The *Consortium* Trust
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Assessment, Marking & Feedback Policy

1. Aim

The aim of this policy is to ensure a consistent, whole school approach for Assessment, Marking and Feedback.

2. Assessment

2.1 Planning for Learning

Secure knowledge of each pupil's current progress is a core element of teaching and learning. Lesson planning is based on prior learning and, throughout the learning process, active assessment is required to ensure that a good rate of progress is being made. Planning is expected to explicitly set out learning objectives for each lesson and for these to include, where appropriate, differentiated objectives to meet the needs of the pupils. Differentiated objectives and/or success criteria are particularly important where mixed age classes exist.

2.2 Assessment for Learning
Fundamental to our formative assessment procedures is Assessment for Learning (AfL). A range of AfL strategies are used in the classroom, these include:

> Explicit targeted learning objectives that build on prior learning and are shared with the pupils
> Success criteria that are agreed by the pupils and teacher
> Self, peer and teacher assessment that assesses against the learning objective and/or the success criteria
> Pupils that are engaged in their learning, receiving immediate feedback on their progress.

2.3 Reviewing and Monitoring Pupil Attainment and Progress

2.3.1 Individual pupils' progress, together with that of specific cohorts and groups, is tracked using the Pupil Asset online tracking tool. The Academy Head, the assessment lead and the Locality Committee monitor these assessments. The Trust's Director of Primary Education monitors the termly data and requires Academy Heads to include a report outlining interventions and strategies being employed to tackle any underperforming groups.

2.3.2 In schools, Pupil Progress meetings are held at least termly to identify strengths/weaknesses in performance and to plan for interventions and/or any CPD requirements.

2.3.3 Senior curriculum leaders also monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny. The Academy Trust encourages schools to include Pupil Voice in these processes.

2.4 Summative Assessment
2.4.1 Each term teachers are requested to assess the pupils in their class in reading, writing, mathematics and science. The assessments are made using a range of assessment methods that include:

> Teachers professional judgements
> A review of pupils learning in books
> The use of the Pupil Asset Multi Tick (or similar)
> The use of learning grids that track individual pupil attainment across the curriculum
> Termly summative NTS assessment tests

3. Marking and Feedback

3.1 Feedback helps pupils to make progress; it encourages them to strive for higher achievements and builds up their self-esteem. This can be done through:

> Highlighting their successes;
> Indicating areas for improvement;
> Showing pupils clear objectives and success criteria;
> Valuing their work and providing an audience for it.

4 Guidance for effective marking based on the seven principles:

- **PRINCIPLE 1:** Marking is targeted in relation to the objectives outlined in the lesson and pupils must understand the aim of the task and how they can succeed.

- **PRINCIPLE 2:** Marking should be regular, consistent and fair in order that both teacher and pupil should be able to track progress.

- **PRINCIPLE 3**: Marking should be personalised to reflect the ability of the child, children are entitled to expect clear explanation of the marking and of any grading system used.

- **PRINCIPLE 4:** Whenever possible marking should be a dialogue between the teacher and pupil. This may be done as oral feedback with records noted in the pupil's book. We also encourage additional communication from the pupil on the page and time should be given for pupils to respond to marked comments. Self-marking could be used where appropriate, although monitored by the teacher.

- **PRINCIPLE 5:** Marking is intended to help pupils progress, therefore comments will be constructive and positive. However, if a negative comment has to be used, it will be balanced by improvement targets and encouragement.

- **PRINCIPLE 6:** Spelling in subjects other than English will focus on relevant vocabulary.

- **PRINCIPLE 7:** We aim for appropriate presentation suitable to the task and marking will reflect this.

5 Pupil responsibilities:

5.1 There should be time set a side each day for pupils to read through any feedback they have been given. It is a good idea to allow pupils the opportunity to reflect and discuss with peers the feedback given, this will encourage them to support each other and learn from each other. It is important the pupils view any errors as part of their learning journey; by understanding what corrections they need to make they are improving their learning.

6 Who will do the marking and when?

6.1 It is our aim that all English writing or mathematics work will be marked by the beginning of the next school day. All other work should be marked as quickly as practicable.

6.2 All work, including homework (where appropriate), should be marked in accordance with this policy. Teachers, including those engaged in supply cover, and classroom support staff will engage in marking, although the teacher is responsible for ensuring that all marking is completed and that it reaches the required standards. Marking will be initialled to show who has marked it.

