



# Marking, Assessing and Feedback Local Procedure

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## OPENING STATEMENT

Regular marking and assessing of pupils' written work is a key professional skill, is central to classroom practice and has a positive influence on pupils' progress. Quality feedback, from the teacher, a learning mentor, a fellow pupil or done as a self-assessment exercise within agreed parameters and using appropriate criteria, forms an important part in the development of pupils' skills and abilities. It can motivate pupils to want to do better and encourage them to take more responsibility for their learning. It also enables the teacher to identify the next steps for learning as well as providing evidence to gain an understanding of the errors pupils make and the difficulties they might experience. Timely feedback motivates pupils. Where marking is done on a one-to-one basis, it enables a 'dialogue' to take place so that commentary can be differentiated to fit the needs of each individual pupil. Thames Valley School recognises that research demonstrates that feedback is the most important aspect of marking to secure individual progress. John Hattie found that 'Feedback with praise had a lower impact on learning than feedback without praise'. Our minimum expectation is that specific targets for improvement are given ('feeding forward') that can be looked for in the next piece of work. Teachers will also supplement written feedback with verbal, which can be noted. In this way, the feedback is ongoing and formative, highlighting improvements that will help maximise summative attainment.

## Rationale

Assessment, feedback and marking have three purposes:

1. The aim of assessing work effectively is to get pupils to engage with the feedback (in whatever form it is presented), and then take action in order to improve learning; Ultimately, assessment and marking should enable pupils to act on the feedback received. We can therefore accept that a feedback-loop, which helps the pupil to improve each time, is critical to a pupil's success.
2. Assessment informs future planning and teaching.
3. Pupils learn to value their work and the quality of the work they produce.

Assessment, feedback and marking should improve the learner, not just the piece of work.

Throughout the school, assessment should: -

- Value all pupils equally.
- Be free of bias involving any of the protected characteristics outlined in the Equality Act 2010.
- Recognise and give credit for pupil achievement.
- Provide valid and reliable evidence of attainment by measuring performance and progress against specific agreed criteria.
- Involve pupils in the assessment of their own progress.
- Recognise the central role of teachers' professional judgement.
- Form an integral part of teaching and learning.
- Use a variety of approaches.

**(a) For Pupils**

- establish what they can do, know and understand.
- correct mistakes and misconceptions in pupils' work by indicating what they need to do in order to improve
- assist in establishing short- and long-term targets.
- encourage pupil motivation and raise self-esteem.
- provide feedback concerning standards and expectations.
- provide feedback in relation to EHCP outcomes.

**(b) For Teachers**

- provide information about progress in learning in order to identify gaps in pupils' learning, so that the Personalised Learning Checklists (PLCs) can be updated and acted upon.
- inform the planning of future lessons.

- raise opportunities for personalisation in a subsequent lesson.
- enable review of the effectiveness of Schemes of Work.
- provide opportunities for formative assessment (labelled/grade work in order to inform working at/target levels or grades each half-term).

In Addition –

- teachers' checking of written work is a way of acknowledging the work that has been set by the teacher and completed by the pupil – not doing so can lead to resentment where work is subsequently not looked at.
- setting and marking examination-style questions from Year 7 is good practice for real assessments that take place in later years. Examinations (summative assessments) in all year groups are productive in benchmarking and to build further on pupils' learning. Mock assessments/examinations allow the teacher to identify gaps in learning and build in further practice before authentic externally assessed summer examinations. Practice at examination style tasks is also valuable in helping to alleviate stress through the familiarisation process such as with revision strategies and organised preparation for key assessments.
- peer and self-assessment, if used sometimes, can get pupils to think behind assessment criteria when they mark someone else's work – puts them in the shoes of an examiner that helps their own learning.

### **(c) For Parents**

- be made useful and easily understood with the help of an explanation of grades.
- share teachers' professional judgements, alongside externally validated data such as from the Cognitive Abilities Test (CAT)
- provide information about progress in learning each term via TVS grades every half-term, as well as reporting on engagement for learning and meeting homework deadlines.

Throughout the school, teachers should: -

- ensure that assessment criteria are understandable to pupils and parents, as necessary. This means sometimes giving the criteria at the

Page 3

start of a piece of work so that pupils know what they are aiming to achieve.

- display assessment via examples of excellent work on classroom walls, as handouts or on PowerPoints.
- provide clear information to the pupils on how marks were awarded for a particular piece of work in line with examination criteria in relevant key stages.

### **Specific Learning Needs**

- If continuous assessment identifies that pupils need more personalisation or reasonable adjustments / access arrangements, then these need to be discussed with the Senior Leadership Team (SLT). SLT will assess what measures can be put in place so that the curriculum can be accessed.
- The most able pupils will be supported by using extension material highlighted in medium term plans.

The Education Endowment Foundation (EEF) outlined 'previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback... found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. While it is important to note that written marking is only one form of feedback (see Figure 1), marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress'.

