



Perton Middle School

Marking and Feedback Policy

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Feedback

The research shows, for example, that when the feedback focuses on what students need to do to improve, and, in particular, how to go about it... then you get very large impacts on student achievement.

William (2014)

Feedback is one of the most powerful influences on learning and achievement.

Hattie and Timperley (2007)

To craft teacher feedback that leads to learning, put yourself in the student's shoes.

Brookhart (2007)

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to feedback and assessment
- Establish feedback structures which move students' learning forward
- Establish a consistent and coherent approach to recording outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

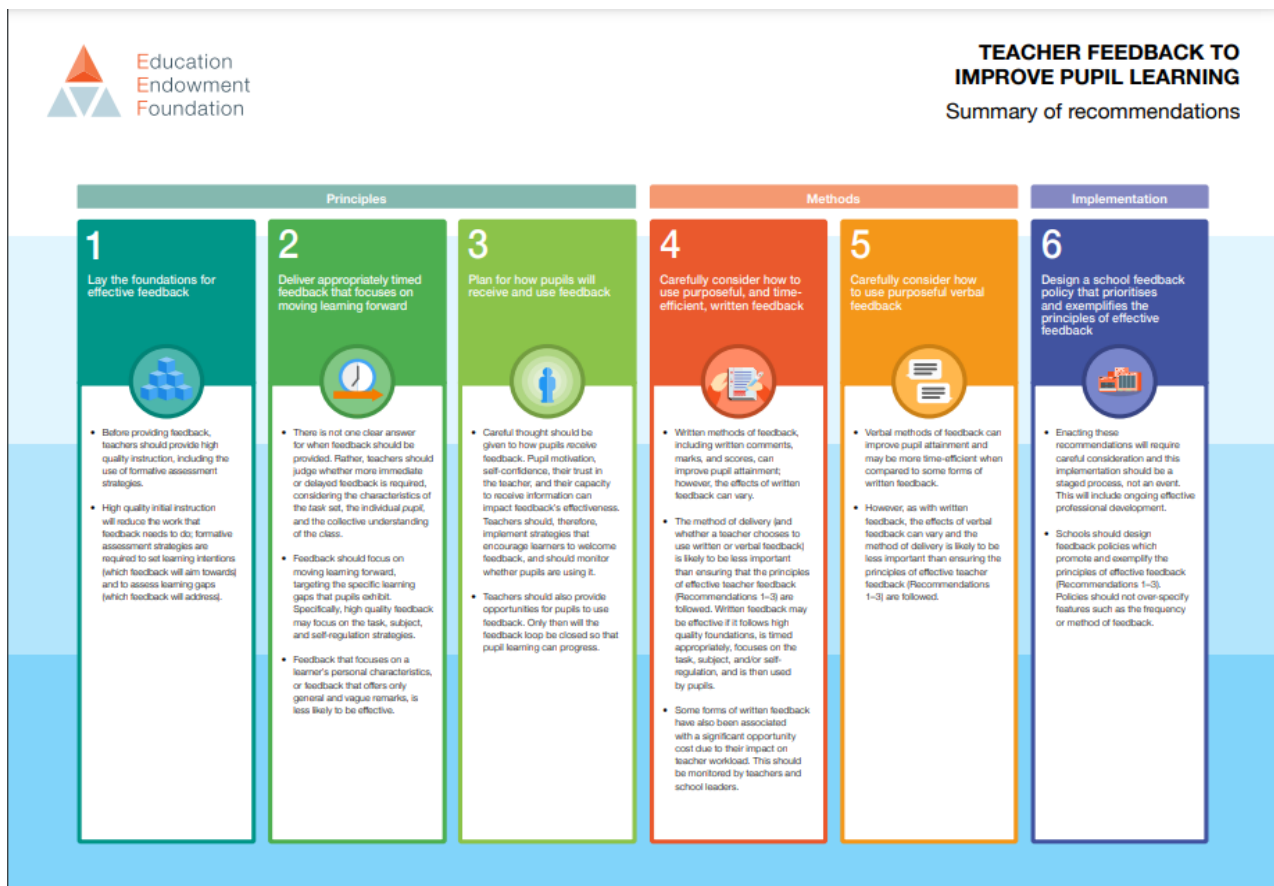
Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the **Final Report of the Commission on Assessment without Levels**.

It also refers to statutory reporting requirements set out in the **Education (Pupil Information) (England) Regulations 2005: schedule 1**.

3. Principles and Methods of Assessment

Effective marking and feedback are crucial ingredients in a student's learning journey. They will help to close knowledge gaps and to move learning forward. They are a fundamental communication tool between teacher and student, enabling teachers to plan responsively and to model the unpicking of misconceptions therefore allowing students to evaluate and reset their understanding. At Perton Middle School, we have drawn on a number of sources to guide our policy and practice, including the recommendations made by the Education Endowment Foundation as shown below.