7 How do staff in the Foundation stage mark pupil's work?

7.1 In nursery and reception, staff focus on giving verbal feedback to the child during the learning activity. Sometimes staff, alongside the child, may write a comment or add a sticker/smiley-face to a piece of work. Staff may also write comments on the back of work as part of the process of gathering information for the Learning Story of the pupil.

7.2 Teacher Assessments are recorded (often evidenced in a photo) in the child's 'Learning Story' and referenced to the EYFS Development Matters and EYFS Profile. We use the online Pupil Asset system to track pupil's attainment and progress.

8 How do we mark pupil's work in KS1 and KS2?

8.1 Pupil's work will be marked in a colour that can be clearly seen.

8.2 Teacher's handwritten comments in pupil's books will be clear and try to model the school handwriting style.

8.3 The school makes use of a range of approaches, which form a marking 'tool kit' from which the teacher selects the appropriate one:

9 The Marking 'tool kit'
[School leaders should edit this section of the policy to ensure it sets out the expectations specific to their school.]

9.1 Verbal feedback

We recognise the importance of pupils receiving regular verbal feedback. The adult will initially talk to the pupil about how they have met the learning objective and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend their learning. If it is a written piece of work it will then be ticked and initialled. Pupils of all ages need verbal feedback but we recognise the central importance of this in the Early Years and at KS1.

9.2 Summative (quick) marking

This usually consists of ticks and underlining and is associated with closed tasks or exercises where the answer is either right or wrong. The pupils, as a class or in groups, can also mark this sort of work.

9.3 Quality marking

This is used when a pupil has done a substantial piece of work and it usually has to be marked away from the child. This marking identifies both successes against the learning objective and improvement needs. All teachers in KS2 aim to 'Quality mark' at least four pieces of work per half term, particularly in English. In KS1, two pieces of work per half term. Quality marking will help inform teacher assessments and future planning.

When quality marking teachers will:

> Highlight (using GREEN) examples of where the pupil has met the learning objective;
> Highlight (using YELLOW) next to an aspect of the work which could be improved or developed further;
> Provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

> A **reminder** prompt (eg: 'What else could you say about the prince's clothes?', 'Tell me more about….')
> A **scaffolded** prompt (eg: 'What was the monster doing?', 'The monster was so angry that he….')

In order for quality marking to be formative, the information must be used and acted on by the pupils. Therefore, when work has been quality marked, time is planned in a future lesson for pupils to read and write a focused improvement.

Teachers will model this process to the pupils at the beginning of each year so that they are clear what the different highlighted (coloured) markings on their books mean and what is expected of them when they respond.

9.4 A tick and an initial

This is used particularly in KS1 but also in KS2 when the teacher has assessed alongside the pupil or there has been a large amount of adult input in the lesson or where verbal feedback was given.

9.5 Self marking

Learning objectives will be clear on every piece of work. These may be written by the child or the adult. At the end of a lesson, pupils are asked to mark next to the learning objective whether they feel they have met the learning objective or not: eg. with a smiley face, straight face or sad face.

Teachers also sometimes provide learning objective check lists (assessment for learning ladders) for pupils to tick either as they work or when they have completed a piece of work. Pupils are always encourages to self-evaluate, eg: by sometimes identifying their own three successes and looking for an improvement point (3 stars and a wish system). The plenary may then focus on this process as a way of analysing the learning.

9.6 Shared marking

Teachers sometimes use one piece of work from a pupil to mark with the class on the smart board/white board. This enables the teacher to model the marking process and teaches particular learning objectives at the same time.

9.7 Paired marking (Peer review)
In KS2, pupils sometimes mark written work in pairs. The following points are important:

> Pupils need to be taught to do this through modelling with the whole class, watching peer review in action;
> Ground rules should be decided with the class and adhered to.
> Pupils should point out three things that they like first and then suggest a way to improve the piece but only against the learning objective. The 3:1 success to improvement ratio should be followed to avoid over criticism.
> Pairings may be same or mixed ability, as appropriate to the task.
> Encourage a dialogue between the pupils rather than one pupil being the teacher.

10 Was the learning objective met?

10.1 A symbol system is to be used for all work as follows:

> **TA** (Target attained) is recorded to show full understanding/learning objective met.
> **PA** (Partially attained) is recorded to show partial understanding.
> **NA** (Not attained) is recorded to show that the learning objective wasn't met.

