



# Wakefield Grammar School Foundation

<b>Document Title</b>	<b>WGSF Assessment, Marking and Feedback Policy</b>
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## CHANGE RECORD - REVIEW PERIOD (1 year)

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	January 2026	Previous individual school policies have been amalgamated into one new Foundation policy.

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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# WGSF Assessment, Marking and Feedback Policy

## 1. Purpose of the policy

The purpose of this policy is to outline the assessment, marking and reporting offered at Wakefield Grammar School Foundation (WGSF).

### 1.1 Linked Policies

This policy should be read in conjunction with:

- [Individual School Curriculum Policies](#)

## 2. Policy Aims

This policy aims to:

- Outline the principles for assessment, marking and reporting
- Provide detail about the assessment, marking and reporting at all key stages

## 3. Introduction and Overview

WGSF uses assessment, marking, feedback and reporting as tools which assist in the raising of standards and in the future planning for teaching and learning:

The policy is based on a number of principles:-

- To gain a knowledge of each pupil's achievements (what they know, understand and can do) and attainment levels (the marks/levels they obtain) in order for them to maximise their full potential;
- To provide, analyse and use internal and external data to:
  - Agree a baseline that makes comparisons possible
  - Identify trends over a pupil's school career
  - Track pupils' progress
  - Predict pupils' performance at public examinations
  - Raise individual pupil and staff expectations
- To provide objective and meaningful evidence to feedback accurately, clearly and regularly to pupils, parents and colleagues;
- To provide all staff with information to support pupils' progress;
- To promote independent learning;
- To help in the identification of pupils with specific learning needs and support their needs.

In practice, the above principles can only be achieved if there is agreed action as outlined below.

By individual teachers:

- Assessment tasks include public examination questions.
- Assessment criteria are shared with pupils so they understand what is expected of them to reach a high standard.

- Opportunities are provided for peer and self-assessment in addition to teacher assessment.
- A range of strategies is used, including enquiry, class work, home work, observation of and discussion with pupils, as well as written and practical tests.
- Assessment data is used to determine whether learning objectives have been met and to inform future lesson planning.
- Records are kept in mark books/spreadsheets/Firefly/Google classroom and on pupils' work.
- Assessment information is made available to the next teacher at the end of the academic year or the beginning of the following academic year.

## 4. Senior Section

### 4.1 Principles

WGSF operates a twin-track approach which encourages departments to formulate their own, bespoke policy whilst ensuring a number of (whole school) “golden threads” are prominent. These are as follows:

- Pupils should receive **regular** feedback on their work in the form of oral and written comments. This might be on written work in books or on digital work in their Google Classroom and in Firefly. The way in which we assess must allow each pupil to show what they know, understand and can do. Pupils must be prepared for the rigours of public examinations (e.g. understanding how the assessment objectives and level marking works at GCSE and A Level). Feedback on Firefly is visible to parents and allows the triangulation of support between home and school.
- There should be a **variety** of assessment methods, ranging from grades and percentages (e.g. end of topic tests) to more detailed commentaries (e.g. advice on coursework drafts). Departments should develop their assessments in light of training on Rosenshine’s Principles and ensure assessments are used for learning. Retrieval practice is becoming embedded.
- Whilst there is always the need to provide “transactive” advice (i.e. insisting that they get into good habits regarding their work – organisation of books and folders, spelling and grammar etc), this should be complemented by **formative** written guidance about how to improve (in green pen), especially as they move through the school. We need to encourage them to become increasingly independent in their learning and to have the desire to reflect on their own strengths and weaknesses (metacognition). Pupils show how they have acted on feedback using purple pen.
- Teachers should have regard for a pupil’s individual capabilities. Where possible, feedback needs to be **differentiated** (i.e. tailored to the individual pupil), especially for more substantial pieces of work. Marking should encourage pupils who struggle and seek to stretch the most able by challenging them to aim even higher or investigate further. This is reflected in our “traffic light” reporting system which measures attainment relative to an individual pupil’s benchmark grade. We use CEM data (MidYIS/Yellis) at KS3 and KS4. Pupils go ‘Green’ when they attain their benchmark. They are encouraged to go ‘Blue’ and beat it.
- Heads of Department should ensure that there is **consistency** of approach within their team and that they are generating enough assessment data to properly inform the reporting system.
- Our pupils thrive on the boost of getting a good mark but we place great emphasis on a "growth mindset". No intellectual ability is fixed and, within certain parameters, all pupils can develop academically, change, grow and make additional progress. To this end, effort should be

acknowledged, either through the particular approach of departmental marking policies or through our "merit" system on Firefly and praise phone calls and/or postcards home. Oral and written feedback should therefore recognise both **attainment** and **reward effort**, where possible.

## **4.2 Departmental Approaches**

- a. Departments should devise assessment protocols which "fit" their schemes of work and pedagogy. In other words, they should choose the style of assessment which best matches each piece of work (homeworks, practical tasks, extended projects, group tasks, artefacts, summative tests etc.) By their very nature, this will vary across different parts of the curriculum (i.e. there may well be more of an emphasis on regular oral feedback in the creative arts as opposed to more written essay advice in the humanities).
- b. Department assessment policies are shared with staff and pupil-friendly versions are often shared with pupils (e.g. grading criteria inside the front cover of exercise books).

