



Pembridge Hall School

inspired



Inspired Education Group UK

Assessment, Recording and Reporting Policy

Last review date: July 2024

Next review date: July 2025



Vision

Pembridge Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembridge Hall girls are nurtured, challenged and empowered to succeed.

Aims & Values

At Pembridge Hall we aim for all Pembridge girls to:

BE INDIVIDUAL - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

BE KIND - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

BE CURIOUS - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

BE ASPIRATIONAL - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

BE RESILIENT - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

BE RESPONSIBLE - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.



This policy is divided into the following sections and sub-sections:

1. Principles of assessment at Pembridge Hall
2. Our approach to assessment
3. Types of assessment
 - a. Standardised summative assessment
 - b. Non-standardised summative assessment
 - c. Formative assessment and responsive teaching
4. Recording assessments
5. Analysis of assessment data
6. Monitoring and evaluation of assessment
7. Reporting
8. Marking feedback

Appendices

1. Marking codes and stamps
2. Assessment, marking and feedback expectations in English and Maths
3. Links to other policies and policy evaluation process
4. Useful links
5. Further marking, presentation and feedback guidelines
6. Assessment, marking and reporting responsibilities

Note:

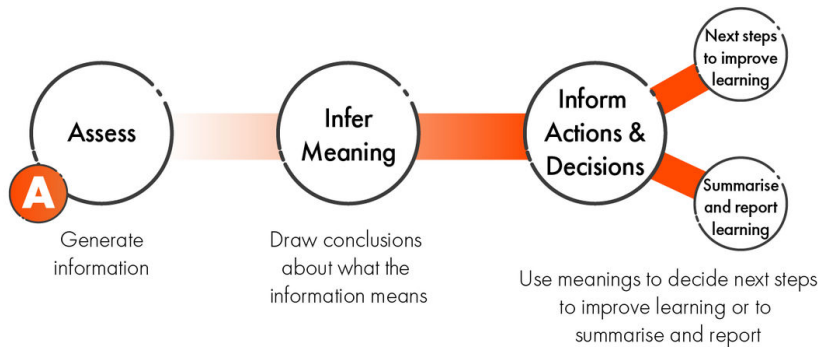
It is recognised that this is a lengthy and complex policy with many elements, affecting all aspects of school life. It is intended that this policy will be used as a reference. It may be referred to as and when it is needed, in separate parts. There is an overall flow, and it can be read as one whole unit. Equally, it is intended that each part may be used or referred to whenever necessary, without the entirety of the policy and appendices needing to be read at the same time.

1. Principles of Assessment at Pembridge Hall

'Assessment is the bridge between Teaching & Learning – It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.'

(Dylan William, 2011)

Assessment should be impactful and act as a tool to support learning towards reaching aspirational goals for pupils. Therefore, assessments should be effective and fit for purpose, serving to help support pupils in making next steps in their learning. Assessments at Pembridge Hall are ambitious and inclusive; assessment objectives set high expectations for all learners, regardless of their learning needs.



Assessment can take a range of forms and their outcomes can be used for a variety of purposes. At Pembridge Hall we endeavour to select and use assessments judiciously, selecting forms of assessment appropriate to their intended uses.

Before using any assessment, we consider:

- Why are pupils being assessed?
- What is it that we are trying to measure?
- What is the most appropriate assessment method?
- How will the information generated by the assessment be used to inform actions and decisions?

Professor Dylan William uses an analogy of a thermometer and a thermostat, explaining that the aim of a thermometer is to take the temperature whereas the aim of a thermostat is to use the reading of the thermometer to change the temperature. This is an apt reminder of the purpose of assessment at Pembridge Hall – it is not simply to measure learning, but to respond appropriately and drive learning forward.

