Adopted by the Governing Board on 19th September 2018.

RATIONALE

Paget High School wants all students to 'Take Pride, Aim High, Work Hard'. We want all our students to make outstanding progress regardless of prior attainment and believe that ability is not fixed. In order to do this, we must first assess exactly where the learner is in their learning in terms of what they have already mastered. Once this is established, a partnership between home, school and the student can work out where the learner needs to go, and most vitally, how best to get there. Professor John Hattie has identified feedback as **the major factor** influencing student progress and this has to be a crucial part of any assessment process. We value the role of hard work, grit and effort and believe that these characteristics are essential elements to making progress. As Carol Dweck says:-

"The hallmark of successful individuals is that they love learning, they seek challenges, they value effort, and they persist in the face of obstacles."

PURPOSE
● To guide students towards becoming ever more effective learners.
● To enable students to work towards achieving challenging goals
● To inform students as to how well they are progressing (summative) and how to reach the next stage of their own development (formative) – Next Step Marking
● To provide feedback on how well the students have used learning processes as well as how far they have achieved learning outcomes.

PRINCIPLES

Assessment:
● is integral to all teaching and learning
● feedback is information given to the student and/or teacher about the learner's performance relative to learning goals.
● helps students to know and recognise the standards they are aiming for
● provides regular feedback which allows students to recognise their next steps and how to take them
● feedback redirects or refocuses either the teacher's or the learners actions to achieve a goal, by aligning effort and activity to outcome
● involves students and staff reviewing and reflecting upon the available (assessment) data, and
● involves students assessing their own work and that of their peers.

CONCLUSION

Assessment is an integral feature of all teaching and learning at Paget and is a shared process between the teacher, the students and the home.

Assessment is an ongoing dialogue between teacher and learner and amongst learners. It comprises frequent spoken and regular written exchanges. Many of which could usefully be student: student, as well as teacher: student; and all of which could be focussed upon either subject specific outcomes, development of literacy and/or on building a Growth Mind-set.

However, not all work needs to be marked. Work that should not be routinely be marked includes:
● peer assessment
● self-assessment
● classwork including the taking of notes and copying information.

The above should be simply acknowledged by the teacher's signature
DIFFERENT TYPES OF FEEDBACK & MARKING

MARKING TO PROMOTE LITERACY
The marking of SPaG is **not just the responsibility of the English department** but the responsibility of all teachers and subject areas.

"Longitudinal research shows that people with good literacy skills are more likely to have higher self-esteem, better health, better jobs and higher wages than those with poor literacy skills. They are more able to take advantage of the opportunities that life may offer them."
National Literacy Trust (2016)

http://www.literacytrust.org.uk/about/faqs/283_why_is_literacy_important

The marking of literacy should be differentiated to the level and needs of the student, marking all errors could be detrimental to a student's self-esteem as well be a waste of time for both the teacher and student.

● Teachers could use the **'Yellow Box method'** to intensively mark a specific section of a piece of the work for literacy using the marking codes.
● The student should then correct the work in the yellow box in purple pen.
● The teacher should also identify another piece of work, by drawing a yellow box around the chosen work and requesting that the student repeats the process of reflection and self-assessment.

SPOKEN EXCHANGES:
● feedback to a group or class, which deals with generic issues on a piece of work which is in progress: to aid successful completion, redrafting or refinement and which supports the attainment of challenging standards; or on a piece of work which is completed and which will inform improved future performance
● confirmation of good learning or performance which is given in explicit terms of the success criteria for any given task, and
● interventions with individuals or groups which make judgements on performance and/or discuss strategies for improvement and more challenges.

The students *should* make a brief note of the feedback using a purple pen.
Feedback should encompass specific Growth Mind-set language to promote resilience.

WRITTEN EXCHANGES: 3 types of marking
In order to easily monitor feedback, teachers should always mark in green and students should always mark in red. They should illicit an immediate response. Student responses to feedback should always be in **purple pen.**

1. **Teacher formative marking & Acknowledgment marking** – **Green Pen Marking** (this includes formative comments, brief comments on effort and/or attainment, advice, confirmations or corrections on a piece of work, both in the draft stage and on completion).