## **4.3 Quality Assurance (Work Scrutiny)**

In a system which allows a degree of autonomy for departments, there needs to be a robust way of monitoring standards of marking and assessment across the school. This is managed primarily by (key stage) work scrutinies which scrutinise significant samples of the pupils' work. These are undertaken by Heads of Departments (HoDs) with support from Heads of Forms and Senior Leadership Team (SLT). We believe that quality assurance should be a collaborative and a learning experience for all, not something that is 'done' to a department. These are supplemented by further work scrutiny and pupil interviews during Departmental Reviews.

The following criteria are used:

1. Organisation of work
2. Building on previous learning. Depth and breadth of coverage
3. Knowledge and Skills
4. Understanding Practice and Pupil Voice
5. Observation - where applicable

Following the work scrutiny, HoDs discuss the findings in their SLT Link meetings and where necessary, strategies are devised if any issues have arisen. Where significant improvements are needed, the Head/SLT would normally meet the HoD and identify an appropriate strategy for improvement.

## **4.4 Marking Feedback and Grading**

Feedback to pupils and parents is an extremely important part of the teaching/learning process. Therefore, regular marking of written work combined with regular testing is essential. This allows teachers to monitor both the effectiveness of their teaching and the progress made by individual pupils. It also allows the pupils to assess their own progress and to identify any areas of weakness or lack of understanding which can then be remedied. Feedback should be both summative and formative.

Standard practice:

- Marking of pupils' work should be carried out every 2/3 weeks and should be systematically recorded in books/on google classroom or Firefly.
- Marking should be carried out against a prepared scheme so that consistency is maintained across not only class groups but throughout departments and across year groups.

- Whenever possible a breakdown of how marks are to be awarded should be prepared and communicated to pupils to facilitate the planning of the work.
- Realistic and positive feedback is an extremely important facet of the assessment procedure and a balance of praise and criticism should be used for all pupils. Any marks or grades should be accompanied by helpful, constructive comments that are positive, detailed and specific enough to encourage the pupil to make progress. These could be in writing on individual pieces of work or given verbally to individuals or recorded on Firefly or google classroom or where appropriate, given to whole groups.
- It is important to point out incorrect spellings, grammar, punctuation and procedures; not only in the light of present GCSE marking regulations, but because failure to do so usually means that identical errors will be repeated in future pieces of work.
- Where appropriate pupils should be made to correct mistakes (using purple pen) and where corrections have been asked for it is important they are checked by the teacher.
- Assessment of pupils should include a **variety of techniques** but should include regular testing, which may vary from short, impromptu tests to longer ones where pupils have been given the opportunity to revise.

## 4.5 Reporting

### Grade Descriptors for Reports / Attainment Grades

#### Year 7-9

- A1 Attainment is outstanding
- A2 Attainment is excellent
- A3 Attainment is very good
- B1 Attainment is good
- B2 Attainment is creditable
- C Attainment is acceptable
- D Attainment is unsatisfactory
- Not applicable or not able to give a grade

**Years 10 and 11** GCSE grade scale 9-1

**Year 12** A level grade scale A\*-E, U

**Year 13** A level grade scale A\*-E, U

In the examination years the grades are for current attainment and are not a predictor of future performance in public examinations.

The attainment grade should reflect a teacher's total assessment of a pupil's performance so far in the course based on homework, classwork, any departmental tests and other information deemed appropriate by the teacher compiling the report.

It is expected that attainment grades will be moderated by departments to ensure a uniform and appropriate interpretation of grades. The year group and not the class should be taken as a standard measure when using this attainment scale. The intention is to inform both the pupil and the parent of progress being made.

The end of year examinations will clearly stand alone as a further measure of assessment and progress. This attainment grade should again reflect the performance in the examination and should be relative to all pupils in the year group and not just to those in the teaching group or set.

## Academic Attitude

<p><b>Excellent</b> This student is always fully engaged in lessons, showing a high level of confidence and natural curiosity. The work produced in class and at home is always completed to the best of their ability and all deadlines are met. This student is always ready to learn both independently and collaboratively, is not averse to taking risks and is receptive to guidance and other perspectives. This student is always resilient and is prepared to persevere and practice in order to develop and consolidate her learning.</p>
<p><b>Good</b> This student is usually engaged in lessons, showing a good level of confidence and natural curiosity. The work produced in class and at home is usually completed to the best of their ability and all deadlines are met. This student is usually ready to learn both independently and collaboratively, is not averse to taking risks and is receptive to guidance and other perspectives. This student is usually resilient and is prepared to persevere and practice in order to develop and consolidate her learning.</p>
<p><b>Satisfactory</b> This student is generally engaged in lessons, showing a satisfactory level of confidence and some natural curiosity. The work produced in class and at home is generally completed to the best of their ability and all deadlines are met. This student is generally ready to learn both independently and collaboratively, is sometimes prepared to take risks and is becoming more receptive to guidance and other perspectives. This student shows some resilience and is improving her ability to persevere and practice in order to develop and consolidate her learning.</p>
<p><b>Unsatisfactory</b> This student is not engaged in lessons and her behaviour is below expectations with little evidence of natural curiosity. Work in class and at home does not reflect their potential and deadlines are seldom met. This student shows little resilience and needs to improve her ability to persevere and practice in order to develop and consolidate her learning.</p>

