

# Marking Pupil Work Assessment and Feedback



<b>POLICY WRITTEN BY:</b>	<b>PRINCIPAL PROPRIETORS</b>
<b>DATE POLICY PREPARED:</b>	<b>July 2021</b>
<b>DATE FOR NEXT REVIEW:</b>	<b>July 2022</b>

## ASSESSING PUPILS WORK

Work should be assessed against **lesson outcomes** and **individual pupil grades**. Feedback should be **specific** and **succinct**.

### COLD MARKING

**SPAG** marking pupils work and make **specific** comments in the main body of their work to **pinpoint problems** and/or **acknowledge achievements**. Refer to individual lesson targets and the pupil's individual targets from their IEP.

All work should be cold marked; it is most effective during **live** marking.

### HOT MARKING GRIDS

HOT marking **grids** are more detailed and acknowledge if the pupil has specifically met their lesson and/or personal targets. These grids will summarise **presentation**, identify success (**WWW**) and show areas that can be improved (**EBI**). This work should be **SPAG MARKED** first.

Pupils should receive one piece of HOT marking per week.

### SPAG CODES

\***Spelling errors** SP to be written by spelling error Teacher to give time next lesson for students to look up correct spelling in a dictionary. Where a student has many spelling mistakes, the student will be asked to look up 'high frequency or key words'.

\***Punctuation errors** circled -Teacher to give time next lesson for correct punctuation to be added by student

\***Inaccurate or confusing work** indicated by underlining work. Teacher / TA to get verbal feedback from the student and help them construct their meaning clearly. Where TAs are scribing for a student TA to indicate this by putting their initials next to the work.

**WWW:** A brief, personalised summary that pinpoints strengths and provides relevant praise to help motivate the student.

**EBI:** Identify how aspects of pupils' work can be improved. Comments should provide pupils with something to act upon ('fix it' time).

*Teachers & TA use **Purple pen***

**TO SUPPORT WELLBEING:** The assessment and feedback strategy outlined above will be supported by **Live Marking, Peer Assessment, Self-Assessment** and **verbal assessment** IN CLASS - (these are all examples of cold marking). When peer or self-assessing, pupils should use the code **PA** and **SA**. When teachers live mark use **LM**.

**FIX IT TIME:** Following an assessed piece of work pupils should be provided with time to correct their work.

## **HOT MARKING GRID**

WRITTEN FEEDBACK		
<b><u>Individual targets achieved</u></b>	<b>W</b> hat <b>W</b> ent <b>W</b> ell	<b>E</b> ven <b>B</b> etter <b>I</b> f
<b>1: YES / NO - Comment</b>		
<b>2: YES / NO - Comment</b>		
	<b><u>Comment on presentation:</u></b>	

*Teachers & TA use **Purple pen***

## **Book review headings**

When a book review takes place, the following headings will be used.

<b>Does the work systematically follow the departmental scheme of work?</b>	<b>Yes/No</b>
<b>Is the common lesson framework followed?</b>	<b>Yes / no</b>
<b>Is there clear evidence of differentiation?</b>	<b>Yes / No</b>
<b>Is progress evident?</b>	<b>Yes / No</b>
<b>Is the presentation of work improving?</b>	<b>Yes / No</b>
<b>Is the school marking policy followed correctly?</b>	<b>Yes / No</b>
<b>Is work assessed against outcomes (KS3) and/or targets (KS4)?</b>	<b>Yes / No</b>
<b>Are teacher comments specific and help pupils improve?</b>	<b>Yes / No</b>
<b>Is there clear evidence that comments are acted upon by pupils?</b>	<b>Yes / No</b>
<b><u>Other areas to consider</u></b>	
<b>Using a variety of approaches</b>	

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**EXAMPLES OF WWW**


**EXAMPLES OF EBI**


*Teachers & TA use **Purple pen***