Further to these overarching principles, effective feedback, as outlined by John Hattie, needs to be:

- Clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- Directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- Combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria).
- Occur as pupils are doing the learning.
- Provide information on how and why the pupil has or has not met the criteria.
- Provide strategies to help the pupil to improve.

Our policy and practice are underpinned by our three pillars of learning: knowledge, metacognition and community. Knowledge will be assessed using formative methods on a day-to-day basis, summatively using assessments to check that students can effectively answer the Big Questions posed by each subject and via standardised testing. Metacognition is taught explicitly to enable students to monitor and reflect on their own learning and what makes it effective. And, as a learning community, we will share learning strategies to support group learning even extending this procedure across our partnership and feeder schools via moderation to improve practice.

4. Collecting and Using Data

Marking and feedback exist in a number of forms all of which will be employed at different times.

Marking and Feedback Type	Purpose
Live marking/feedback	Intervention marking within the lesson has the advantage of immediacy to promote deeper thinking or to address swiftly any misconceptions. This will often take the form of verbal feedback and will occur through effective questioning to clarify or refocus learning, hinge points to check understanding and elicit deeper thinking or written feedback where misconceptions are remodeled, worked examples demonstrated or challenges provided.
Improvement/Deeper Learning Marking	Verbal or written feedback will be given to students along with an opportunity to respond in order to ensure understanding or to accelerate deeper learning.
Written feedback (summative and formative)	<p>Formal written feedback will be given towards the end of each teaching unit (half-termly approximately) for key summative assessment tasks. This may include a series of annotations (demarcated by a yellow bullet point) or a final comment which identifies the positive characteristics of the work and areas for improvement in the focused piece and as targets moving forward (presented on a yellow feedback slip). If the student's work is a written piece, feedback will also be given using the coding system shown below, to indicate key areas for attention and this will be reflected upon in the DIRT (Directed Improvement and Reflection Time) session as students respond to their feedback. Only key or repeated errors will be identified by the teacher, but students will be encouraged to evaluate the piece holistically once they have been made aware of the error.</p> <p>Written formative feedback will often be added during the lesson as 'live marking' to develop understanding or to note written errors such as tier 3 vocabulary spelling errors as noted in the Literacy section below. The main focus, however, will be on the subject learning content, but attention will be called to basic written errors and opportunity to correct them and to check for others</p>

	<p>will be given. It is also an opportunity for teachers and teaching assistants to quality assure presentation standards (see appendix 1a).</p> <p>Teachers and TAs will mark in green.</p>
Self-Assessment, Peer Assessment and Whole Class Feedback	<p>Teachers and TAs will model effective evaluation (marking) in relation to given learning aims. Students will be supported to utilise this process effectively to build independence and to develop their own skills of evaluation and reflection as they edit.</p> <p>Peer assessment, when well-structured and clearly modelled, can be a powerful tool, helping individuals to not only improve the quality of their work, but to develop resilience in accepting advice and building an understanding of the social skills needed to offer constructive feedback to others. Teachers should model the process so that it is purposeful and focused.</p> <p>Whole class feedback can be verbal or written and will share the strengths of effective examples or mental models that have been created within the learning group which, when accompanied by focused questioning, will help to move all learners forward. It is also useful for sharing common errors or misunderstandings that the group can discuss ways of resolving collectively. It may occur after the teacher has taken the books away to look at or it could be more immediate, occurring at the time when the learning is underway. Either way, it will still be personalised to each learner during the questioning session that will accompany it.</p> <p>Students will mark in purple.</p>
Literacy and Numeracy Feedback	<p>To improve the literacy standards of all students across the curriculum, we must give targeted feedback. For students to take pride in their work, they must realise that spelling, punctuation and grammar are not just important in English lessons, but are essential for successful communication generally. It should be monitored when giving summative feedback for written pieces and more generally when 'live' marking.</p> <p>The following codes should be used:</p> <p>Sp – spelling (no more than 3 with consideration for the child's SEND needs)</p>

	<p>g – grammatical error</p> <p>p – punctuation error or omission</p> <p>*around content that lacks precision or is ambiguous*</p> <p>^ - add detail</p> <p>✓ positive affirmation – give students time to work out why you have used this symbol</p> <p>If lessons include a mathematical concept or strategy, it should be taught explicitly (collaborate with the Maths team to ensure that an appropriate method is modelled and so that students can appreciate the relevance of their Maths skills outside of the Maths classroom) and feedback should allow students the opportunity to correct their work if needed.</p>
Formal Testing	<p>Where formal testing is used, results should be shared with individuals. Time should be allocated to exploring individual performance with key misconceptions being re-modelled by the teacher and students should be given the opportunity to see how they could have gained marks and for re-attempting questions. Consistently low outcomes should be shared with parents/carers and the possibility of intervention explored.</p> <p>GL assessment will be used to allow us to benchmark our data nationally and in the Summer Term of Y6, students will undertake their Maths and English SATS which are marked externally. Writing will be teacher assessed and may be externally moderated. Some students may be required, at the county's discretion, to undertake Science testing too.</p>
Knowledge Bank/Homework Feedback	<p><u>KS2</u></p> <p>Science and foundation subject teachers will use the weekly Knowledge Bank homework in their lessons and will guide self or peer marking whilst quality assuring the homework piece.</p> <p>Projects will receive a feedback slip from the subject teacher.</p> <p>English and Maths will set homework separately from the Knowledge Bank which will be marked in lessons collectively.</p>