In WGSF, Merit Attainment (MA) and Merit Effort (ME) awards are given to pupils in all year groups each time a report is sent to parents. Staff may award up to five MAs and MEs in every group that they teach. In the case of subjects that are set from Year 9 -11 (and the banding of Year 8 Languages and Maths), pupils must be awarded academic merits (MAs) on transparent academic grounds. In these cases the number of merits to be awarded must equate to the number of groups taught in proportion across the year group. eg History has 4 teaching groups, award up to 20 MAs; Textiles has 1 teaching group, award up to 5 MAs. Heads of Year will check the collection of these awards and letters are sent to parents to acknowledge the number of MAs and/or MEs awarded above a set number.

### Reporting Schedule

This is available for the academic year with parents receiving at least one form of report for their child each term. Reports may take the form of grade sheets, written comments and/ or parents evenings.

## 4.6 Tracking

Tracking is for internal use only and provides a grade for attainment and effort in each subject. In deciding an effort grade, consideration is given to a pupil's level of application. Tracking in Years 7/9 is usually based on a calculated GCSE most likely grade for each subject based on MidYIS, with these grades converted in-house to the A1, A2, B1 etc. grading system. Years 10/11 are tracked on MidYIS GCSE most likely grades and Years 12 and 13 on the most likely grade generated by the GCSE score of the pupil. The Senior Section will be using ALPS to support its data analysis from September 2026.

## **5. Preparatory Section (Years 3-6)**

### **5.1 Rationale**

The development of every pupil requires an understanding of their individual needs and personality. In order for each pupil to reach their full potential we must ensure that all marking is constructive, clear and appropriate in its purpose. Praise and rewards should be given when possible, in addition to careful guidance for future improvements.

Pupils should be in a learning environment where they have confidence to try and where constructive support is given if mistakes are made. The marking of work throughout the curriculum should be seen as a method of guidance as well as highlighting the teaching objectives of the lesson. It also reinforces a pupil's self-esteem.

Pupils should be provided with regular opportunities to reflect on their learning and communicate their progress to the teacher. This can be achieved through a variety of age-appropriate self-assessment strategies, allowing pupils to indicate their level of confidence, highlight areas where they require further practice, or signal a need for direct support.

See Appendix 1 - Self Assess Your Learning

### **5.2 The principles behind Marking**

Marking should be fair and consistently applied by all staff.

- It needs to be positive and constructive;
- Marking needs to be selective, both in terms of what needs to be highlighted for individuals and what is appropriate for them;
- Criteria for marking must be directly related to the aims/objectives of the lesson;
- It should include an element of target setting in order to move the pupil forward in small achievable steps.

Feedback is most effective when delivered at the point of learning. Wherever possible, staff should engage in live marking and verbal feedback during the lesson to provide immediate redirection. When work is marked after a session, it should be completed promptly to maintain momentum. While pupils are encouraged to engage in self and peer-assessment, staff will provide oversight to ensure the accuracy and quality of these reflections.

Marking needs to offer positive benefits to pupils, teachers and parents.

#### Why do we mark pupils' work?

- To identify/check/monitor pupils' progress and to see whether learning objectives and concepts have been understood;
- To provide appropriate feedback to pupils;
- To take the pupil a step further in their learning;
- To focus on a pupil's achievement and demonstrate that the work a pupil has done is valued and appreciated;
- To encourage, to praise and to reinforce self-esteem;
- To aid curriculum planning;
- To reinforce the standards and policies in the Prep Section;
- To provide adaptive challenge that is commensurate with individual abilities, ensuring all pupils are supported or stretched to reach their full potential;
- To help in reporting to parents;
- To involve pupils in reviewing their own work and setting themselves future targets;
- To help pupils to recognise the important aspects of the work they are completing and be able to identify the criteria for assessment;
- To act as evidence of attainment.

