

# Assessment and Marking Policy

## Policy Statement

The sole purpose of marking, assessment and feedback within Gradually Developing Futures (GDF) is to raise the levels of knowledge, understanding and attainment to ensure that the students achieve their full educational potential. In order to achieve this, marking and assessment should, wherever possible, fulfil specific criteria that are generic across all phases of the school and teachers must relentlessly embrace these standards if they are to support the students in making maximum and rapid progress towards this vision. This policy sets out the generic structure for the marking and assessment of classwork that will be followed by all staff. It also outlines arrangements for reporting progress to parents/carers.

## Key Principle

Assessment provides the opportunity for another individual to:

- a) Evaluate achievements
- b) Make comments on how to improve
- c) Provide feedback in order to further enhance performance.

The level of performance and the progress towards improvement is a measure of the learning that has taken place. Any marking or assessment that takes place at GDF must comply with this key principle. In addition, Assessment for Learning must be central to enable staff to adapt their teaching dependent on the level of progress being made.

## Specific Marking and Assessment Criteria

For students to make the most progress, they should understand and be able to explain what to do to achieve further progress. This can be achieved through the following:

- **Assessment Opportunities:**  
Assessment will be evident through a variety of different methods, including summative and formative marking opportunities. Assessment for learning within the classroom will include effective questioning and many other techniques that will allow the teacher to fulfil the key principle.
- **Assessment to inform improvement:**  
Assessment will immediately inform students of their performance and how to improve, but will also contribute towards the teacher building a profile of attainment for students within their class(es).
- **Feedback and Dialogue:**  
All summative and formative assessment will be designed to provide opportunities for students to reflect and evaluate on the success and challenges of the piece of work, with the



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expectation that the student will enter into a dialogue with the teacher regarding further improvement. All formative marking and assessment will praise success whilst outlining areas for development using verbal dialogue and specific comments where appropriate.

- **Marking Procedures:**

Marking and feedback will take place after every piece of work in primary. Work will be summarised at the end of the period with clear guidance on how to improve through effective feedback. All marking must identify areas for improvement and successes.

Appendix 1 includes the highlighted marking that takes place at GDF. All teachers will plan opportunities to mark with students to encourage dialogue. Further guidance on marking and assessment, as used in GDF, is included in Appendix 2.

### **Quality Assurance**

The Principal is responsible for ensuring that a work scrutiny is carried out at least once per term which will focus, not only on teacher engagement with the policy, but also on student progress and the quality of the work. This will ensure that consistent progress is being made by all students regardless of phase, year, subject or vulnerable grouping. Work scrutiny will be quality assured by the Principal both as part of a schedule and through random sampling and information gained during lesson observations. All quality assurance activities must be in line with the key principle and, therefore, must feedback to individuals (students and staff) so that continuous improvements can be made.

### **Assessment and Data Tracking System**

GDF will use a range of assessment tools to closely track, monitor and evaluate the progress being made by students towards achieving their end of year and long term targets. These will be used as the basis for planning teaching and learning opportunities to meet students' needs.

Assessments used at GDF will include, but is not limited to, NFER, Teacher Assessment, B Squared, White Rose, Engagement Profiles and EHCP target tracker.

The Principal will, on a termly basis, meet individually with each teacher to discuss students' progress, and to look at interventions for those that are not on track. Assessment data will also be scrutinised 3 times per year by the school Leadership Team, through progress meetings and the collection of attainment data. It will be presented formally via a report to parents/carers and the Governing Body at least once per year. Governors will receive information at least termly.

Parents/Carers will be invited to three parent evenings per year, where there will be opportunities to meet the teaching team to discuss their child's progress and any further support needed.



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## Appendix 1:

### Guidance for abbreviations and colour codes for marking and feedback

a) Verbal Feedback to students will be indicated in books using 'VF'.

Independent work will be indicated using 'I'.

If work is completed with support then a 'PS' (partially supported) or 'FS' (fully supported) will be used.

<b><u>Engagement Level</u></b>	
E0	<i>Disengaged.</i>
E1	<i>Tolerating...</i> is aware that learning is going on & tolerating being with the group.
E2	<i>Present...</i> Is present in the group & may be observing but not participating in the learning.
E3	<i>Engaged...</i> Is engaged & interested in the learning but not applying themselves to learning.
E4	<i>Engaged &amp; Participating...</i> Engaged & participating in learning of self & others.
E5	<i>Active Learning...</i> Engaged, participating & reflective on the learning of self & others.

<b><u>Marking Key</u></b>	
<b>I</b>	Independent Work
<b>PS</b>	Partially Supported
<b>FS</b>	Fully Supported
<b>AL</b>	Adult Lead
<b>CL</b>	Child Lead



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## **Appendix 2: GDF guidance for Assessment, Marking and Feedback:**

Effective assessment and the marking of work are fundamental to success in teaching and learning. Assessment should be formative so teachers can make accurate and productive use of this. For students to make the most progress, they should understand and be able to explain what to do to achieve further progress. Students to take ownership of their targets by way of a Key Skills tracker containing smart targets that are achievable each half term.

At GDF we expect:

- When appropriate, effective comment based marking that notes strengths and how to further improve, with opportunities for dialogue between teacher and student.
- All books should be marked in response to every piece of work. Feedback must include questions and next steps where appropriate.

To achieve this we need to:

- Ensure that feedback is concise and accessible to all students
- Make feedback personal and use first names
- Encourage dialogue between teacher and student, indicating the learner understands how to make further improvements
- Plan in explicit opportunities for students to act upon feedback using purple pen of power
- Use talk partners
- Redraft pieces of work
- Give feedback to encourage the student to take ownership of their learning

### **Review**

This policy will be reviewed on an annual basis as a minimum. Next review date 01.02.2025



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