	<p><u>KS3</u></p> <p>HW Task – quality assured by the Knowledge Bank teacher and effectiveness of the learning checked by the weekly quiz.</p> <p>HW Question – subject teachers will lead this feedback. It might be used as part of the lesson and self or peer marked, or the teacher may collect it in for marking.</p> <p>Reading task – this will be used in the subject lesson and students will self or peer mark it during this time.</p> <p>Call It Back – the subject teacher will use the success criteria attached to the task and students will respond to their marking.</p>
Affirmation Feedback	<p>Student consultation, regarding the above methods, confirmed that they found these approaches helpful in terms of understanding their strengths and areas for development. They also shared that alongside these methods, they found the use of stickers, smiley faces and generic, positive comments motivating on a personal, if not academic level. In view of these responses, teachers may also include these affirmations for effort where they are justified as additional, but not sole feedback.</p>

The above methods will be applied at the teacher's discretion based on the nature of the work and what is deemed the most effective and appropriate way to respond. However, as each subject has its own characteristics, the format of the learning to be evaluated will vary and the feedback path for each subject will, in some ways, be particular to that subject whilst linking to the whole school strategy. The method of assessment (see Assessment Policy) will also vary from subject to subject.

5. Subject Specific Feedback by Key Stage, Type and Frequency

Art	
KS2	KS3
<ul style="list-style-type: none"> ➤ The learning journey of each topic will be described, learning question by learning question, displayed on ladders. Live marking will take place during practical activities and oral feedback will be given during practical sessions. ➤ End of unit assessment will be a 'final piece', which will include a WWW and EBI student comment on the back. ➤ Dedicated DIRT to be given during the production of the 'final piece'. ➤ Live feedback during lessons will focus on a specific skill identified to students via the flipchart so that they can refer to the visual prompt. ➤ Creative standards will be monitored during practical sessions. <p>Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.</p>	<ul style="list-style-type: none"> ➤ The learning journey of each topic will be described, learning question by learning question, displayed on ladders. Live marking will take place during practical activities and oral feedback will be given during practical sessions. ➤ End of unit assessment will be a 'final piece', which will include a WWW and EBI student comment on the back. ➤ Dedicated DIRT to be given during the production of the 'final piece' and at various other necessary reflective points in the journey. ➤ Live feedback during lessons will focus on a specific skill identified to students via the flipchart so that they can refer to the visual prompt. ➤ Creative standards will be monitored during practical sessions <p>Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.</p>
Computing	
KS2	KS3
<ul style="list-style-type: none"> ➤ Each pupil will have an assessment folder. ➤ Each half term they will have a Check In, Check Up and Check Out task. ➤ Check In tasks will be a mind map to determine initial understanding. ➤ Check Up tasks will be 6 questions linked to their Knowledge Bank. ➤ Their Check Out Task will be used as their end of topic assessment. It will be marked against a set of Success Criteria with mistakes highlighted. 	<ul style="list-style-type: none"> ➤ Each pupil will have an assessment folder. ➤ Each half term they will have a Check In, Check Up and Check Out task. ➤ Check In tasks will be a mind map to determine initial understanding. ➤ Check Up tasks will be 6 questions linked to their Knowledge Bank. ➤ Their Check Out Task will be used as their end of topic assessment. It will be marked against a set of Success Criteria with mistakes highlighted.