## How pupils work is marked

- The marking of pupil's work and feedback, either written or verbal, should be regular, frequent and consistent. Every piece of written work will be a clear indication that it has been acknowledged and marked in the most appropriate way by the relevant teacher.
- VF will indicate verbal feedback given; upper KS2 pupils to note down the focus of verbal feedback when appropriate.
- Feedback may need to indicate any support given to the pupil and this will be documented as TS = teacher support or TAS = teaching assistant support
- Teachers will have high expectations of the presentation of work from the pupils. See *Presentation Policy*
- Marking will be done in green pen to show Green for Growth. The colour of pen will be consistent.
- Marking of tests or assessment papers will only be done by teachers. Occasionally a Teaching Assistant or pupil may mark such things as weekly spelling or mental tests but the teacher must check and acknowledge all work. Homework should also be marked by or with the teacher who sets the piece of work.
- Teachers' writing style for comments must be legible and in-keeping with the school's Handwriting Policy.
- Marking should have a clear purpose and the pupils should understand the learning objectives.
- Teachers may acknowledge and comment on the effort put in by the pupil but should comment constructively on how well they have succeeded in achieving the learning objective.
- Marking should be linked to future targets or suggestions for improvement when appropriate. Next steps will predominantly, but not exclusively, be identified in core subjects.
- Teachers should provide constructive feedback to pupils concerning work which is a high achievement for those particular pupils.
- Pupils should understand the meaning of the marks/marking they receive.
- Marking should highlight successful outcomes and provide explicit, actionable steps to bridge the gap between a pupil's current achievement and their next level of progression.
- Stamps will be available to all teachers for appropriate use. House points/stars given for excellence in effort or achievement.
- Marking procedures should be in keeping with the school's overall policy on Assessment.
- Marking should highlight successful outcomes and provide explicit, actionable steps to bridge the gap between a pupil's current achievement and their next level of progression.
- Pupils should be given time to read the feedback given and complete any additional tasks resulting from the marking. In older year groups they may respond or initial that they have read the feedback.

See Appendix 2 - How has my work been marked?

### **5.3 Methods of marking**

- Live marking – this is desirable and should be whenever possible in order to give instant feedback.
- Teacher feedback should be growth-oriented and purposeful, ensuring that every evaluative comment is directly paired with a clear, actionable step for progression. Feedback should be easily identifiable and accessible to the pupil.
- Teachers' marking - ticks where work is correct, dots where mistakes are made so errors can be identified and pupils can see where they need to make another attempt. Corrections should be identified.
- Marking partners - A list of points of points to consider should be visible in the classroom for guidance and pupils in pairs mark their work against the set criteria.

- Self-marking - where appropriate, pupils may self-mark work. However the teacher will provide an accompanying mark/acknowledgement thereafter. All pupils must be encouraged to proofread and self correct before handing in any work.
- In English writing, pupils use a marking ladder to assess their creative writing work against set criteria for the writing genre and age related expectations.

There are other means available to encourage and motivate the pupil, such as:

- Share writing with a friend – read and comment on each other’s piece of work
- Read aloud to a small group or class
- Display the work in classroom or Library

#### **5.4 Additional approaches used**

- Feedback is always constructive and related to the learning intention of the lesson.
- All work to be marked lesson by lesson. Homework to be acknowledged before the next piece of work is set.
- No grades or marks are awarded with the exception of internal test results and regular spelling and mental arithmetic tests.
- Verbal constructive comments/discussion with pupils.
- Good work is rewarded with stamps, House points/stars, smiley faces in books.
- Spellings: If ‘key words’ or high frequency words are spelt incorrectly these will be corrected as the teacher feels appropriate. The word to be underlined and corrected in margin if necessary, practised by pupils and added to their personal dictionary. When writing for a specific purpose e.g. an extended or independent story spelling mistakes do not have to be indicated.
- Punctuation: The teacher should highlight where this is incorrect to give pupils the opportunity to correct this.
- Written comments must relate to the learning objective, e.g. "You have really tried to use capital letters in the right place – well done".
- Maths - ticks for correct answers and dots for incorrect ones.
- Purple polishing pens are used by the pupils when self marking, completing challenges, self correcting and explaining mistakes.
- Maths - Learning objective achieved stamps and/or tick and initialled to show that work has been checked by the teacher when written feedback is not required.
- Maths - next steps and challenge time to extend learning to showcase a deeper understanding.
- Marking to clearly show LO achieved
- Foundation subjects - work marked to reflect objectives achieved and ‘How is my work marked’ outline. Focus is on the objective rather than grammar/spelling etc., although key words should be spelled correctly (such as scientific language, historical language, place names) and can be corrected.
- Marking of all subjects should incorporate a judgement of presentation and effort when necessary. A circled P shows that presentation needs to improve - comments on presentation should not constitute the entire comment unless this was the learning objective.
- A note may be made where work is not completed for a reason e.g. attended an intervention or was absent.
- All pupils self-assess their work to evaluate their own understanding of the Learning Objective. This is done next to the Learning Objective.

#### **5.5 Monitoring**

To ensure the highest standards of learning and consistency across the curriculum, we engage in a regular collaborative review of pupil work. Subject Leads and staff work together to celebrate best practice and identify successful feedback strategies that drive progression. These 'learning looks' are an integral part of our professional development, ensuring that our marking remains a high-impact tool that empowers every pupil to succeed.

Beyond the classroom, a robust assessment framework ensures parents are kept well-informed of their child's progress. Following termly PIRA (Reading), PUMA (Maths), and

GAPS (Spelling, Punctuation, and Grammar) assessments, progress is shared using clear assessment banding - see Appendix 3 - Assessment Banding. These updates are timed to align with reports and parents' evenings, ensuring data is both current and actionable. Furthermore, this data informs targeted interventions, which are communicated to parents to ensure a collaborative approach to support.