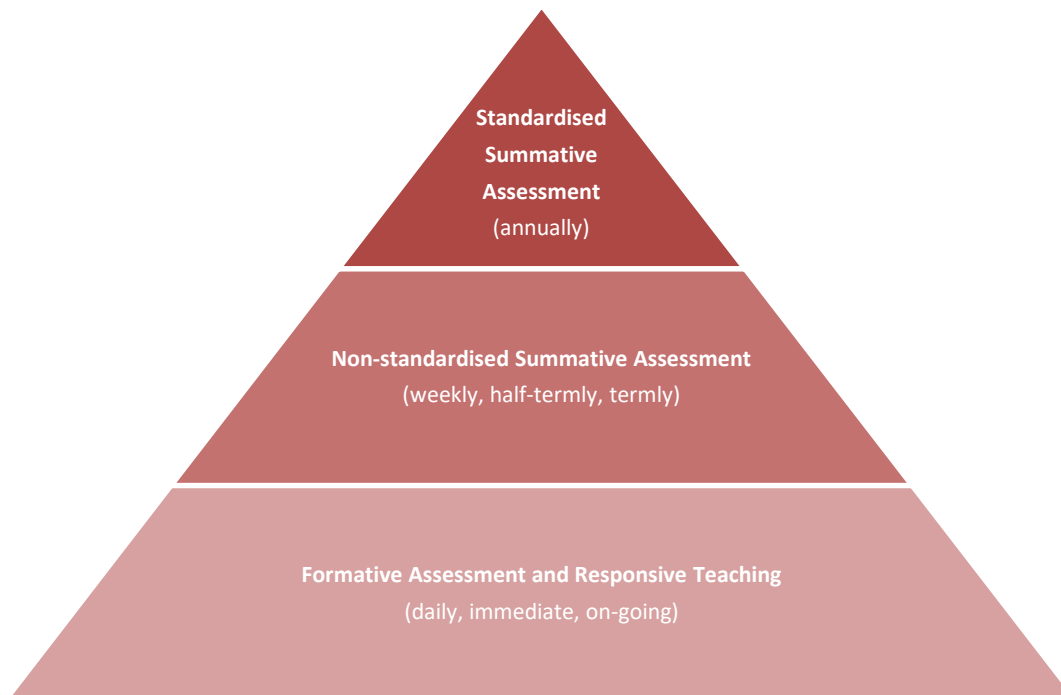


2. Our Approach to Assessment

At Pembridge Hall, the broad purpose of assessment is to move all pupils on in their learning for them to reach their full potential. To achieve this aim, in all aspects of assessment, our objectives are:

- To provide pupils, teachers and parents with effective feedback, which helps pupils progress effectively from one point to the next, in order to reach their full potential outcomes, in all areas of the curriculum.
- To help identify pupils or specific groups of pupils who are falling behind in their learning or who need additional support, as well as those who need to be extended further.
- To empower governors and senior leaders to provide information for the wider school community to identify areas for whole-school development and to better understand the school's profile, for the benefit of each and every pupil.

To ensure that assessments at Pembridge Hall can fulfil these purposes, a range of different forms of assessment are needed. The following diagram is an illustration of the proportionate role that different forms of assessment take at Pembridge Hall.



At Pembridge Hall we have a systematic approach to assessment that is carefully considered, timely and actively used by governors, senior leaders and teachers to directly benefit the progression pathway of each and every pupil. This information is reported to pupils and parents via a rigorous system of reporting.



3. Types of Assessment

Standardised Summative Assessments

Description

Standardised assessments are robust and show where a pupil is attaining compared to national standards. The CEM standardised scores range between 55 and 145, with a national mean of 100. A score between 85 and 115 falls within the average band nationally; however, at Pembroke Hall, we consider pupils to be in our average range when a score falls between 95 and 120. Results are used to help monitor attainment and progress of individual pupils', as well as identify specific groups of pupils who either need additional support or require further extension.