<ul style="list-style-type: none"> ➤ Children will have time the following half term to Check Back and make improvements to their Check Out task based on my comments and highlighted mistakes. ➤ Each lesson, children will be monitored and live assessed as they do their work on the computers with improvements and misconceptions addressed as they come up. ➤ Literacy and numeracy feedback will be provided if relevant to the task. Year 6 will have 2 dedicated writing tasks to support with SATS. ➤ Children will be trained how to set up their Work Folders and the presentation of these (capitals for folder names, files saved in the right area will be monitored). ➤ PDJ will be completed in every non-Check Out lesson. 	<ul style="list-style-type: none"> ➤ Children will have time the following half term to complete a Check Back task which will be to make improvements to their Check Out task based on my comments and highlighted mistakes ➤ Children will also have Call it Back tasks most half terms that will act as the second of their Check Back tasks. ➤ Each lesson, children will be monitored and live assessed as they do their work on the computers with improvements and misconceptions addressed as they come up. ➤ Literacy and numeracy feedback will be provided if relevant to the task. ➤ Pupils' work folders will be monitored for the correct presentation (capitals for folder names, files saved in the right area). ➤ PDJ will be completed in every non-Check Out lesson.
Drama	
KS2	KS3
<ul style="list-style-type: none"> ➤ Learning Journey mapped through the learning questions posed lesson-by- lesson. ➤ Live feedback during lessons will consist of teacher feedback individually as groups are working and linked to the key learning from that lesson. Pupils will also be given the opportunity to offer feedback to peers after sharing/performance. Spotlighting/showcasing of pupils who are working well and then offering feedback on WWW and EBI. ➤ Oracy feedback and the use of verbal literacy techniques in spoken responses. ➤ Presentation standards will be monitored by use of performance etiquette (shared with students) and that pupils present their work at regular intervals. Key moments of 	<ul style="list-style-type: none"> ➤ Learning Journey mapped through the learning questions posed lesson-by- lesson on a A4 sheet in pupil's folders. ➤ End of unit assessment with a focus on one of the assessments objectives for Drama; Creating, Performing or Responding. Across the academic year, three of the assessments will have a 'Performance' focus, two of them a 'Creating' focus and one will focus on 'Responding'. Pupils are also assessed holistically against these criteria formatively. ➤ Dedicated DIRT to be given once pupils have completed an assessment cycle. Informal DIRT will be undertaken in certain lessons once a skill/concept has been taught.

<p>lessons filmed and uploaded to iDoceo and used as evidence and monitoring.</p> <ul style="list-style-type: none"> ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	<ul style="list-style-type: none"> ➤ Live feedback during lessons will consist of teacher feedback individually as groups are working and linked to the key learning from that lesson. Pupils will also be given the opportunity to offer feedback to peers after sharing/performance. Spotlighting/showcasing of pupils who are working well and then offering feedback on WWW and EBI. ➤ Staff will complete their iDoceo professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. the opportunity to offer feedback to peers after sharing/performance. Spotlighting/showcasing of pupils who are working well and then offering feedback on WWW and EBI. ➤ Assessment feedback shared with pupils, including current working grade and the criteria that have been met in a particular assessment piece. ➤ Oracy feedback and the use of verbal literacy techniques in spoken responses. ➤ Presentation standards will be monitored by use of performance etiquette (shared with students) and that pupils present their work at regular intervals. Key moments of lessons filmed and uploaded to iDoceo and used as evidence and monitoring. ➤ Staff will complete their iDoceo professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.
DT	
KS2	KS3
<ul style="list-style-type: none"> ➤ Books will describe the planning journey and will write each learning question as the title. 	<ul style="list-style-type: none"> ➤ Books will describe the planning journey and will write each learning question as the title.

<ul style="list-style-type: none"> ➤ Assessments will be a planning task (half term 1) and practical piece (half term 2) for each term. They will be assessed using WWW and EBI and recorded in books. ➤ Dedicated DIRT to be given on the production of the practical piece. ➤ Live feedback during lessons will guide pupils to make improvements to their work whilst still encouraging them to problem solve. ➤ Literacy will be encouraged through the use of the oracy mat and tier 3 words. Pupils will make numeracy links through measuring, weighing and working within accuracy of measurements. ➤ Presentation standards will be monitored by regularly checking pupil books. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	<ul style="list-style-type: none"> ➤ Assessments will be a planning task (half term 1) and practical piece (half term 2) for each term. They will be assessed using WWW and EBI and recorded in books. ➤ Dedicated DIRT to be given on the production of the practical piece. ➤ Live feedback during lessons will guide pupils to make improvements to their work whilst still encouraging them to problem solve. ➤ Literacy will be encouraged through the use of the oracy mat and tier 3 words. Pupils will make numeracy links through measuring, weighing and working within accuracy of measurements. ➤ Presentation standards will be monitored by regularly checking pupil books. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.
English	
KS2 and 3	
<ul style="list-style-type: none"> ➤ Books/folders will show learning through a series of lessons with evidence of live marking and misconceptions identified and acted upon. Responsive teaching will be evident throughout. ➤ End of unit assessment will be assessed using specific objectives relating to the written genre. When marking extended writing, codes will be used to identify spelling, grammar and punctuation errors. ➤ Dedicated DIRT to be given as an end of unit feedback activity. Whole class feedback slips will be given with student specific targets highlighted. A follow-up task will be evident that addresses the misconceptions from marking. ➤ Live feedback during lessons will quickly identify errors to work on including SPaG errors. ➤ Test feedback will be used to inform planning and areas to work upon. ➤ Presentation standards will be monitored by live marking, formal written marking and book looks by leaders. ➤ 	
French	
KS2	KS3

