



GEORGE GRENVILLE ACADEMY

Marking, Feedback and Assessment Policy

Overview

Through a broad and balanced curriculum, pupils at George Grenville Academy participate in a progression of learning experiences that are structured to meet their needs. Marking, feedback and assessment are integral to this teaching and learning process. Giving verbal and written feedback to children, along with assessment both of and for learning, enables us to plan and deliver more effective lessons, thereby raising attainment for all children.

Marking and feedback

OVERVIEW

George Grenville Academy believes that marking and feedback to pupils, both written and oral, are important aspects of assessment in school and a combined policy is needed to reflect this relationship. We believe in the importance of high quality, constructive feedback to students, focusing on success and improvement needs against learning objectives. All staff at George Grenville work to ensure that feedback is given to children in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and in turn, progress. This policy will assure a consistency in the way that feedback is given and work is marked across the school and their awareness of their next steps.

PURPOSE

The purpose of the marking is:

- to recognise those areas of school work that are good and to improve upon them
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to children what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the schools progress against national standards
- to inform and support assessment

PRINCIPLES

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be marked before the next piece of learning is delivered in that subject area, wherever possible but always in Maths and English. This enables instant effective feedback.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked directly to learning objectives and/or the child's target.
- Marking procedures and marking standards should be consistently applied across the school.
- Children should be made aware of the marking conventions within the school.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work
- Depending on ability and age, children should be encouraged to write a comment for the class teacher at the end of their learning to inform them of the progress (or lack of) made in the lesson.

GUIDELINES

The following procedures for correcting and improving children's work should be implemented by all staff.

- Feedback and marking needs to be oral and/or written according to the ability of the child, with an understanding that it is the quality of feedback that can have the biggest impact on progress.
- Although work should be primarily marked against the subject area (eg the Science marked in a Science lesson), teachers should use their discretion to also pick up on writing/handwriting/spelling aspects of work. Developmental marking should take the form of questioning in order to secure new knowledge and understanding based around the specific learning.
- Not all work needs to have in-depth, written marking with next step targets but there should be at least 1 piece of this level per week.
- For incorrect spelling, word to be underlined. Depending on ability/age of child, they will either copy our correct spelling 3x or find the correct spelling.
- Effective feedback needs planned time for children to make improvements.
- Where appropriate, a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and be linked to the learning objectives.
- Children using handwriting pens will write in black only.
- All marking / work done with a child DURING a lesson by a teacher, should be done in purple
- ALL marking completed after a lesson should be done in a green pen/biro.
- Children will respond to comments and perform any editing work with a blue pen or pencil.

WRITING

When marking writing, teachers will use the agreed symbols (see appendix), particularly lower down the school, to ensure children understand their next steps. In Key Stage 2, teachers will use a T in a circle and give children their NEXT STEP TARGET, to be worked on in their next piece of writing.

In Key Stage 1 (and where appropriate higher up the school), Charlie Checker will be used for next step targets, depending on the ability of the pupil. Children will be given between one and three symbols/targets to focus on for the lesson. At the end of the lesson, they will orally reflect on their progress with the teacher.

PRESENTATION

George Grenville Academy places an importance on the quality of the presentation of children's work, with a continuous cursive handwriting script being used throughout the school. When marking a child's work, a teacher will put **P-**, **P** or **P+** in a circle (P- = presentation not acceptable, P = presentation acceptable, P+ = presentation excellent or a huge improvement). The P+ marks will be rewarded in different ways within different year groups - decided with the children.

SELF-EVALUATION / PEER ASSESSMENT

Children should be trained in the process of self-evaluation/peer assessment. Each class should agree "golden rules" for response partner/peer assessment feedback. They should look for success and suggest improvements. Feedback/peer assessment can be oral or written according to the ability of the child, and the appropriateness to the task.

The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

MONITORING AND EVALUATION

The Team Leaders will review samples of work from each class half termly to monitor the implementation of this policy. Senior Leaders will review samples termly to monitor the implementation across the school. There will also be a staff meeting each term with a focus on monitoring marking and feedback in books. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking in all subjects across the school

Formal assessments

OVERVIEW

George Grenville Academy undertakes a consistent and informative range of more formal assessments of children throughout the year. Although we appreciate the need for and value of these, we also appreciate that teachers are constantly assessing and reviewing children's progress on a day to day level, and so we have kept formal assessment tests to once a term. The results of these are used to inform planning and intervention groups as well to assist in Pupil Progress Meetings.

George Grenville Academy Assessment Schedule Year 1 – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Formative Assessments	Ongoing: Pupil progress in books, writing target cards Whole school moderation meetings in staff meetings (3x year)					
Pupil Progress Meeting	Short meeting – Looking at past data + set targets	Review meeting focusing on target children	Analyse new data – review and set targets	Review meeting focusing on target children	Analyse new data – review and set targets	Analyse final data
Vernon Spelling	✓				✓	
Salford Reading	✓		✓		✓	
Pira (reading)		✓		✓		Year 1 only
Puma (maths)		✓		✓		Year 1 only
Rising Stars (SPaG)		✓		✓		Year 1 only
Optional SATs						Years 3, 4, and 5
National Testing					Year 2 SATS Year 6 SATS	Phonics Check

*Year 2 and Year 6 use the reading, writing, maths assessment sheets from Bucks and attend termly moderation meetings outside school in addition to whole school moderation meetings

*Reception also attends termly moderation meetings within the Trust and outside moderation meetings.

PUPIL PROGRESS MEETINGS

The class teacher will meet with the assessment coordinator, team leader, SENCO and PP Coordinator every half term to discuss the attainment and progress of the children in the class.

The aims of the pupil progress meetings are to enable:

- Pupil progress to be placed at the forefront of planning and curriculum arrangements
- Staff to engage in professional dialogue about pupil progress
- Quality time to be put aside to discuss and value teacher judgments
- Members of the SLT to be aware of the progress being made in each cohort

Outcomes from pupil progress meetings include:

- Professional dialogue around data analysis, resulting in an updated data record showing who is on track for end-of-year targets, age-related attainment targets and end-of-Key-Stage targets
- Effective evaluations of existing interventions
- An action plan for each class

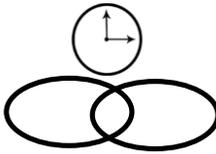
During the meetings, all children will be discussed and teachers will communicate the interventions they are using where appropriate. There will also be a specific focus on groups of children to ensure any gaps are being closed. These groups include:

- Pupils eligible for free school meals (FSM)
- Pupils eligible for pupil premium (PP)
- Pupils with English as an additional language (EAL)
- Pupils with special educational needs (SEN)
- The most able pupils
- Pupils with high, middle and low prior attainment
- Children who are new to the school

Date: September 2018

Review date: September 2019

Marking Symbols

✓	Area of success	Ⓣ	Next target
→	Next step target	Ⓟ	Presentation acceptable
	Conjunction	Ⓟ+	Presentation is excellent
Ⓜ	Capital letter	Ⓟ-	Presentation is not acceptable
Ⓜ	Full stop	ⓂHP	1 house point
Ⓜ	Comma	Ⓜ	Merit
Ⓜ	Question mark		Time conjunction
Ⓜ	Exclamation mark	ⓂA	Teacher assistant support
sp	Spelling	ⓂT	Teacher support
<i>a</i>	Handwriting	Ⓜ	Independent