In Reception, pupils sit the CEM BASE assessment at entry in the Autumn term. Their progress is then assessed towards the end of the Summer term through the CEM BASE Progress assessment. CEM BASE reports pupil achievement as standardised scores in Literacy, Mathematics and Personal, Social and Emotional Development.

In Years 1 to 6, pupils sit the CEM InCAs assessments twice a year in Reading, Spelling, Mathematics, Mental Arithmetic, Developed Ability. At the beginning of Year 1, pupils only complete the Developed Ability, Reading and General Maths assessments. As well as recording a standardised score, pupils are given age-equivalence and age-difference results. The Developed Ability assessment is used in our assessment of value-added for each pupil.

Pupils in Year 1 to 6 also complete a *No More Marking* (NMM) assessment annually. NMM is a comparative judgement standardised assessment, used to measure attainment and progress in writing.

Timings

Year Group	Assessment
Reception	<ul style="list-style-type: none"> • CEM BASE (Autumn Term at entry) • CEM BASE Progress (Summer Term)
Years 1 – 6	<ul style="list-style-type: none"> • CEM Incas (Autumn and Summer Term) • NMM (varies)

Purpose

- **For pupils:** this data is not shared directly with pupils, as it is seen that the standard score mechanism is complex and therefore does not help pupils understand anything further about their own achievements or next steps in learning.
- **For parents:** standardised summative assessments are shared with parents from Year 2 onwards. They provide parents with information on how their daughter is performing when compared to other pupils nationally, of the same chronological age. They also indicate the rate at which their daughter is progressing over time.
- **For teachers:** standardised summative assessments help teachers to assess the attainment of the pupils they teach relative to national standards; to reflect on the impact of their teaching in the broader national context; to identify different groups of pupils' needs and to inform teachers of the next steps they should take to further their pupils' learning. Scores are also used to inform setting and banding decisions.



- **For school leaders (SLT, SMT, Governors):** standardised summative assessments enable our school leaders and school governors to benchmark our school's performance against other schools locally and nationally, thus making judgements about the school's effectiveness and identifying any specific areas for whole-school development.

Non-Standardised Summative Assessment

Description

These come in the form of on-going assessments that take place away from the point of teaching. Examples include end of topic assessments across the curriculum, spelling and multiplication tests, half-termly phonics assessments (Reception – Year 2), Running Records, and High Frequency Words (HFW). The outcomes of these assessments are used to update objective trackers on Insight. In English and Maths, pupils' scores may also be recorded on Insight or SharePoint.

Non-standardised summative assessments should be consistent across whole cohorts so that reliable comparisons between pupils can be made within a year group. Moderation of work and judgements are completed in Maths and English to help ensure that assessment decisions are reliable and valid inferences can be made; this is primarily overseen by subject coordinators.

Purpose

- **For pupils:** non-standardised summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. After the assessment, pupils should be given supported time to go through their answers and reflect upon individual strengths and next steps.
- **For parents:** strengths and targets identified through non-standardised summative assessments are communicated to parents through written reports, parent consultations and meetings. Internal assessment scores are not reported home formally, however, where appropriate, assessment papers can be sent home to parents to show examples of their daughter's learning. Scores in these assessments feed into the attainment grades shared with parents in their daughter's written reports.
- **For teachers:** non-standardised summative assessments enable teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both help teachers' plan for subsequent teaching and learning. Scores are also used to inform setting and banding decisions.
- **For school leaders (SLT, SMT, Governors):** non-standardised summative assessments enable school leaders to monitor the performance of pupil cohorts and to identify where interventions may be required. School leaders work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. They are used to triangulate conclusions drawn from summative standardised data and assessments.



Formative Assessment and Responsive Teaching

Description

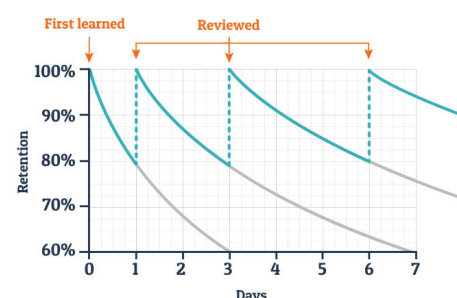
Responsive teaching and formative assessment are embedded across all lessons, in all subjects, every day.