<ul style="list-style-type: none"> ➤ Books will contain the learning question from each lesson, as well as self-marked tasks, such as listening and reading activities. Spaced practice will take the form of a 3,2,1 retrieval sheet, printed on yellow paper. For written tasks, these will be marked by the teacher and written feedback given through a whole class yellow feedback sheet. The sheet will contain any misconceptions, as well as a specific DIRT task for each student to make improvements if required. ➤ End of unit assessment will include reading, writing and listening tasks, which are under test conditions. The feedback will be in the form of a percentage. ➤ Dedicated DIRT to be given at least once a half term, as students have one lesson a week. ➤ Live feedback during lessons will be in the form of oral comments and modelling of language. There will also be self and peer-marked tasks. ➤ Test feedback will be shared with the student individually and recorded on the school system. This will contribute to the student's overall grade. ➤ Literacy feedback will focus on spelling and grammar. They will include recommendations for spelling corrections (5 max) ➤ Presentation standards will be monitored when books are marked and students asked to rewrite if necessary. Some students will have a printed date and learning question. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	<ul style="list-style-type: none"> ➤ Books will contain the learning question from each lesson, as well as self-marked tasks, such as listening and reading activities. Spaced practice will take the form of a 3,2,1 retrieval sheet, printed on yellow paper. For written tasks, these will be marked by the teacher and written feedback given through a whole class yellow feedback sheet. ➤ The sheet will contain any exemplars of good work, any misconceptions, and a specific DIRT task for each student to make improvements if required. ➤ End of unit assessment will include reading, writing, speaking and listening tasks, which are under test conditions. The feedback will be in the form of a percentage. ➤ Dedicated DIRT to be given after each piece of extended writing. Assessed written tasks will have a yellow success criteria sheet, which contains a self/peer assessment section, a teacher assessment section, and a personalised suggestion for improvement. ➤ Live feedback during lessons will be in the form of oral comments and modelling of language. There will also be self and peer-marked tasks. ➤ Test feedback will be shared with the student individually and recorded on the school system. This will contribute to the student's overall grade. ➤ Literacy feedback will focus on spelling and grammar. They will include recommendations for spelling corrections (3 max depending on SEN needs). ➤ Presentation standards will be monitored when books are marked and students asked to rewrite if necessary. Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.
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Humanities (History and Geography)	
KS2	KS3
<ul style="list-style-type: none"> ➤ Books/folders will show the learning journey. Perton Challenges will often recall prior learning and/or teach new vocabulary. Misconceptions will be addressed in lessons. ➤ Y5 History are using work booklets for the first time. All classwork and assessments will be completed in booklet to show the complete learning journey. Y6 and Geography units will continue to be completed in exercise books with key assessment pieces having a yellow feedback form and will have booklets introduced over time. ➤ End of unit assessment will either be an extended written piece or a piece of work that enables pupils to demonstrate their understanding. ➤ Dedicated DIRT to be given at the end of half term/topic. ➤ Live feedback during lessons will focus on SPAG, misconceptions and providing additional support for SEND and challenge for more able. ➤ Literacy- tier 3 vocabulary will be explicitly taught and spellings of subject specific words will be corrected. SPAG on key assessment pieces will be marked in detail. ➤ Presentation standards will be monitored by regular checking in class and after lessons that pupils are continuing to keep high standards. Book Looks should also identify strengths/weaknesses. ➤ Staff will regularly mark books or complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	<ul style="list-style-type: none"> ➤ Books/folders will show the learning journey. Perton Challenges will often recall prior learning and/or teach new vocabulary. Misconceptions will be addressed in lessons. ➤ All classwork and assessments will be completed in exercise books to show the complete learning journey. Y6 and Geography units will continue to be completed in exercise books with key assessment pieces having a yellow feedback form. ➤ End of unit assessment will usually take the form of an extended written task. The success criteria will be shared with pupils prior to them completing the assessment. Usually completed at the end of each half-term/topic. ➤ Dedicated DIRT to be given on the end of unit assessment (yellow paper) with an individual target for the pupil to address. ➤ Live feedback during lessons will focus on SPAG, misconceptions and providing additional support for SEND and challenge for more able. ➤ Literacy- tier 3 vocabulary will be explicitly taught and spellings of subject specific words will be corrected. SPAG on key assessment pieces will be marked in detail ➤ Presentation standards will be monitored by regular checking in class and after lessons that pupils are continuing to keep high standards. Book Looks should also identify strengths/weaknesses. ➤ Staff will regularly mark books or complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.

