means to 'closing the gap' between a learning outcome and a learning objective; or to move the learner on and extend their ability.

7.6.4. Marking should be meaningful and be a key part of the assessment of the learning process at John Ball.

7.6.5. Quality written feedback does not involve responding to every piece of learning that a learner produces as this will not be achievable; however, it is expected that all children will have their work marked in depth once a week

7.6.6. Teachers will aim to feedback-mark responsively during lessons, this might be the focus group they have worked on during the lesson, or as they move around the class throughout. This will enable them to have a clearer picture of the learners' understanding against the learning question.

7.6.7. Learners will self and peer assess/mark their learning supported by the steps to success which will guide the children's responses.

7.6.8. For children who are unable to read and access written feedback teachers will make provision to give feedback verbally.

7.6.9. **In KS1,** teachers will endeavour to give feedback orally using the above strategies. Where there are Learning Associates present, they will support this process.

7.6.10. See appendix 1: Written Feedback Guidance, for information on how marking should be adopted across the foundation subjects.

7.7. Strategy 4: Oral Feedback

7.7.1. As in written feedback, oral feedback needs to be linked to the steps to success as identified.

7.7.2. All teachers must ensure that:

- They provide regular oral feedback which can be direct to one pupil or indirect in so far as pupils listen to the feedback of others.
- They provide oral feedback which is spontaneous but furthermore feedback which is planned.
- Oral feedback takes place routinely and is constructive, supportive and informative.
- Supportive teacher feedback can be used as a model for peer assessment.

7.8. Strategy 5: Self and Peer Assessment

7.8.1. Self-assessment promotes independent learning and helps pupils take more responsibility for their progress. Self and peer assessment should be a natural component of day to day activities, based on the objectives and outcomes as outlined above in Strategy 1 Objective led planning. Pupils will only be able to use self assessment techniques effectively if they are encouraged and trained to think and talk about their learning more frequently and are **actively** involved in their learning.

7.8.2. In writing, pupils use a self-assigned **writing bookmark** with clear, manageable targets applied across the curriculum. Once a target is achieved, a new one is set.

7.8.3. A **good target** should be realistic, specific, and directly address the pupil's greatest barrier to progress. Targets must be achievable within a short time frame and clearly understood by the child. For example, if a pupil's sentence demarcation is insecure, a suitable target might be *"Use full stops accurately at the end of every sentence."* Once this skill is secure, the next target can build on it, ensuring steady and meaningful progress. Targets should always be phrased positively and revisited regularly so pupils can recognise their own improvement.

7.8.4. All teachers should therefore provide opportunities where possible for self and peer assessment as follows:

- Peer and self assessment opportunities in lessons should be planned for.

- Pupils should be provided with pupil-speak descriptors and/or agree steps to success as a group.
- Pupils can assess the work of their peers using pupil-speak descriptors/step to success. They must be encouraged to give positive and constructive feedback – this will need to be modelled by the teacher.
- Once pupils can confidently and accurately assess their own work they can then use this knowledge to assess their peer's work.
- We use a variety of strategies as outlined above – highlighter pens and the school marking code.
- Pupils will be able to use their assessment information to set targets for themselves to enable them to move forward in their learning.
- Pupils must be given time to consider/discuss the comments.
- Teachers will encourage and expect pupils to enter into a written dialogue with them by responding to feedback that they have been given by writing comments.

8. Formative Assessment Against Key Performance Indicators (KPIs)

8.1. Formative assessment is central to effective teaching at John Ball, and the use of Key Performance Indicators (KPIs) forms an important part of this process. KPIs outline the key knowledge and skills pupils are expected to achieve within each year group and enable teachers to monitor progress closely over time.

8.2. Teachers use the KPIs to identify what pupils have learned securely, where misconceptions or gaps are emerging, and what support or challenge is needed next. This information should directly inform planning, intervention, and feedback. Formative assessment against the KPIs should occur regularly within ongoing teaching sequences rather than through separate assessment tasks.

8.3. All staff must use the updated KPIs for their year group and record their formative judgements on Arbor under the formative assessment heading. These records should be updated routinely as the curriculum is taught and will contribute to the evidence base used in moderation.

8.4. Formative assessment against the KPIs is distinct from summative assessment. However, the information gathered through KPI tracking should feed directly into teachers' summative assessment judgements and support a clear and accurate understanding of each pupil's attainment and progress

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9. Data Collection

9.1. At John Ball, formative and summative assessment plays a key role in tracking pupil progress and informing future planning. Formative assessment, including ongoing assessment against the KPIs, is recorded on Arbor under the formative assessment heading. This ongoing evidence forms the foundation for teachers' summative judgements at each assessment point.

9.2. Summative assessment data is collected twice per year as part of Cycle 1 and Cycle 2. This information is used to identify trends over time, monitor the progress of individuals and groups, and evaluate the impact of teaching and interventions.

9.3. Data collection is always purposeful, designed to support teaching and learning rather than to create unnecessary workload. Leaders and teachers use this information to ensure that every pupil is making good progress from their starting points.