## 6. Preparatory Section (EYFS - Year 2)

### 6.1 *We believe that:*

**Effective feedback can and will be provided without written comments from teachers.**

***We believe that:***

- Teachers should conserve the best of their dynamic energy for being responsive teachers in the classroom.
- Pupils will benefit from being more emotionally engaged by – and actively involved with – the feedback process.
- The best feedback should mean that pupils can respond to it, and edit their work, more independently.
- In 'Triple E Feedback': **E**asy, **E**ffective and **E**ngaging.
- Teachers should be able to identify and close gaps in learning.
- Pupils should be active participants in the feedback process.

It will be evident when pupils have received effective feedback because:

- Pupils will be able to immediately and independently respond to feedback with a purple pen.
- Pupils will be able to use feedback to reflect on the strengths and areas to develop within their work and to identify ways in which they can improve.
- Pupils will be able to talk about their improvements and what they feel proud of in their work.

### 6.2 Expectations

Success Criteria:

- Success Criteria are centralised in books and numbered for coding/to enable the pupil to 'find it, fix it'.
- Success criteria grids to feature learning objectives at the top, in Y2 pupils will progress to writing the LO and date.
- Dual code success criteria using pictures and triple code (using actions) where appropriate.
- One box may be left blank on the Success Criteria grid to allow for personalisation.
- Teachers provide their feedback simply by highlighting up to 2 targets in the number column.
- The grids are used where learning takes place over a period of time or where the learning is substantial / requires multiple steps, pupils are encouraged to look back over their learning.

See Appendix 4 - Examples of Grids

## DIRT (Dedicated Improvement and Reflection Time)

Feedback will be taking place in lessons and will include activities such as:

- Live marking / post it notes / up-levelling / build a sentence etc.
- DIRT time is important and is given appropriate status within the lesson/teaching.
- Visualiser is used to promote good examples.
- Pupils will use a coloured pencil/pen to respond to all types of feedback including verbal: Effective feedback = pupils able to make lots of purple pen improvements INDEPENDENTLY.
- We use DIRT time to encourage active engagement and growth mindsets.
- DIRT activities will focus on moving learning on and support pupils to identify their next steps.

### 6.3 Range of feedback to be experienced by our pupils

PF – Peer feedback

CF- Colour coded feedback

FOF - Find it or Fix It Feedback

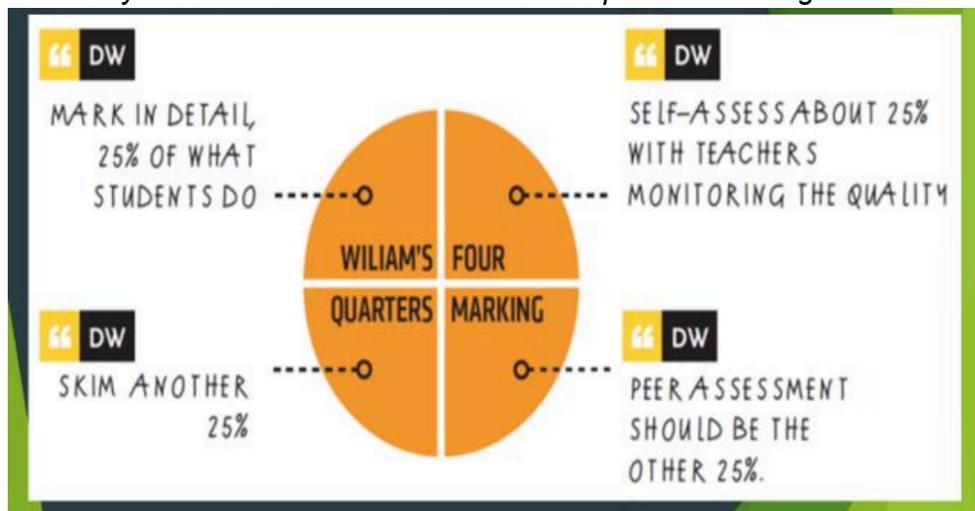
PP – Purple Prompts (See Appendix 5 - Examples of Purple Prompts)

