Quality of Education

Assessment, Marking & Feedback Policy 2024-25

Contents	
1.0	Policy Intent
-	Implementation
2.1	Responsibilities of Curriculum Team
2.2	Subject Specific Marking & Feedback
3	Impact
4	Review

1.0 Intent

Greenfields Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking and feedback is a key aspect of staff's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

Our marking policy reduces teacher workload whilst providing the highest quality feedback. Written with guidance from the EEF, our feedback is task, subject or self-regulation specific. Our marking keys clearly link to the support a pupil has been provided to paint a clear picture of what is happening every day in classrooms at Greenfields.

This policy aims to ensure that marking and feedback:

- Uses marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment of knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Expects children to use methods to indicate their own understanding of their learning.
- Expects children to explain how they think work can be improved.
- Makes effective use of response partners to respond to their peer's work.
- Develops children's ability to proofread, edit and improve a piece of work before the teacher sees it.
- Uses tide profiles to inform individualised progress targets (see tidal provision policy).
- Enables teachers to communicate achievement and progress with other stakeholders.
- Creates a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

This policy has been written in consultation with the 2023-24 Curriculum Team and Trade Unions.

2.0 Implementation	
2.1 Responsibility of Curriculum Team	

- Ensure marking is completed within an **academic week** of the work being completed.
- Use GREEN ink only to mark all work.
- Apply marking keys to all examples of pupil learning:

X	Absent from school
B	Lost-learning due to negative **b**ehaviour
W	Lost-learning due to planned **w**ave intervention or school-lead activity
N	E**n**countered the learning, was in the lesson but completed no work without being disruptive to others
A	Continuous **a**dult learning support required (could be in pairs or groups)
O	Continuous **o**ne to one learning support required
V	**V**erbal prompts - adults prompted the learning at points
D	**D**emonstration - a child was given a further demonstration from an adult
C	**C**heck understanding - an adult checked a pupil understanding after spotting a misconception
H	**H**inge question - these detailed within all medium terms plans and are to be used as an assessment tool to check if your pupils are ready to move on in their learning
E	**E**xplanation - a process or question was answered by an adult to support
I	**I**ndependent learning
P	**P**eer learning
S	**S**cribed
G	**G**rammar & **P**unctuation

- Provide an assessment code against all Learning Intentions (LI):
  - X = Absent (X, B, W) – indicating 0% progress towards LI
  - N = Encountered (N) – indicating 10% progress towards LI (E**n**countered)
  - T = Participated (A, 1:1) – indicating 30% progress towards LI (**T**aking Part)
  - G = Gaining Skills & Understanding (V, D, C, H, E) - indicating 60% progress towards LI
  - M = Mastered (I, P) - indicating 90- 100% progress towards LI
- Ensure written and verbal marking and feedback is appropriate to Cognitive and Reading ability.

Feedback more likely to move learning forward			Less likely
Task	**Subject**	**Self-regulation strategies**	**Personal**
Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.

- Focus marking on the EEF's recommendation of task, subject or self-regulation specific.
- Ensure all verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a personal comment such as "well done" or "good" time after time. **It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them.**
- Teach children how to interpret marking symbols and respond to adult feedback.
- Be conscious that it is not appropriate for written comments to be made upon every piece of work. Teachers agree targeted pieces of work. Individual colleagues make written comments as and when necessary.

- Encourage children to evaluate their own work, taking into consideration the shared learning objectives and any previously individually set targets.
- Assess pupils progress and achievement via appropriately differentiated learning tasks, using a range of formative and summative assessment strategies, in line with the STEPS provision.
- Attend weekly offer of 'Bring a Book Clinic' for marking, feedback and assessment queries.
- Support pupils to respond to marking as part of a "marking dialogue" with the teacher within the lesson (time allowing) or as a focus during PACE morning sessions.
- Children's editing, corrections and responses to marking are written neatly in PURPLE ink.
- Presentation of books are maintained to a high standard – e.g. No Graffiti, No Doodling, Pages are not folded over when stuck in books.

*All work undertaken by anyone other than the class teacher (e.g. cover supervisor) is marked and initialled.

2.2 Subject Specific Marking & Feedback

Within the context of individual subject areas, predominately more practical subjects, this policy allows scope for subject specific techniques and strategies for Marking & Feedback to be applied. However, for clarity, that is not to say subject leaders can apply their own policy which supersedes the academy wide approach detailed here. This allows for subject champions to apply specifics in relation to their subject in addition to this policy. Subject leaders must detail any specific techniques/strategies within their Curriculum Leader file. Where scrutiny is undertaken this can then be evaluated alongside the M&F policy.

Some examples where this may occur are;
- *Physical Education (practical) – Class Journal is used to record learning alongside NGB award scheme progress/achievement. Video files are used to further support evidence, particularly within GCSE groups and can be saved with annotation and shared with stakeholders to demonstrate progress. Theoretical learning, would follow the academy M&F policy.*
- *Accredited Learning Courses/Awards – Where an awarding body requires assessors/teachers to follow a set technique for M&F. Subject Leaders should again note this in their Subject Leader files for accredited learning within their subject area (e.g., NCFE L1 Award Food & Cooking in Creativity).*
- *Computing – Will have a subject book used to record all unplugged activities. All plugged activities will be saved digitally on the pupil drive for evidence.*

3.0 Impact

This method of marking allows pupils to take responsibility for their own learning and motivate them to improve and reflect on their own, and the learning of others'. Thus, developing independent and reflective thinkers.

The aim of this marking is to reduce teacher workload whilst simultaneously providing children with user friendly and accurate feedback. Teachers will spend less time marking yet still have the same oversight of academic progress and more time dedicated to planning and producing high quality learning opportunities to children.

4.0 Review

Date Written: July 2024
Reviewed – Trade Unions (NEU, NASUWT): July 2024
Reviewed – Curriculum Team:
Review date: July 2025 (to be updated when Evidence for Learning system is operational)

END