Maths	
KS2	KS3
<ul style="list-style-type: none"> ➤ Books and White Rose booklets will be pupil and teacher marked and show the progress in maths across each topic. Maths books will show a variety of tasks to support learning including retrieval practice, flashback 4, Focus on Four and dig deeper and support tasks ➤ End of unit assessment- White Rose or SAT tests will be used to monitor progress and identify strengths and weaknesses ➤ Check-ins/check-ins and check-outs will be used regularly in lessons on mini-whiteboards or in books to identify next steps in teaching ➤ Live feedback during lessons and teacher marking will be in green pen with pupil corrections and feedback in purple ➤ Arithmetic tests printed on yellow will be followed up with Focus on four tasks and knowledge checks to support learning ➤ Presentation standards will be monitored by teacher checks on books during and after lessons ➤ Staff will reflect on the learning in each lesson and the next steps required and adjust planning to meet the needs of the pupils ➤ Homework will be set weekly in KS2 to support the work in class and will be teacher or class marked 	<ul style="list-style-type: none"> ➤ Books and White Rose booklets will be pupil and teacher marked and show the progress in maths across each topic. Maths books will show a variety of tasks to support learning including retrieval practice, flashback 4, Focus on Four and dig deeper and support tasks ➤ End of unit assessment- White Rose or SAT tests will be used to monitor progress and identify strengths and weaknesses ➤ Check-ins/check-ins and check-outs will be used regularly on mini-whiteboards or in books to identify next steps in learning ➤ Live feedback during lessons and teacher marking will be in green pen with pupil corrections and feedback in purple ➤ Arithmetic tests printed on yellow will be followed up with Focus on four tasks and knowledge checks to support learning ➤ Presentation standards will be monitored by teacher checks on books during and after lessons ➤ Staff will reflect on the learning in each lesson and the next steps required and adjust planning to meet the needs of the pupils ➤ Homework will be set to support classwork in the weeks where there is not a Knowledge Bank task and will be teacher or class marked
Music	
KS2	KS3
<ul style="list-style-type: none"> ➤ The learning journey of each topic will be described, learning question by learning question, as an A4 sheet in folders. Live marking will take place during practical activities and oral feedback will be given during rehearsal sessions. 	<ul style="list-style-type: none"> ➤ The learning journey of each topic will be described, learning question by learning question, as an A4 sheet in folders. Live marking will take place during practical activities and oral feedback will be given during rehearsal sessions.

<ul style="list-style-type: none"> ➤ End of unit will be provided via a Idoceo student report – printed out on yellow paper, Dedicated DIRT to be on this sheet and students will provide a WWW and EBI comment back. ➤ Live feedback during lessons will focus on a specific skill identified to students via the flipchart so that they can refer to the visual prompt. ➤ Presentation standards will be monitored during practical sessions (where students will be asked to bring their folder to the keyboard lab so that the teacher can check quality of notation) ➤ Staff will complete their professional development journal (PDJ) via the Idoceo 'diary' section to reflect on the learning in each lesson and the next steps required. The criterion has been updated to include the staff training on 4th September 2023. 	<ul style="list-style-type: none"> ➤ End of unit will be provided via a Idoceo student report – printed out on yellow paper, Dedicated DIRT to be on this sheet and students will provide a WWW and EBI comment back. ➤ Live feedback during lessons will focus on a specific skill identified to students via the flipchart so that they can refer to the visual prompt. ➤ Presentation standards will be monitored during practical sessions (where students will be asked to bring their folder to the keyboard lab so that the teacher can check quality of notation) ➤ Staff will complete their professional development journal (PDJ) via the Idoceo 'diary' section to reflect on the learning in each lesson and the next steps required. The criterion has been updated to include the staff training on 4th September 2023.
PE	
KS2	KS3
<ul style="list-style-type: none"> ➤ The PE curriculum is designed to build the skills and qualities required to become a good member of the community. Feedback is consistent throughout the lesson and scheme of work. ➤ End of unit assessment will be record under two criteria. 'Social Me' and 'Performance and Understanding'. This information will be retained by the teacher and used for whole school data collection. ➤ Dedicated performance feedback, is instant and visual. Success criteria and learning questions are frequently, referred to throughout the lesson. 	<ul style="list-style-type: none"> ➤ The KS3 PE curriculum is designed to develop the skills and qualities required to become a worthy team player. Also, to prepare students for formal assessment at High School. ➤ KS3 End of Unit Assessment will be recorded in 'Idoceo Rubic'. 'Social Me', as in KS2. The second is Performance based, in line with formal GCSE assessment; Skills and Competitive Effectiveness. ➤ Each activity criteria will have its specific assessment descriptors, as with GCSE PE. ➤ Live feedback during lessons will be predominantly visual and verbal. ➤ Feedback will be instant, self, peer and teacher assessed. ➤ Presentation of moral etiquette and standards will be monitored by staff, peers and self-assessment.