11 Using grades and levels:

11.1 We will not use grades (such as 'A' to 'F') when marking pupil's work, as this approach would not meet our list of seven principles underpinning this policy. All summative assessments will refer to the Trust's Assessment Descriptors (Appendix 1) to inform teacher decisions.

11.2 The teacher will use their professional judgement to decide how often the pupil will be informed about the teacher assessment achieved in a piece of work.

11.3 These teacher assessments will be shared with the pupil regularly, ensuring that the pupil always know their current and target attainment in the core subjects.

12 Specific guidance for the marking of mathematics:

> Correct work should be ticked.
> Mistakes should be identified by underlining and the pupil will then correct all mistakes that are underlined.
> Reversed digits will always be corrected.
> Place value mistakes will always be corrected.
> Errors in spelling mathematical vocabulary will always be corrected.
> Correct use of units should be emphasised.

12 Specific guidance for the marking of written English:

> All high frequency words should be corrected.
> (sp) to signify an incorrect spelling, up to three words per piece of work should be identified.
> (c) to signify a change of case aA Bb.
> (//) to signify the need for a new paragraph.
> (^) to signify an omission.
> Some aspects of a piece of writing may be uncorrected but all aspects will be addressed over time through specific learning objectives.

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PA colour key	Assessment Descriptors for pupils in KS1 and KS2	Possible scaled scores
Adapted curriculum plus	• Largely or wholly unable to access the national curriculum, despite intense personalised support, scaffolding and a significantly adapted curriculum. This is likely to be due to significant identified barriers to learning • Work and outcomes will possibly look very different to the rest of the class with intense support	<85
Adapted curriculum	• Is able to access the national curriculum with intense personalised support and scaffolding. This may be due to EAL or significant barriers to learning • Through curriculum adaptation, may be undertaking tasks that are different to the rest of the class	85-89
Below expected WTS	• Is able to access the national curriculum with personalised support • Has significant gaps in learning • Often struggles to acquire and embed concepts • Often struggles to apply learning independently • Receives intervention to secure core learning	90-94
Working towards expected WTS	• Is able to access the national curriculum • Has some gaps in their learning but is on track in a number of expected areas • Sometimes experiences difficulty in acquiring and embedding concepts • Sometimes needs some scaffolding or support • Sometimes has difficulty in applying learning independently	95-99
Just at expected WA	• Is meeting the majority of the national curriculum expectations • Is successful at learning new concepts • Is starting to apply their skills independently but not consistently • May make errors but will usually be able to improve work following feedback and support • May have some smaller gaps in learning which need closing in order to become secure	100-104
Securely at expected WA	• Is meeting all of the national curriculum expectations • Is usually a successful learner and shows good understanding of the objectives taught • Is usually able to learn new skills and use them accurately and independently • May make occasional errors in applying their learning in applying concepts	105-109
Above expected GD	• Is starting to exceed national expectations • Is almost always successful in understanding the key learning objectives • Is able to apply their skills in a range of contexts, making few errors • Can often explain and justify their ideas	110-114
Above expected plus GD	• Is exceeding national expectations • Is always successful in understanding the key learning objective • Is able to apply their skills in a range of contexts with no errors • Can explain and justify their ideas	115-118
Well beyond expected GD	• Is significantly exceeding national expectations • Is always successful in understanding ley learning objectives • Is able to apply their skills in a wide range of context, making no errors • Can clearly explain and justify their ideas • Demonstrates significant skills and knowledge beyond the curriculum • Can consistently apply their high level of skill and knowledge to a wide range of contexts • Can analyse and evaluate their own and other's performance effectively	119-120

Document Control

Changes History

Version	Date	Amended By	Details of Change
2	10.6.18	Tamsin Little	• Policy changed to include Assessment • All section numbers adjusted accordingly • Section 2 updated to refer to assessment expectations • 3.1 and 7.2 words added (in red) • Section 9 added: [school leaders should edit this section of the policy to ensure it sets out the expectations specific to their school] • Section 11 added reference to the Assessment Descriptors now included as Appendix 1
3	10.6.20	Tamsin Little	Policy updated to reflect change in Governing body and expectations regarding the frequency of formal assessments.

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	02.07.2020
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	02.07.2020

Equality Impact Assessment

Date	Name	Details

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