



AIM

To establish a broad, consistent approach to the way pupils work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils to improve their work and will inform teacher planning and monitoring.

PRINCIPLES

“Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.” Rowe, 2007.

Marking and feedback at Grantham Additional Needs Fellowship will be consistent with the principles of Assessment for Learning (AFL), being:

- Focused on pupil learning
- Based on shared learning objectives
- Positive in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self-assessment skills
- Informing future planning and thereby support individual ‘target setting’

STRATEGIES

In order to plan to support progress teaching staff must be aware of pupil areas of strength and areas for development, this can be achieved through marking and assessment. The identification of curricular targets and base lining supports this.

CURRICULAR TARGETS – Identified from a range of sources including tracking data, GAP, CASPA, MAPP and B². Curriculum targets identify typical areas of weakness in pupils’ learning, and become a focus for improvement.

BASE LINING – New pupils on arrival within the Fellowship will be base lined by the teachers to ascertain what pupils specifically already know and understand. This will be carried out within six weeks of arrival. Together this knowledge will inform the identification of curricular targets objectives for whole year groups, classes, sets or even individuals, and more specifically the planning of learning objectives and learning outcomes by teachers. To support learning, pupils need to know in advance what they are learning, what they will be expected



to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

LEARNING OBJECTIVES – Learning objectives must be displayed in every lesson and visible to all pupils. Learning objectives set out the specific aim for the lesson and identify what the pupils should understand by the end of the lesson. To be noted that more than one objective can be used in order to support differentiation.

LEARNING OUTCOMES – Directly related to the learning objectives. Outcomes are what the pupils will do in order to achieve the objectives. To be noted that more than one outcome can be used in order to support differentiation.

SUCCESS CRITERIA – The marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessment. These criteria may be generated in conjunction with the pupils or by the teacher/department as appropriate.

MODELLING – Before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupil “what they have done well” and “what they need to do to improve” and next steps. Next steps are to be highlighted in orange, when achieved the next steps achieved are to be highlighted in yellow.

Comments will be positive and subject specific. Linking words such as **BUT** are best avoided. “**Even better if...**” (EBI), may be a more helpful way of focusing teacher and pupil feedback. At GANF we do not cross mistakes they are signified through the use of a circle or by underlining, an explanation is then clearly provided to the pupil who is supported in making corrections.

VERBAL FEEDBACK – Any feedback given to pupils verbally should be recorded on the evidence form or in the pupils’ books.

FORMATIVE MARKING – They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time. It is expected that pupils work is marked a minimum of one week within any given academic subject.



ATTAINMENT – It is important for teachers, parents and pupils to know periodically how well the learning is going and what still needs to be done. Pupils need to be clear about what they need to do to progress from one level/grade to the next, and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process:

- The Fellowship has a pupil friendly system in place called ‘Missions’ which allows pupils to understand the progress they are making in a child friendly manner, Missions are displayed in pupil books and/or folders.

MISSIONS – Missions need to be available and visible for all pupils, each Mission strand needs to have been identified within pupils work before being mastered on B². The Mission strand should be identified as achieved by the use of a visible medal stamp, each Mission strand should have one medal stamp which is dated to correspond to the piece of work for when the individual Mission strand was achieved.

NEXT STEPS – Next steps provide pupils a target to work towards in the upcoming lessons in order to drive progress within the work and subsequently against the national curriculum and/or qualification. Next steps must be clearly highlighted in orange and when the target is achieved it should be highlighted in yellow. This provides the pupil a clear visual of their success and attainment.

PHOTOGRAPHIC EVIDENCE – Where appropriate learning should be evidenced through annotated photographs that show the pupil engaging in the subject and the progress made through the lessons. These should also be dated and subject shown.


PRESENTATION – All work needs to be presented in an orderly fashion within files or workbooks. Work needs to be dated with a clear learning objective and underlined. Work for files need to be named and kept securely in a file that cannot be unordered by pupils or staff.

QUALITY CONTROL – The Work Analysis Team will ensure the consistent application of standards across the Fellowship by quality assuring all work on a regular basis. This will include recording and reporting back to staff and support the sharing of good practice. Departments will sample a selection of work and end of unit assessments for moderation. Time for this will be agreed by departments and may include department meetings, cluster meetings. Through the organisation of Fellowship learning walks and informal/formal observations by the SLT and external observers, work analysis and assessment tracking will take place on a pre-scheduled timetable. Mentoring and coaching sessions will help to support the staff where required.



COLOUR OF INK – All marking will be carried using green Ink.

Marking Key –

- Next Step Target – highlighted orange
- Next Step Achieved – highlighted yellow
- Mission Strand Achieved – 
- S – Spelling
- RP – Reading Prompt
- HOH – Hand Over Hand
- VP – Verbal Prompt
- D – Demonstration
- E – Explanation
- BS – Behaviour Support
- CU – Check Understanding
- SC – Scribe
- A – Absent
- PS – Peer Support
- PA – Peer Assessment
- I – Independent