<ul style="list-style-type: none"> ➤ Live feedback during lessons will be predominantly visual and verbal, based on personal social skill and performance. ➤ Test feedback is instant when performing in the final. ➤ Presentation standards will be monitored by staff, peers and self-assessment using recordings where possible. They will relate to the discipline being taught. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	<p>They will relate to the discipline being taught, with the specific vocabulary.</p> <ul style="list-style-type: none"> ➤ Data and professional judgement based on ongoing assessments will be used to advise students with their GSCE options choices.
PSHE	
KS2 and KS3	
<ul style="list-style-type: none"> ➤ Learning Journey mapped through the learning questions posed lesson-by-lesson. ➤ Live feedback during lessons will consist of teacher feedback individually as students are working and it will be linked to the key learning from that lesson. Pupils will also be given the opportunity to offer feedback to peers when sharing work or through discussion. Self-assessment or evaluation is a tool often used in this subject. ➤ Oracy feedback and the use of verbal literacy techniques in spoken responses. ➤ Presentation standards will be monitored by the teacher when live marking. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	
RE	
KS2	KS3
<ul style="list-style-type: none"> ➤ Books will demonstrate a clear learning journey via the 'do now tasks' (Perton Challenge) last week, 2 weeks and 3 weeks ago. Lesson 3 and 9 will have a quick quiz task for the learning reflection. Lesson 6 and 12 will be assessment pieces. ➤ End of unit assessment format will vary dependant on the term topic; however, feedback will be given as a WWW and EBI. ➤ Dedicated DIRT to be given at the end of a unit of work. 	<ul style="list-style-type: none"> ➤ Books will demonstrate a clear learning journey via the 'do now tasks' (Perton Challenge) last week, 2 weeks and 3 weeks ago. Lesson 3 and 9 will have a quick quiz task for the learning reflection. Lesson 6 and 12 will be assessment pieces. ➤ End of unit assessment format will vary dependant on the term topic; however, feedback will be given as a WWW and EBI. ➤ Dedicated DIRT to be given at the end of a unit of work.

<ul style="list-style-type: none"> ➤ Live feedback during lessons will focus on SPAG and misconceptions. ➤ Literacy feedback will focus on Spelling, punctuation and grammar ➤ Presentation standards will be monitored by book checks by SLT as well as via live marking checks. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. Self-assessment will happen every lesson via the 3 questions and for year 8 as part of their learning reflection. Peer assessment happens every lesson 3 and 9 of each unit via a multiple-choice test. 	<ul style="list-style-type: none"> ➤ Live feedback during lessons will focus on SPAG and misconceptions. ➤ Literacy feedback will focus on Spelling, punctuation and grammar ➤ Presentation standards will be monitored by book checks by SLT as well as via live marking checks. ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required.
Science	
KS2	KS3
<ul style="list-style-type: none"> ➤ Books/folders Books/folders will describe the learning journey of each topic through the learning question, written in exercise books and a clear learning journey via a Perton Challenge. This could be questions, white boards or KB style tasks. ➤ End of unit assessment will be a short test on paper lasting no more than 50 minutes. ➤ Dedicated DIRT to be given every 3 weeks to check books are up to standard and all work completed. ➤ Live feedback during lessons will be given verbally where appropriate and in green pen when marking 'deeper'. ➤ Test feedback given generally about the class's successes. Individually to those pupils who struggled. ➤ Literacy and numeracy feedback will be given during live marking (green pen) and when marking end of topic tests. ➤ Presentation standards will be monitored by live marking and 	<ul style="list-style-type: none"> ➤ Books/folders will describe the learning journey of each topic through the learning question, written in exercise books and a clear learning journey via a Perton Challenge of 4-5 questions at the start of each lesson ➤ Each half term they will have a Check In, Check Up and Check Out task. ➤ Check In tasks will be a mind map to determine initial understanding. ➤ Check Up tasks will be 14 MCQ and the 6 questions linked to their Knowledge Bank. ➤ End of unit assessment (check out) will be a paper test comprising of short questions and a 6-mark question ➤ Live feedback during lessons will focus on presentation, SPAG and scientific vocabulary/ misconceptions ➤ Test feedback is given after MCQs and at the end of topic tests as an additional sheet to the test attached to be completed based on any incorrect questions.

<p>feedback (green pen) during lessons.</p> <ul style="list-style-type: none"> ➤ Staff will complete their professional development journal (PDJ) to reflect on the learning in each lesson and the next steps required. 	<ul style="list-style-type: none"> ➤ Literacy and numeracy feedback will be given during live marking (green pen) and when marking end of topic tests. ➤ Presentation standards will be monitored by live marking and feedback (green pen) during lessons. ➤ Staff will complete their professional development journal (online PDJ) to reflect on the learning in each lesson and the next steps required.
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6. What the marking and feedback tells us

Through a range of summative and formative assessments (see Assessment Policy), students and teaching staff should have a clear understanding of learning progress and areas for development. Our aim is to ensure that students are kept well informed of and actively involved in the assessment of their learning, so that they can prioritise key skills and knowledge for development. In turn, this information will be shared with parents and carers at Parents'/Carers' Evenings and in a termly report. Staff can be contacted for further information at any point during the year and those children on the SEND register will receive further, more focused targets each term. These formal and informal assessments are also crucial for immediate alterations to planning and more long-term changes once the unit has been taught.