This involves identifying what pupils have learnt, forgotten and where their misconceptions lie. Following formative assessments, teachers are responsive in their teaching and give formative feedback to pupils relating directly to what they have achieved and areas in which they need to improve. This could include identifying individual, group or whole-class next steps.

Formative Assessment strategies will vary but might include:

- Hinge questions
- Multiple choice quizzes
- Modelling WAGOLL (What A Good One Looks Like) and sharing examples of good work
- Effective questioning techniques that involve all pupils in thinking e.g. think-pair-share, pose pause pounce bounce etc.
- Verbal feedback
- Written feedback and marking
- Live marking
- Whole class feedback to identify gaps and clarify misconceptions
- KWL (what I know, what I want to know, and what I learned) grids
- Peer and self-assessment

Typical Forgetting Curve for Newly Learned Information



Teachers use the information they get from pupils' responses to adapt lessons: moving on quickly if they are secure; scaffolding further if needed; re-grouping pupils if some need extra support. Providing effective feedback is central to ensuring assessments remain impactful and that pupils are empowered to take ownership of their learning.

Purpose

- **For pupils:** formative assessment helps pupils to measure their knowledge and understanding against learning objectives and to identify where they need to target their efforts to improve. It supports them in becoming metacognitive learners, aware of their specific strengths and next steps to progress. As pupils get older, it will support them in taking ownership over their own learning. Additionally, the aspect of retrieval during formative assessment helps to consolidate learning and serves to disrupt the forgetting curve over time.
- **For parents:** when effectively communicated by teachers, formative assessment provides parents with a picture of where their daughter's specific strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting each pupil's education.
- **For teachers:** formative assessment ensures that teaching is responsive and is an integral part of teaching and learning. It enables teachers to continually identify when pupils are struggling, when they have consolidated learning and when they are ready to progress to the next stage of their learning. In this way,



it supports teachers to provide appropriate scaffolding or challenge as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

- **For school leaders (SLT, SMT, Governors):** formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that every pupil will be appropriately supported to make progress and meet expectations.



4. Recording Assessment

Collation of pupils' attainment and progress is recorded in the following formats:

- Insight Tracking
- SIMS
- Assessment folder on SharePoint
- Awards and Achievements Report on SIMS

Insight, SIMS and SharePoint

Insight Tracking is used to centralise data tracking and analyse of achievement and progress. Whilst some assessment tracking remains on SharePoint, eventually this will all be migrated over to Insight Tracking.

Insight Tracking and SharePoint record attainment data in relation to:

- All standardised assessment scores and ages
- All non-standardised assessment scores and results
- Attainment in all core and non-core subjects (ATT)
- Attitude to Learning in all core and non-core subjects (ATL)
- Judgements of pupil attainment against curriculum learning objectives

Assessment data is colour-coded on Insight Tracking in order to aid quick visual interpretation:

Assessment	Notes	Red	Amber	Green	Blue
GL Standardised Score (Historic)	Scores from 69-141	69-99	100-110	111-126	127-141
NMM Standardised Score	Scores from 55-145	55-99	100-110	111-129	130-145
CEM Standardised Score	Scores from 55-145	55-99	100-110	111-129	130-145
ATT (Attainment)	Labels	WT (Working Towards)	A (Achieving)	E (Exceeding)	X (Exceptional)
ATL (Attitude to Learning)	Scores from 0-5	4 or 5	3	2	1

Running Records and Phonics Assessment

Half-termly records of these assessments are kept for all pupils from Reception to the end of Year 2, as pupils acquire the ability to decode and encode text. These records are an essential tracking mechanism for progress and form part of the discussions at Pupil Progress Meetings, where pupils' needs are identified.

