



## Aim

At Ambergate, we aim for every pupil experience to be VIP (Valuable, Inspiring and Personalised) throughout their marking and feedback. We 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

Marking and feedback at Ambergate 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 is 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, B Squared, Engagement model areas, EHCP outcomes and the GCSE tracker. Curriculum targets identify typical areas of development in pupils' learning, and become a focus for improvement.

**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 and these should be displayed in a manner appropriate to the pupils, for example in written or symbol form.

**Key Vocabulary** – Key vocabulary must also be displayed alongside learning objectives in every lesson and be visible to all pupils. Their specific aim is to deepen pupils understanding of the content being taught across each term. Teachers have access to key vocabulary trackers across the curriculum for each subject taught which sets guidelines and aims for what needs to be implemented into lessons.



**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.

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 age appropriate and impactful on their learning. Previous next steps of learning are shared with all pupils to ensure knowledge and understanding have been achieved. Future next steps are also shared to ensure pupils understand the sequential journey of each subject.

**Formative Marking** – Informs the teacher and pupil of learning progress and 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.

**Annotation of planning** – Teacher annotate all medium-term plans in order to monitor pupil progression, areas of development and future actions to be taken in order to enable pupils making outstanding and expected progress. It informs teacher planning and ensures sequential learning. It conveys the impact on teacher assessment and future learning. It is expected that all medium-term plans are annotated and updated a minimum of once a 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 actions need to be taken. 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. To support this process:

The school ensures that pupils are aware of their individual assessment framework levels and their set curriculum targets for each academic year.

All curriculum subjects are assessed through levels, each level consists of specific statements which need to be achieved in order for pupils to progress from one level to the next, this is tracked on B Squared. To ensure pupils are aware of the progress they are making the statements need to be identified within pupils work before being mastered on B Squared.



The statements should be identified as achieved within pupils work by using a set abbreviation for the assessment framework the pupil is following. For example, if a pupils is working on Progression Step 2, the abbreviation 'Step 2' followed by the statement will be written on the pupils work to identify it as being achieved this will then correlate as being mastered on B Squared to track the percentage of progress being made.

For those pupils accessing GCSE, teacher judgment is used to assess whether a strand has been achieved depending on the subject. This can be marked as emerging, acquired, mastered and/or yes and no.

**Person Learning Intention Map – PLIMs** – In the EYFS, teachers use PLIMs targets as a way of measuring progress and these are recorded on evidence sheets/learning journeys. These take specific targets from pupils' EHCPs and break them down into achievable targets which are worked on and evaluated three times a year.

**Engagement Profile** – In line with statutory guidance all pupils working below subject specific level are assessed using the Engagement Profile. Teachers assess pupils' engagement at the beginning of the year and provide evidence to this throughout the year with another two formal assessment points.

**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. Work for files need to be named and kept securely in a file that cannot be unordered by pupils or staff.

**Quality Control** – The senior leadership team will ensure the consistent application of standards across the school by quality assuring all work on a regular basis. This will include recording and reporting back to staff and will support the sharing of good practice. SLT will sample a selection of work and end of unit assessments for moderation, time for this will be agreed by and may include meetings. Through the organisation of learning walks and informal/formal observations by the SLT and external observers, work analysis and assessment tracking will take place on a prescheduled timetable. Due to guidelines and quality assurance, marking for qualifications must include feedback on whether the pupil has achieved the learning objective in order for them to attain their overall grade. Mentoring and coaching sessions will help to support the staff where required and provide high quality marking and feedback.



**Colour of Ink:**

Lead staff members: Green ink.

Support staff: Purple ink.

**Marking Keys**

**Main school:**

Progression Step Strand Achieved – 

SC – Scribe

R – Reading

E – Explanation

D – Demonstration

P – Prompt (plus explanation)

Sp – Spelling

S – Support (plus explanation)

I – Independent

HOH – Hand over hand

**Ambergate – GCSE:**

Pink = Emerging

Blue = Acquired

Green = Mastered