Consequently, towards the end of each teaching unit, faculty staff will meet to review the teaching and learning experience, factoring in 'sticking points' which hindered effective learning during the unit; feedback from students regarding their learning experience; feedback from teaching assistants who may have been supporting within these lessons and the summative data from the key assessment. This combined feedback will then form the evaluation of the unit and the amendments that will be made for the coming year if the unit is to be taught again. A member of the faculty will update the unit based on this feedback to ensure that areas which caused issues for the learners this time are adjusted and have tightly focused planning, revised resources and different input in the edited version ready for the next academic year. Heads of faculty will be responsible for ensuring this is done effectively and in a timely fashion when the feedback is recent.

SLT will keep an overview of this feedback particularly the sticking points to inform the CPD (continued professional development) curriculum.

There are 3 data drops a year following calendared summative assessments. The data collected is analysed by subject leaders and a Student Learning Discussion takes place with the Assessment Leader.

Progress and Attitude to Learning grades are sent to parents following the data drop.

Subject Leaders analyse data to ensure effective intervention where necessary.

7. Reporting to parents

Reporting to parents happens both formally and informally.

Informal contact is made if teachers are concerned a student is not working to their full potential. We strongly believe that by working in partnership we can ensure students reach their full potential.

Formal written reports are sent home 3 times a year. In Autumn and Spring these are progress reports showing the attainment and attitude of learners. In the Summer Term this report also includes a Form Tutor written comment reflecting on each student's performance across the curriculum and as a member of our community.

Individual appointments are available for parents to meet with their subject teacher on Parents' Evening. It may not be possible for all parents to meet all teachers due to the number of students per year. However, where appointments are not available, feedback can be shared and subject teachers are available via email, telephone or appointment throughout the year to discuss any queries parents/carers or students may raise.

8. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of students' learning difficulties.

9. Training

Regular CPD ensures all staff stay up to date.

Lead Teachers attend the Staffordshire Middle School Network to receive subject specific information and to moderate work.

Line Management Meetings provide professional support and challenge.

Coaching ensures that areas explored in CPD sessions become embedded in practice.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

10.2 Senior Leadership Team

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

10.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

11. Monitoring

This policy will be reviewed annually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read, give input to and follow this policy.

Senior Leadership Team and Lead Teachers will ensure the policy is followed.



12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning
- SEND

Appendix

Presentation Standards

	<p><u>Science</u></p> <p>Sub headings/ underlined</p> <p>Diagrams labelled and drawn in pencil</p>	<p><u>DT</u></p> <p>Start a new page for a new piece of work</p> <p>Use rulers for straight lines</p> <p>Use colouring pencils for design ideas</p>	
<p><u>PE</u></p> <p>Bring the correct PMS PE kit</p> <p>Look after all your kit [including socks] and PE equipment</p> <p>Be organised and well behaved when changing</p> <p>Follow all safety rules.</p>	<p><u>Perton Middle School Presentation Standards</u></p> <p>Books should be clean and show the user's pride in their learning.</p> <p>The learning recorded should show the learning journey.</p> <p>Dates and learning questions should be underlined with a ruler and pencil.</p> <p>Writing should be done using a blue or black pen or pencil.</p> <p>Sheets should be pre-trimmed and stuck in neatly—no more than 2 on a page.</p> <p>There should be no evidence of doodling or graffiti.</p> <p>Errors should be indicated by a single line.</p> <p>Teacher marking in green, students in purple.</p>		<p><u>Art</u></p> <p>Sketchbooks should have name and class on front</p> <p>Pencil should be used to write.</p> <p>Loose sheets should be kept in folder with book.</p> <p>No date or LQ but annotated work in pencil</p>
<p><u>RE</u></p> <p>Writing should be left aligned and against the margin</p> <p>Diagrams/drawings should be done in pencil - any colouring in colouring pencils</p> <p>Felt tips only to be used if working on paper</p>	<p><u>Computing</u></p> <p>Work should be saved in the correct work folder.</p> <p>These are sorted by term and lesson.</p> <p>Folder names should begin with a capital letter.</p>	<p><u>Maths</u></p> <p>Numbers should be written one digit in each square</p> <p>All lines and diagrams drawn using a pencil and ruler</p>	
<p><u>Music</u></p> <p>All notation should be written in pencil.</p> <p>All worksheets should be placed back into your folder at the end of the lesson.</p>			