Reading Diaries

In Reception and Lower School every pupil has a Reading Diary and in the Middle and Upper Schools it forms part of the Homework Diary. This records books that have been read and, if appropriate, relevant comments from whoever has heard the pupil read. This forms part of a home-school collaboration opportunity as



parents and school staff can write a comment in the book to support pupils in making progress in their reading and comprehension.

Achievement and Awards Report (on SIMS)

All awards and achievements are recorded on SIMS. This may include Heads Awards, Golden Apples and other positions of responsibility (such as School Council and Green Girl representatives).

5. Analysis of Assessment Data

Assessment data recorded on Insight is analysed to ensure that individual pupils are making the progress that they are capable of.

School leaders and subject coordinators carefully track the progress of different groups within the school. The progress rate of different groups is thoroughly analysed and interpreted. This information is then used to help plan to raise standards in any group identified as not making adequate progress.

At Pembridge Hall, assessment outcomes are brought together for formal discussion and analysis annually, via Pupil Progress Meetings. Pupil Progress Meetings are meetings held between class teachers, members of the Senior Leadership Team, including the Head of Learning Support, Heads of Maths, Heads of English and Heads of Section. The purpose of these meetings is to establish how pupils are performing in relation to nationally normed age-related expectations, and from the teacher's qualitative interpretations from pupils' performance within the classroom.

These meetings will:

- identify pupils falling behind or in danger of falling behind.
- identify pupils that need extending; whether this is because they are defined as being of higher ability or whether this is because it is felt they are underperforming in relation to their true potential.
- determine appropriate support or extension strategies to help with next steps for the pupils identified above in order to accelerate these pupils' learning.

Pupils falling below their age-related expectations (SEND or potential SEND)

Some pupils may be significantly below their age-related expectations because of their SEND. For such pupils it might be necessary to assess their learning using a wider range of tools. As with all pupils, pupils with SEND should be set aspirational targets that reflect their individual needs. The progress of SEND pupils receiving the same intervention may be analysed across different curriculum subjects in order to evaluate the effectiveness of the intervention.

Pupils who significantly exceed their age-related expectations (Exceptionally Able)

Some pupils may demonstrate a significant strength in one or more areas of the curriculum. Those learners who demonstrate or have the potential to demonstrate extremely high levels of ability relative to their peers



across the cohort will be referred to by the term Exceptionally Able (Council for the Curriculum, Examinations and Assessment).

Exceptionally able pupils can be identified on Insight, through having 'Exceptional' (X) ATT attainment judgements in specific subjects and/or 'Exceptional' standardised scores (127+). The Developed Ability standardised score is used to support our identification of exceptionally able pupils as it is an indication of how well pupils should be able to access the curriculum taught in English.

It is the responsibility of the lead teacher in that subject to ensure that appropriate measures are taken to provide ambitious challenge and encouragement to extend these pupils' skills, understanding and expertise. It is essential that exceptionally able pupils are given ample opportunities to experience desirable difficulties within lessons.

6. Monitoring and Evaluation of Assessment

All forms of assessment are monitored and evaluated for quality and consistency throughout the school and across all areas of the curriculum. Monitoring and evaluation help to ensure that there is a common understanding of the expectations in each subject and year group, in accordance with this policy.

Personnel involved

- Senior Leaders: Assistant Head, Assessment; Assistant Head, Curriculum
- Middle Leaders: Heads of English, Heads of Maths, Head of Learning Support, Subject Coordinators, Heads of Section

Monitoring and evaluation via

- Learning evaluations (lesson observations)
- Pupil work reviews (work scrutiny)
- PPMs (Pupil Progress Meetings)
- Pupil outcomes (data, senior schools, achievements)
- Moderation meetings



7. Reporting

A range of strategies keeps parents fully informed of their daughter's progress in school. Parents are provided with accurate, evidenced-based information about their daughter's attainment, progress and attitude to learning in various forms such as Parent Consultations and end of term written reports. At Pembridge Hall our aim is to report to parents on a regular basis so that there can be an effective relationship between the school, the pupil and the parents, working together in the best interests of each pupil.

