**Assessment for Progress Policy**

**Introduction**

This policy is intended to promote a level of consistency in approach by all teachers marking work at The Tutorial Foundation. Please view it alongside the Assessment for Learning, Recording and Reporting policy and the Teaching and Learning Policy.

**Aims**

* To improve the quality of marking.
* To ensure that pupils are encouraged through feedback to improve and extend their learning.
* To ensure that feedback meets the needs of every pupil and that feedback develops in line with the needs and ages of the pupils throughout their time at The Tutorial Foundation.
* To ensure that feedback is clear, relevant and useful to the pupils
* To include a variety of marking/feedback methods.
* To give clear guidance for all staff, enabling subject leaders and tutors to plan effectively for the next stage of teaching and learning.

**Why do we give feedback?**

* To give pupils the criteria to meet the next step in their learning, at whatever level this may be.
* To assess whether learning intentions have been met.
* To celebrate success.
* To develop self-esteem.

**Effective feedback must be**

* Related to the learning intentions.
* Used to inform planning.
* Be useful and effective.
* Supported and promoted by all staff, both onsite and offsite.
* Used to promote self-esteem.
* Used to promote self-reflection.

**When should we give feedback?**

For many of our pupils, the feedback needs to be immediate and should relate to the learning intention of the lesson, without missing opportunities to comment on other learning. Feedback will be given at an appropriate level for the pupil to understand. It is important that pupils are given the opportunity to respond to marking.

For pupils with a specific learning difficulty, verbal feedback related to the learning intention is essential to promote an understanding of their own achievements and their next steps to success.

Pupils will be encouraged to assess their own work and, where appropriate, comment on the work of others, leading to peer assessment.

**Guidance for marking**

* Staff marking does not need to be in a specific colour although tutors should aim for consistency in their chosen colour.
* [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=&url=http://pluspng.com/wand-png-black-and-white-9393.html&psig=AOvVaw0hiMD5PcM9eCXzdaUC1RjK&ust=1573898435175268)Fantastic Star Outline Printable Coloring Pages Gallery For KS1 and KS2 pupils, a star for what went well and a simple wand outline for next steps. When carrying out detailed marking, acknowledge two things that went well and identify one point to move the learning on. With primary pupils, this can be referred to as ‘two stars and a wish’.
* Constructive - For KS3 and KS4 pupils, an upward arrow ↑ for what went well

and → for next steps.

* Positive and purposeful.
* Ticks within work to acknowledge good work/vocabulary.
* Linked to learning intention.
* Comments use language that students understand.
* Age/ ability appropriate.
* Student self-marking in a different colour to staff marking.
* Peer marking, if appropriate, in pencil (staff discretion).
* In order to support access arrangements: ‘G’ to be added where guided help is given and date and time taken to complete the work.
* Marking to be initialled and dated by the member of staff.

**In-depth marking**

* Detailed feedback linked to the learning intention.
* Completed and shared with students on at least a half-termly basis but can be carried out more regularly if appropriate/manageable. This can also be used in Student Learning & Mentoring Sessions
* Show evidence of student’s response to in-depth marking e.g. pupil’s initials, asking a question, annotated work. See above re. mentor sessions.

**During class marking**

* Verbal feedback indicated in a speech bubble with VF inside it (along with a written comment by the tutor).

VF

* Written feedback
* Self-marking.
* peer-marking (only if appropriate).

**Spelling, punctuation and grammar**

In subjects **other than English\***, corrections of spelling to be kept to around three to five on each piece of writing. It is important that this is tailored to the individual student so that they are not overwhelmed by their errors. Where a SPaG error is made repeatedly, only correct the first one or two.

**Correcting spelling**

Underline the word and write the correct spelling in margin/near it. Focus on subject specific words and high-frequency words.

**Correcting punctuation**

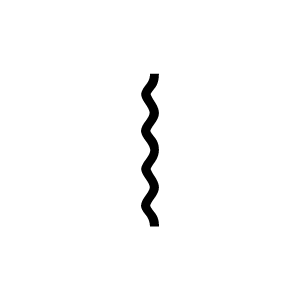
Correct sentence demarcation (capital letter to start/full stop to finish) by circling the errors and adding correct punctuation; for example a full stop within a circle where one is missing.

Correct use of capitals within words by circling the letter and giving correct one next to it.

Capital letters for proper nouns where they are omitted.

**Grammar**

Underline and correct errors where they consist of one or two words (e.g. they was).

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=&url=https://es.letrag.com/caracter.php?id%3D65076&psig=AOvVaw17Q4xjTDA9kCL2O0aS5dmE&ust=1573900081345001)For missing words, add a caret (^) where the word is missing.

Draw a squiggly line in the margin where a few lines are unclear.

**Annotation**

A key part of ensuring consistency across the school (particularly between on-site and off-site learning) is the accurate and useful annotation of work including photographs.

Annotations should include the context, the level and type of support given, it may include the frequency that the target was met along with skills the pupil demonstrated.

\*Please see separate marking and editing for English work

Policy Sign off and review

|  |  |  |
| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 26.11.2019 |
| Reviewed by | Claire Johnston | 21.12.2021 |
| Next Review By | Marion Veal | 20.12.2022 |