Verbal feedback - will not be recorded

### 6.4 Frequency

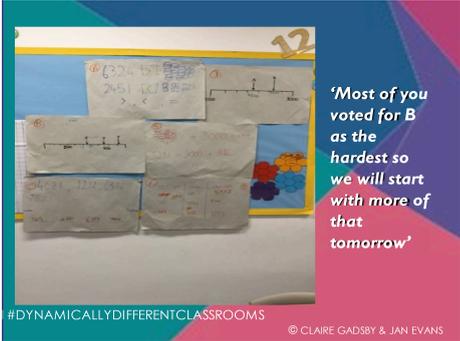
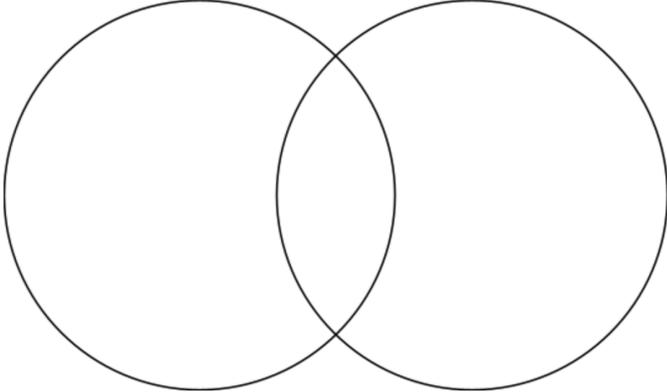
Staff are working towards ensuring they cut down on the quantity of marking. Marking in detail by the teacher will most often occur for extended writing tasks.

*\*\* Note Dylan Wiliam's recommendation on 4 quarters marking \*\**

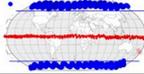
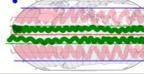
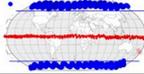
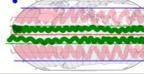
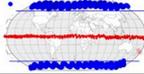
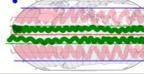
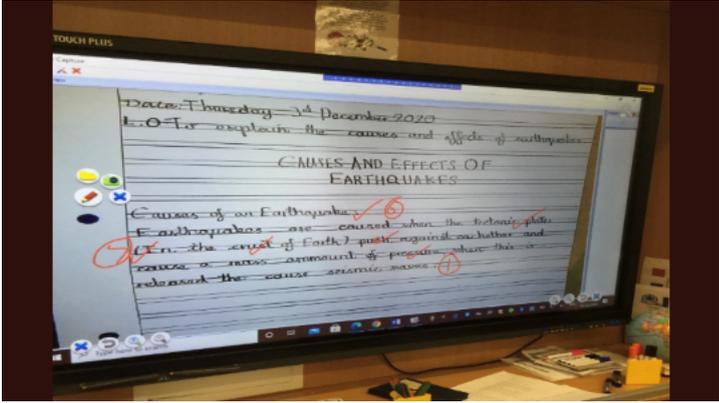


### 6.5 Preferred strategies

- EXIT cards focusing on 'What was hardest?' - the pupils may be responding to this verbally.
- Pupils recording their own feedback e.g. 'Catch my spoken comment on a post it'.

Key principle	Strategies include ...	Exemplar						
Hear and respond to feedback from the pupils	<p>EXIT cards asking, 'What did you find most difficult, A or B?'</p> <p>We want the children to be able to verbalise why this was harder.</p> <p>Staff will then be able to adapt their planning for the following lesson.</p>							
Teach someone else	In EYFS and Year 1 this may be 'Teach the Teddy' style plenary							
Involve pupils in thinking about/ helping to generate the success criteria	Play WAGOLL Bingo	<table border="1" data-bbox="746 1111 1509 1249"> <tr> <td data-bbox="746 1111 999 1182">Full stops</td> <td data-bbox="999 1111 1251 1182">Adjectives</td> <td data-bbox="1251 1111 1509 1182">Capital letters</td> </tr> <tr> <td data-bbox="746 1182 999 1249">Finger spaces</td> <td data-bbox="999 1182 1251 1249">Conjunctions</td> <td data-bbox="1251 1182 1509 1249">Paragraphs</td> </tr> </table>	Full stops	Adjectives	Capital letters	Finger spaces	Conjunctions	Paragraphs
	Full stops	Adjectives	Capital letters					
	Finger spaces	Conjunctions	Paragraphs					
Sorting exercise: Can you spot the correct success criteria / discard the incorrect ones?								
Turn a WASOLL into a WAGOLL: From this, what should our 4-6 final success criteria be?	<p>WASOLL - what a sad one looks like</p> <p>WAGOLL - what a good one looks like</p>							

<p>Centralise the success criteria using a grid with up to 6 numbered criteria</p>	<p>Add pictures to dual code this</p>	<p>Plotting coordinates on a graph</p> <table border="1"> <thead> <tr> <th></th> <th>What do I need to do?</th> <th>Picture prompt</th> <th>Self/peer feedback</th> <th>Teacher feedback</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Use a ruler</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Draw and label x and y axis</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Use an equally spaced scale</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Along the corridor then up the stairs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Plot the coordinate on the line</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Use brackets and a comma when describing positions</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		What do I need to do?	Picture prompt	Self/peer feedback	Teacher feedback	1	Use a ruler				2	Draw and label x and y axis				3	Use an equally spaced scale				4	Along the corridor then up the stairs				5	Plot the coordinate on the line				6	Use brackets and a comma when describing positions			
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	<p>Can use a 'quiz' pupils on the grid to ensure that they have remembered it</p>	<table border="1"> <tbody> <tr> <td>1</td> <td></td> <td>3</td> <td>Adjectives</td> <td>5</td> <td>Capital letters</td> </tr> <tr> <td>2</td> <td>Finger spaces</td> <td>4</td> <td>Conjunctions</td> <td>6</td> <td>Paragraphs</td> </tr> </tbody> </table> <p>What was in box 1?</p>	1		3	Adjectives	5	Capital letters	2	Finger spaces	4	Conjunctions	6	Paragraphs																							
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<p>Try replacing written comments and using the grid instead</p>	<p>Provide each child with their own copy of the grid</p>	<p>Makes sense of the work in the book and allows feedback without words</p>																																			
<p>On the grid, highlight up to 2 targets for improvement</p>																																					
	<p>Use a silver star or similar to indicate a criterion where the pupil has done particularly well</p>																																				
	<p>Encourage pupils to 'skills-swap' using the stars and highlighting system described above - this peer feedback enables the children to find things in their</p>																																				