Parents are also provided with information about assessments on Firefly (VLE). This helps them to understand and interpret information given to them about their daughter's academic attainment, attitude to learning and progress in school.

Parent-Teacher communication around achievement and progress should remain fluid throughout the year and teachers should be proactive in communicating concerns when they arise.

Timings of Formal Reporting and Parent Communication

Term	Parent Communication	Notes
Autumn 1	Parent Consultation	<ul style="list-style-type: none"> • Parents of girls in all year groups to meet Class, English and Maths teachers • Two-way dialogue between teachers and parents • Discuss curriculum for the year and expectations • Discuss teacher's initial impression of pupil's attitude to learning • For parents to discuss any issues in relation to their daughter that are pertinent to their daughter's progress or academic attainment • Discuss and contextualise Autumn Term standardised assessment data (baseline)
Autumn 2	Written Report	<ul style="list-style-type: none"> • For all year groups • Comments, Attainment (ATT) and Attitude to Learning (ATL) for all subjects • Communicate progress, strengths, next steps and targets
Spring 1	Parent Consultation	<ul style="list-style-type: none"> • Parents of girls in all year groups given opportunity to meet teachers • Two-way dialogue between teachers and parents • Report to parents on aspects of their daughter's attainment and attitude to learning • Provide any necessary 'action-plan' to further encourage a pupil's progress • Discuss any concerns
Spring 2	Written Report	<ul style="list-style-type: none"> • For all year groups • Comments, Attainment (ATT) and Attitude to Learning (ATL) for all subjects • Communicate progress, strengths, next steps and targets



Summer 1	Parent Consultation (Year 5 only)	<ul style="list-style-type: none"> • Parents meet Class, English and Maths teachers • Two-way dialogue between teachers and parents • Discuss senior school preparation and readiness • Report to parents on aspects of their daughter's attainment and attitude to learning • Provide any necessary 'action-plan' to further encourage a pupil's progress • Provide and discuss Summer Term standardised assessment data in relation to progress made across the from the Autumn term baseline scores • Discuss any concerns
Summer 2	Written Report	<ul style="list-style-type: none"> • For all year groups • Comments, Attainment (ATT) and Attitude to Learning (ATL) for all subjects • To communicate progress, strengths, next steps and targets • Standardised assessment scores for Years 2 – 6

Report Codes and Terminology: Attitude to Learning (ATL)

Attitude to Learning (ATL) Codes	Descriptor	Criteria for Attitude to Learning
1	Exceptional	A real academic risk-taker. Works with initiative and independence, showing outstanding persistence and resourcefulness, consistently going beyond what is expected. Able to reflect on own performance and set herself targets for progress. Participates fully in her learning, showing engagement, enthusiasm and is not afraid to make mistakes
2	Very good	Works with increasing independence, taking pride in what she does and always trying hard to do her best. Is able to persist when tasks are difficult and draw on a variety of resources to complete assignments. Can work effectively in groups and independently. Able to take some risks in her learning.
3	Good	Generally tries hard to do her best. Makes an effort to participate in class and shows some resourcefulness to complete assignments effectively. Able to ask for help and show some persistence when she finds things challenging. Can be relied on to work well in groups and independently.



4	Inconsistent	Works with reasonable effort but can sometimes be rather passive in her learning, failing to take personal responsibility for making progress. Some tasks may be carelessly completed or rushed. Needs reminding about effective work habits in class or with homework.
5	Cause for Concern	Shows little effort or engagement with her learning. Tasks regularly show carelessness. Often reluctant to learn from mistakes in order to make progress; may show little persistence or resourcefulness when things are difficult.