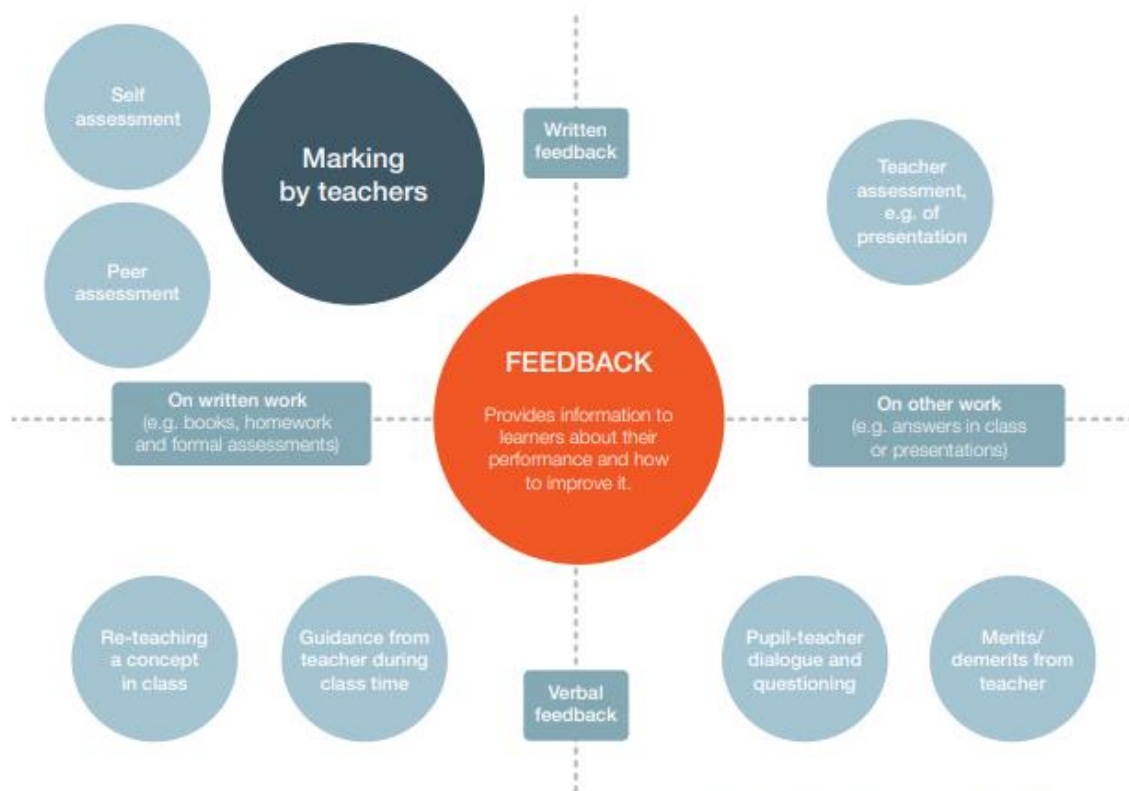


Figure 1. Examples of different forms of feedback.

## Implementation

- A named member of the SLT, who is responsible for Curriculum, will be responsible for developing and monitoring the marking and assessment policy.
- Assessment opportunities should be built into medium term plans and schemes of learning.
- A variety of assessment techniques each suitable for its purpose will be used including:
  - checking all written work
  - marking written work, including class work and homework, at least twice every half-term with specific commentary and advice for improvement
  - observation of pupils working individually
  - observation of pupils during pair/group discussion
  - oral presentation to the class
  - responses to questions, both oral and written
  - descriptive writing – fiction
  - descriptive writing - non-fiction

- concept maps
  - self-assessment
  - peer assessment
  - recap and plenaries.
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- Teachers will implement Assessment for Learning techniques to seek and interpret evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how to get there.
  - At least once each term (Autumn, Spring and Summer) a standardised assessment task should be set for all pupils in a particular year group or each subject studied. For some subjects these will take place half-termly. However, subjects that only see pupils once each week will use termly assessments.
  - Marking of standardised assessment tasks will be carried out using agreed mark schemes produced.
  - Work sampling should occur at the designated times as per the school calendar.
  - Assessment criteria will be made available to pupils.
  - Central records of standardised assessment tasks should be kept by teachers for monitoring purposes and recorded electronically on a departmental tracking database and/or Bromcom.
  - Grading - Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments. Therefore, teachers will focus on providing detailed feedback, with next steps. Those next steps will be explored in the next piece of work and the teacher will date and sign when this step has been achieved.
  - Corrections - Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
  - Thoroughness - While simple 'acknowledgement marking', or the provision of a short comment such as 'good effort' may have been commonplace in the past, it is likely that these forms of marking could be reduced without any negative effect on pupil progress.
  - Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.