    (Note that corrections should, wherever possible, be accompanied by advice, and ticks should be accompanied by an explanation or confirmation of achievement with next steps in learning comments.)

    The school calendar indicates **4** assessment windows across the school year. At these points in the school year Faculties are expected to have included in their SofL a piece of learning which is assessed and moderated. This piece of work should be marked for literacy, include the assessment grade, a brief comment on effort as well as formative advice which elicits an immediate response. Some faculties may choose to implement an assessment every half term. Vocational courses, due to the nature of the qualifications, may provide more generalised ongoing feedback and this will be indicated as the working practice in the Faculty responses.

2. **Peer assessment** – **Red Pen Marking** Before students undertake the role of student marker for Peer Assessment, they need to be trained in the role and be furnished with clear assessment criteria and they should also be guided by good teacher exemplars of how to give useful feedback.

3. **Self-assessment** – **Red Pen Marking**. To self-assess, students need to be trained to assess and mark their own work.

All books are to have the appropriate **Key Stage labels** on them. This records the assessment data submitted by individual teachers and provides the student with a visual record of the progress they have made.

MARKING CODES

MEANING	CODE	STUDENT ACTION
Excellent point	✓✓	
Good point or correctness	✓	"How could this be improved?"
Incorrect point or specific error	✗, or use of underscore, circle or highlighter	Student writes down or attempts a correct version
Does not make sense	?	Indicate reason. Student rewrites
Capital letter missing	C	Underline error
Full sentences	FS	Student writes out full sentence
Spelling mistake	S	Student repeats correct spelling x 4
Grammatical mistake	G	Student attempts again
Working of calculation not shown	W	Student revises and shows working
New paragraph needed	//	
Word, phrase or item missing	^	Allow student to respond then discuss
Punctuation needed	P	Student adds or adapts punctuation
Different vocabulary needed	v	Student changes word

Key to Success

✓ Ensure teacher feedback links to students' next steps.
✓ Provide feedback at the right time, with a specific and desired outcome
✓ Ensure feedback is specific, accurate and clear e.g. "Your next step in learning is to…" (this should be posed as a question or imperative statement)
✓ Modelling correct work/processes where possible and appropriate
✓ Make time for students to respond in purple, referred to at PAGET as PURPLE PEN TIME
✓ Use TAs to support the feedback process
✓ Create routines and a marking schedule that works for you about when feedback, marking and responses happen.

FREQUENCY OF MARKING: MINIMUM EXPECTATIONS

Working within the parameters outlined in this policy, each faculty should set out their minimum expectations for assessment for learning within their area. The whole school principles should guide the expectations but the faculty will develop a policy that best supports learning and progress in their area. The policy should be understood and consistent throughout the team and evidence of this will be seen in the classroom and in the students' books.

All faculties will follow the same structure:-

Subject	Key stage	Number of lessons a week	Agreed minimum expectation within CA for green pen feedback
Latin	*KS3*	*1*	*One substantial piece per half term. Clearly indicated on the scheme of learning and worked towards during the half term.*

Remember….

Teacher feedback should illicit an immediate response which allows the students to make the next step in their learning.

It is good practice to begin the feedback with "Your next step in learning is to……."

Exemplars:-

All faculties will then model, through the use of photos, effective practice in their areas.

Key stage 3 (insert subject)

Insert photograph of exemplar practice of green pen feedback with literacy codes and purple pen responses. Green pen feedback should be worded using Bloom's Taxonomy

Key stage 4 (insert subject)

Insert photograph of exemplar practice of green pen feedback with literacy codes and purple pen responses. Green pen feedback should be worded using Bloom's Taxonomy

Key stage 5 (insert subject)

Insert photograph of exemplar practice of green pen feedback with literacy codes and purple pen responses. Green pen feedback should be worded using Bloom's Taxonomy