9.4. Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period; results in key years will be shared with parents at Guardian Consultation Evenings

9.5. At John Ball, teachers use the outcomes of Cycle 1 and Cycle 2 summative assessments to contribute to their overall teacher assessment. These summative outcomes are only one part of the AfL process, and final teacher judgements may not always match the summative score awarded, as teachers consider a wider body of evidence gathered over time.

9.6. Following each summative assessment cycle, Question Level Analysis (QLA) is carried out to identify pupils' specific strengths and areas for development. Ongoing formative

assessment is also used to identify gaps in learning as they arise, enabling teachers to respond promptly within teaching sequences. Together, this information is used to adapt upcoming lessons, address misconceptions, and plan targeted interventions to support pupils in closing gaps in their learning.

9.7. We work alongside a network of schools through the PiXL Club. Through this collaboration we use summative assessments to benchmark against other similar schools and create next steps based on this analysis.

10. Nationally Standardised Summative Assessment

10.1. Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

10.2. Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1 and, for some in Year 2
- Year 4 Multiplication Table Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

11. Reporting to Parents

11.1. At John Ball, we believe that reporting to parents should be clear, informative, and focused on each child's progress, attainment, and next steps. We aim to ensure parents fully understand how their child is achieving in relation to age-related expectations and what they can do to support further improvement.

11.2. Each year we produce a report for parents reviewing the School's performance in the previous year. This can be found on our school's website and includes data for the school's most recent Key Stage 2 results. This is usually available by the end of October.

11.3. School Performance Tables published by the Secretary of State on the Department for Education's website can be accessed through the .gov website.

11.4. Target setting reports are provided at the end of our Cycle 1 and Cycle 2 Assessment , as part of GCs (Guardian Consultations), with a full written report provided at the end of Cycle 2.

11.5. Following each assessment cycle, **Question Level Analysis (QLA**) is used to identify specific areas of strength and areas for development for each pupil. This analysis informs both teacher planning and the feedback shared with parents, ensuring that the information communicated is precise, actionable, and meaningful. By sharing these insights, teachers and parents can work together to support pupils in addressing gaps and celebrating progress.

11.6. In addition to these formal reporting points, we also hold *Learning Afternoons* where parents are invited into school to look at their child's work and books. These sessions offer parents a chance to see their child's learning in context and celebrate their progress.

11.7. We are mindful of workload implications and ensure that all reporting is purposeful and manageable. Reports are designed to provide parents with the key information they need to understand their child's learning journey, without creating unnecessary duplication of data or paperwork for staff.

11.8. Our approach to parental reporting complements our wider assessment and feedback systems, ensuring transparency between home and school and consistency across all stages

12. Inclusion

12.1. The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

12.2. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

12.3. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.

12.4. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

12.5. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

12.6. On some occasions, and only with the agreement of the SENDCo, we may use alternative assessment systems to monitor the progress of children working significantly below the national expected levels of attainment.

13. Monitoring and Evaluation

13.1. **Book Looks:**
School leaders regularly review samples of pupils' books across subjects to check for clear learning objectives, effective feedback, pupil responses, and progress over time. For example, a maths book showing corrected mistakes evidences feedback impact. These reviews occur during moderation meetings or performance management and lead to feedback celebrating good practice and identifying areas for improvement.

13.2. **Learning Walks and Observations:**
Leaders conduct short learning walks and formal observations to see AfL in action, focusing on specific elements such as questioning or clarity of learning intentions. Findings are discussed with teachers to share strengths and next steps.

13.3. **Moderation:**
Regular moderation meetings ensure consistent assessment across year groups and alignment with national standards. Staff compare samples (e.g., writing) to agree on judgements such as Working Towards, Expected, or Greater Depth. Moderation also includes reviewing formative assessment information recorded on Arbor, including judgements against the KPIs, to ensure consistency and accuracy in how these

indicators are interpreted across classes. Cross-school moderation (e.g., via local networks or PiXL) supports external consistency.

13.4. **Data Analysis:**
Following each assessment cycle, assessment data is analysed to identify trends and areas needing support, such as groups making less progress. Findings inform follow-up actions, such as targeted training or interventions.

13.5. **Pupil Progress Meetings:**
Termly meetings between teachers and senior leaders review each pupil's progress, discuss barriers, and agree next steps. These meetings ensure assessment informs planning and provide accountability and support.

13.6. **Feedback and Teacher Input:**
Teacher and pupil feedback is gathered on assessment approaches (e.g., marking strategies) to evaluate impact and workload. Insights inform adjustments to improve effectiveness.

13.7. **Policy Review:**
The policy is reviewed biennially, using findings from monitoring activities. Identified issues lead to updates or additional training.

13.8. **Governance Oversight:**
Governors, typically through the Teaching and Learning Committee, review anonymised data and may join learning walks to ensure effective monitoring and improving outcomes.

14. Appendix 1: Written Feedback

14.1. As with other subjects pupils will receive increased written feedback during their time in school i.e. in EYFS the feedback will be mostly orally given with increasing written feedback in Year 1 as the pupils' reading ability develops. Certainly, from Year 2 onwards all pupils should have evidence of written feedback in their books.