## PROCEDURE

All pupils must write the date and learning intention at the top of their work. If a child is absent, or is unable to engage, the date and learning intention should be written in the pupil's book by an appropriate adult. The appropriate code, from Appendix B, should then be allocated. This will enable the teacher to easily identify what work has been missed, and then plan accordingly.

### Guidelines for marking

- Teachers to mark in purple.
- Learning Mentors to mark in green.
- Marking will follow the agreed marking codes (see appendix A and B).
- Positive and purposeful.
- Linked to success criteria.
- Comments written in language pupils understand.
- Age/ability appropriate.
- Pupil self-marking and feedback in pen/pencil.
- Pupil peer-marking in green pen/pencil (staff discretion).

All teachers will identify the individual progress towards the learning intention at the end of each lesson, identifying that they have checked the work. A label can be attached to the work. The progress made towards the learning intention will be graded as:

- Emerging
- Working Towards
- Meeting Expectations
- Exceeding Expectations

### In Depth Marking

- Detailed feedback linked to pupils' individual targets.
- Completed and shared with pupils at least twice a half-term.
- Show evidence of pupil's response to in depth marking, e.g. pupil's initials/setting own targets/asking a question.

#### Learning Intention:

*This piece of work demonstrates that your understanding, knowledge or skills relating to the learning intention are currently:*

Emerging	✓
Working Towards	
Meeting Expectations	
Exceeding Expectations	
<b>Date:</b>	

### During class marking

- Verbal feedback indicated.
- Written/SPaG feedback.

- Peer-marking.
- Self-marking.

### **Spelling, Punctuation and Grammar**

In subjects other than English, corrections of spelling, punctuation and grammar should be kept to around three to five on a half-side of writing. This needs to be tailored to the individual pupil, in order to ensure they are not overwhelmed by their errors.

Where a SPaG error is made repeatedly, only correct the first one or two.

### **Correcting spelling**

Underline the word and write the correct spelling near it. Focus on subject-specific words and high frequency words.

### **Correcting punctuation and grammar**

See appendix A.

### **Careless Mistakes**

Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

### **Reporting to Parents/Carers**

- Parents will receive reports on the effort and progress made by their child at several points in the year according to the Assessment and Reporting Calendar issued at the start of the academic year – essentially, engagement for learning will be reported daily through the home-school books, and progress will be reported on at the end of each term.
- The report will build up a record of effort and progress, in each subject studied, throughout the year enabling parents to track patterns and respond to performance.
- The report will contain the level at which their child started the academic year and a target for the end of the year, using TVS Levels.
- Targets will be set in each subject and based on a teacher's professional judgement aided by externally validated data from the Cognitive Abilities Tests (CAT4).



- Parents will receive Cognitive Ability Test (CAT) data on a rolling programme depending on year group.
- At the end of the year parents will receive a report containing a summary of their child's progress during the year based on comments from subject teachers.

### **Review Days**

At some point in the year each pupil will have an interview with their Tutor to review the progress they are making. The outcome of these interviews will be recorded and will support pupils in deciding on targets and ambitions for their future work.

## Appendix A: Thames Valley School

### Whole School Marking Code

All of your teachers are teachers of Standard English and will use this code when marking some pieces of your written work. Spelling, punctuation and grammar are assessed in lots of subjects, not just in English. We will therefore use this code when we mark written work for at least some of your assignments in a range of subjects.

When you get your marked work back, use this key to help you to see what your teacher has corrected and what you should do next: -

<b>sp</b>	Spelling mistake. See the correct spelling given by the teacher then write out the correct spelling 3 times, for example, in the back of your book. Highlight the difficult part of the word e.g. graffiti.
<b>gr</b>	Grammar error - check that you have not used the wrong word (e.g. their/there/they're...) and that your tenses agree (e.g. We went to the park and go to the cinema last Saturday) for instance.
<b>hw</b>	Look again at the quality of your handwriting here.
<b>p</b>	Punctuation error – check whether you have used the appropriate punctuation.
<b>//</b>	Paragraph – you need to begin a new paragraph on a separate line here.
<b>?</b>	Meaning is unclear – reread what you have written, does it make perfect sense? Your written expression should be easy to understand.
<b>✓</b>	A tick means you have made a good point – well done!
<b>T</b>	Target – your teacher has set you a target to work on to improve an area of your work next time.



## Appendix B: Thames Valley School

### Whole School Support Code

All of your teachers and Learning Mentors are there to support you and help you learn. Sometimes it is helpful for your teachers to see how much support you have had to produce a piece of work. We will therefore use this code on your work to outline how much help you have had, if any.

- |            |  |
|------------|--|
| <b>I</b>   | You completed all of the work independently.                       |
| <b>L</b>   | You received a limited amount of support.                          |
| <b>A</b>   | An adult helped you with this.                                     |
| <b>VE</b>  | You verbally engaged and completed the work by saying the answers. |
| <b>P</b>   | You were present in the session, but unable to engage.             |
| <b>Abs</b> | You were absent when this work was set.                            |