	friend's work - often easier than seeing it in their own											
Provide feedback live in the lesson	Before the lesson, skim read a selection of books to identify common areas for improvement	'I noticed we all found number 6 a bit tricky so we will have a look at this together'										
	Use the original success criteria grid to provide feedback by adding 'purple prompts' (see appendices)	<p><b>Feedback:</b> Use purple text to give pupils sentence stems to help them to complete the task.</p> <table border="1" data-bbox="762 488 1471 875"> <tr> <td data-bbox="762 510 1136 577">1. Finish describing each of the seasons in your book.</td> <td data-bbox="1136 510 1471 577">  <ul style="list-style-type: none"> <li>• Spring</li> <li>• Summer</li> <li>• Autumn</li> <li>• Winter</li> </ul> </td> </tr> <tr> <td data-bbox="762 577 1136 658">2. Explain the climate at the equator and the polar regions.</td> <td data-bbox="1136 577 1471 658">  </td> </tr> <tr> <td data-bbox="762 658 1136 734">3. How could the weather change daily in the season of autumn? During autumn, the weather in a day could go from... The temperature would be coldest in _____ and warmest at _____</td> <td data-bbox="1136 658 1471 734"></td> </tr> <tr> <td data-bbox="762 734 1136 815">4. Explain the climate in the sub-tropics and the temperate regions.</td> <td data-bbox="1136 734 1471 815">  </td> </tr> <tr> <td data-bbox="762 815 1136 875">5. I want to go to the rainforest on holiday. What would you recommend I take with me and why? If you are going to the rainforest I recommend... because</td> <td data-bbox="1136 815 1471 875"></td> </tr> </table> <p data-bbox="762 898 1426 927">If all green OR you have finished your first WN, get WN from the front.</p>	1. Finish describing each of the seasons in your book.	 <ul style="list-style-type: none"> <li>• Spring</li> <li>• Summer</li> <li>• Autumn</li> <li>• Winter</li> </ul>	2. Explain the climate at the equator and the polar regions.		3. How could the weather change daily in the season of autumn? During autumn, the weather in a day could go from... The temperature would be coldest in _____ and warmest at _____		4. Explain the climate in the sub-tropics and the temperate regions.		5. I want to go to the rainforest on holiday. What would you recommend I take with me and why? If you are going to the rainforest I recommend... because	
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Ensure that you make time for pupils to respond and edit their work DIRT using coloured pencils	<p>Live marking of a piece of work in class. Pupils respond in real time:</p> <ul style="list-style-type: none"> <li>- Tick if you have this</li> <li>- Add it/ improve it using your coloured pencil if not</li> </ul>											
Amplify main, common feedback messages in the lesson	Feedback footers on the bottom of each slide.	<p>Feedback Footers</p> <p>Usual lesson content here</p> <p>Doing words are called VERBS</p>										

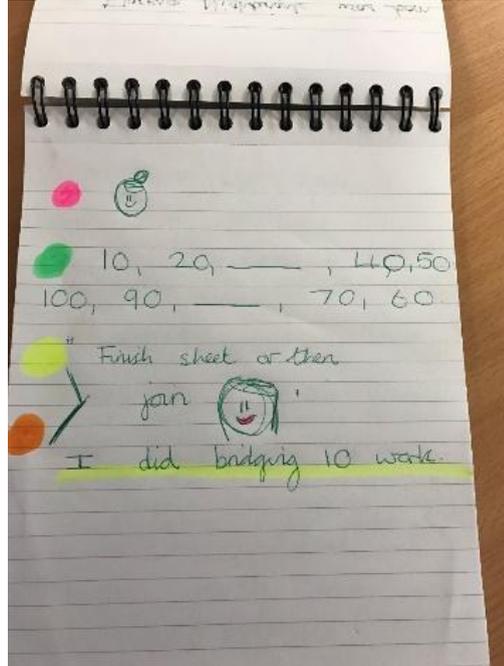
Use of emotional engagement makes feedback more memorable and effective

Stepping-stones to 'Find your Feedback'



Secret Code marking using only coloured dots. Reveal the meaning using either:

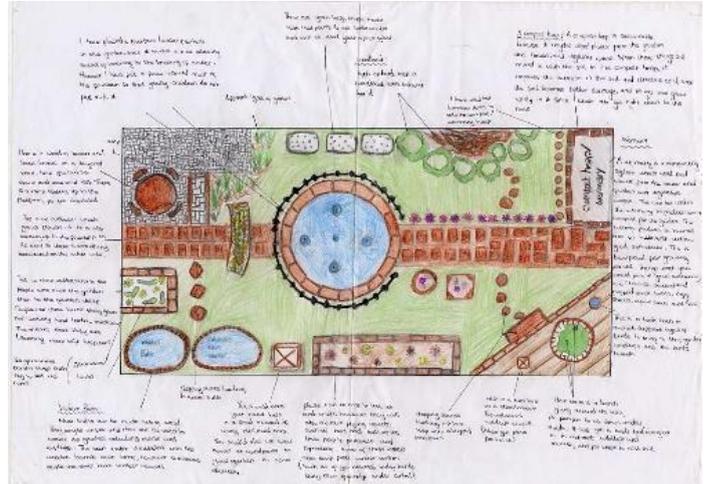
- Peer talk/ comparing dots and predicting the meaning.
- A list of improvement tasks relating to the coloured dots



Help pupils develop metacognition

WOMBOLL (What one of My Best Ones Looks Like)  
Get pupils to mark their work first labelling where they have used the success criteria. Pupils use numbers not words.

Children choose work to go in their 'golden gallery'



Capture verbal feedback and make it more memorable

Give pupils post-its to 'catch the comment' and respond in coloured pencil



## Appendix 1

### Self Assess your learning



I can do this! I'm ready to move on.



I'm almost there. I might need a bit of extra help or practice.



I don't understand.  
I need more work on this.

## Appendix 2

How has my work been marked?

<u>Symbol</u>	
<i>big</i> ~	Think of a better word
^	Insert a good word
?	Correct this using a red pencil so that it makes sense.
→	Indent for a new paragraph
//	
	New paragraph needed
✓	Good word or description used
TS	Teacher support
TAS	Teaching Assistant Support
VF	Verbal feedback given
Ⓟ	Presentation needs further focus

### Spelling

favourite favorite Spelling corrected

becos Look up the spelling of a word that you should know

Write the spelling correction underneath your work and in your Spelling Log Book. Learn your correction.

## Appendix 3 - Assessment banding

### Standardised scores

**In PIRA, PUMA and GAPS assessments, pupils are given a standardised score.**

At Queen Elizabeth's we have increased the expectation from national to ensure that all of our pupils are where they need to be by the end of the year and are ready to progress into the next year group. We are aware that external assessments (ie SALT, OT) and our Learning Acceleration Base may use national criteria but having discussed this as a staff we feel we need to challenge the expectations for our pupils.

Band	What does this mean?
1	The child is currently working significantly below the Prep expected standard
2	The child is currently working below the Prep expected standard
3	The child is currently working towards the Prep expected standard.
4	The child is currently working at the Prep expected standard
5	The child is currently working above the Prep expected standard
6	The child is currently working significantly above the Prep expected standard

Pupils may be considered 'on the cusp' if they are within a few standardised scores below 94. Below 85, pupils will benefit from additional support and there should be an identified plan for this.

### Progress

We know a pupil's progress is not linear. The pupils will make progress and then plateau as they consolidate their knowledge and are able to apply it in different contexts. The standardised assessments become more difficult during the academic year and the knowledge needed increases.

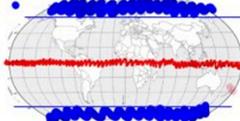
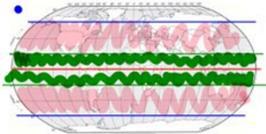
The progress within the tests we use is defined as follows:

- maintaining their standardised score (i.e. 95 in Autumn and 95 in Spring) means they are making expected progress
- increasing their scaled/standardised score means they are making better than expected progress
- retaining the same standardised score (where they are at the top of the standardised test) and the pupil applies this knowledge in class - focusing more on the pupils working in class than a standardised test - this is then 'mastery' and evidenced through anecdotal evidence, observation, book scrutiny etc.
- In Salford reading tests, the reading age has increased from the last test, at least in line with the child's increase in chronological age.

**Appendix 4 - Example of Grids:**

1. I can use capital letters at the start of each line.			
2. I can use commas for shorter lines.			
3. I can write in the lines.			
4. I can include onomatopoeia.	Bang, boom		
5. I can include a simile.	Swirling and twirling like ballerinas		
6. I can use alliteration.	Rapid, rifle, rattle		

## Feedback: Use purple text to give pupils sentence stems to help them to complete the task.

1.	<i>Finish describing each of the seasons in your book.</i>		<ul style="list-style-type: none"> <li>• Spring</li> <li>• Summer</li> <li>• Autumn</li> <li>• Winter</li> </ul>
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If all green OR you have finished your first WN, get WN 1 from the front.

## **Appendix 6 - Assessment across Prep (for internal use only)**

### **📄 Assessment Mapping Document- EYFS to Year 6**