14.2. **In English** there will be evidence of long and short marking. ***Short marking*** (ticks and short corrections) will be evident during lessons at the beginning of the writing process where a particular skill or aspect of writing is being practised. ***Long marking*** (written comments with pupils' responses in green pen) will be found as pupils are developing their piece of writing and working through the drafting process.

14.3. From Yr 1 onwards teachers will use a ***colour coded highlighting*** system to feedback on pupils' work. In John Ball when teachers and pupils are highlighting effective learning a light blue highlighter will be used. When next steps are being highlighted, orange will be used. Teachers should make it clear what it is about the highlighted sections that is effective or that needs improvement. Feedback should always be **clear, age-appropriate and manageable**, enabling pupils to read and understand it independently. Teachers should make it explicit what the highlighted sections show both what has been done well and what needs improvement. This explanation can be given orally or in writing, depending on the needs of the pupil.

14.4. ***Green pen pupil responses*** will be used where a pupil is responding to written or oral feedback i.e. the pupil rewrites or corrects a selected passage in green pen so that it is clear to the teacher how the pupil has responded / corrected. Throughout English planning teachers will ensure that there are lessons within the writing process for this to happen i.e. a plan / edit and improve session.

14.5. In all English books in KS2 teachers and pupils will use the draft lines policy (leaving a line) so that there is room for pupils and staff to annotate and provide feedback or rewrite and correct.

14.6. **Marking of spelling and punctuation across the curriculum**
The marking of spelling can be a contentious issue for some schools. In John Ball we are clear that any marking of spelling should be designed to help the learner progress.

Teachers will decide whether or not they are focusing on the marking of spelling at the outset of a piece of work and this will be shared with pupils e.g. it may not be appropriate to focus on spelling in some pieces of work.

14.7. Where staff are focusing on spelling they will use the school marking code to identify errors. If the words misspelt are those that have already been taught and understood by pupils, then pupils should be encouraged to self-correct these in green pen rather than the teacher correcting them. Words that pupils are not expected to have learnt, but are misspelt should be written in blue above or near the misspelt word.

14.8. Teachers will encourage pupils to view spelling as part of the writing process but spelling errors should not suffocate this process. Pupils should not have excessive orange feedback for spellings covering a page that could be disheartening for them. Teachers will routinely encourage and prompt pupils to read their writing for technical elements such as punctuation and spelling at the end of writing sessions.Teacher may also mark the letters correct in a word rather than focusing on the error.

14.9. Teachers will encourage pupils to have a go at unknown words and then either circle them or underline them during the writing process so that they then remember to check them at the end with a dictionary or improve them using a thesaurus.

14.10. **Use of dictionaries and thesaurus as tools for learning across the curriculum**
As pupil's reading and writing ability progress they should be encouraged to use tools for checking the spelling of words. In EYFS and KS1 this can be done effectively by using simple wordlists either on an individual or whole class basis.

14.11. In KS1 pupils should be taught how to use a simple infant/ junior dictionary. Again this should be taught in line with alphabetical order skills. Where pupils are not ready for this ongoing wordlists can still be used but every effort should be made to support and encourage dictionary self checking skills in line with the above marking and feedback system.

14.12. In Year 2 children should also be introduced to a simple thesaurus as part of the teaching of vocabulary usage in writing. This should then be developed by introducing more complex thesauri throughout KS2.

14.13. **Writing across the curriculum**
Teachers should expect the same standards of their pupils in English in all other areas of the curriculum e.g. use of punctuation, presentation of handwriting etc. It should be clear

from planning that writing skills are being covered in areas other than English. Teachers should expect pupils to demonstrate their writing skills from their English work in all other areas of the curriculum e.g. if a pupil's English target is to join their handwriting properly, then this should be demonstrated across all written work.

14.14. Teachers should mark written work other than English books, in a way that maintains these standards, expectations and ensures pupils' focus on their targets.

14.15. If a teacher has taught specific subject vocabulary within a topic then they should insist that pupils spell these correctly and mark accordingly. The same would be true in maths.

14.16. In maths, feedback seeks to correct misconceptions and draw pupils' attention to their errors for correction. Where a misconception leads to many errors, we would not expect a pupil to correct every error on the page, but rather receive feedback that would rectify the misconception and support them to correct some specific errors they are directed to by the teacher. Sometimes this may mean a section of learning needs to be re-taught rather than requiring marking. Progression in pupils' books would show this.

14.17. However, where teachers have given written feedback , indicating where errors need correcting with 'ch' for check and perhaps also written comments to support understanding, then at the beginning of the following maths lesson or during the plenary, learners should be given the opportunity to respond to the teacher's comment in green pen. Where a pupil has fundamentally misunderstood the learning, a teacher may write 'A' in their book to indicate that the pupil needs to work with an adult in the next session, this avoids teachers having to write lengthy feedback that would be better given orally to rectify the misunderstanding.