Report Codes and Terminology: Attainment (ATT)

Attainment (ATT) Codes	Descriptor	Criteria for Attainment
X	Exceptional	Possibly A, G & T. Consistently performing at an exceptionally high standard for this level; showing insight, creativity, flair and talent. Had a deep understanding of this knowledge and skills associated with this subject and can apply analytically and judiciously across a variety of tasks.
E	Exceeding	Beyond expected. Working above expectations, consistently at a high standard. Has a strong understanding, knowledge and skills and can apply these confidently in a variety of tasks.
A	Achieving	As expected. Working at an appropriate standard, meeting the expected targets.
WT	Working Towards	Below Average. Is currently working towards some of the core skills in relation to the success criteria and has not yet achieved them.

For English and Maths, Attainment (ATT) judgements are made during whole-cohort moderation meetings led by the Heads of English and Maths. These judgements are made taking into account pupils' attainment in assessments, classwork, homework and teacher judgement. They are then cross-checked with objective trackers on Insight to ensure they accurately reflect the overall attainment of individual learning objectives.

For all other subjects, Attainment (ATT) judgements are informed by objective trackers on Insight.



8. Marking and Feedback

Vision

At Pembridge Hall, marking and feedback is meaningful, manageable, and motivating. The 3 M's form the cornerstones of our marking and feedback philosophy.

Meaningful:

- Marking and feedback should be impactful and serve a single purpose – to advance pupil progress and outcomes
- As a result of marking and feedback, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement
- Pupils should be given dedicated time to reflect upon, respond to or act upon marking and feedback received
- Marking and feedback should clearly relate to the aims of the lesson (the Learning Objective) and success criteria
- Whenever possible, marking should involve the pupil directly, whilst the task is being completed
- Marking needs to be accessible and understandable for pupils
- The impact of a specific marking approach will differ depending upon many factors, including the subject, age group, pupils' individual learning needs (e.g. SEND/EAL).
- When giving marking feedback for a specific learning activity, teachers should be clear about what they are trying to achieve and the best way of achieving it – consistency of quality is more important than consistency of approach

Manageable:

- Marking practices should be proportionate, sustainable and eliminate unnecessary workload
- The quantity of feedback should not be confused with the quality
- The time taken to mark does not always correlate with successful pupil outcomes and can lead to wasted teacher time
- Feedback can take the form of spoken or written marking, peer marking and self-assessment
- Marking codes and stamps should be used to improve marking efficiency
- Examples of disproportionate marking practice include: extensive comments which younger children are unable to read and understand, or a written dialogue instead of a conversation

Motivating:

- Marking and feedback should help to motivate pupils to progress
- Marking and feedback should highlight and celebrate the pupil's successes and progress, relative to learning objectives, success criteria or personal targets
- This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective
- If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work



- An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress, but there are many ways to do this without extensive marking

Planning, Teaching and Assessment Expectations to Facilitate Meaningful Marking and Feedback

Learning outcomes and success criteria

- Learning objectives (L.O.) and success criteria used in lessons should reflect medium term plans
- Child-accessible learning outcomes and/or success criteria should be shared with pupils in their lesson
- Assessments should be designed to assess progress against these learning outcomes and success criteria
- Errors that are made by many pupils should feed into planning to be addressed as a whole group

Subject Coordinator responsibilities

- To provide medium term plans with differentiated success criteria, for their subject, for all teachers
- To ensure that these are being used effectively for assessment, marking and feedback

General Marking Principles in Book-Based Subjects

- Teacher marking and feedback should be written in green pen
- From Year 1, pupils should use purple pen for responding to feedback, self, and peer-assessment
- Marking codes (see appendix 1) should be used throughout the school
- Stamps, house points and/or stickers may be used for motivation and recognition of effort



Approaches to Marking and Feedback within Lessons

Marking and feedback is more meaningful and impactful when it is immediate and directly involves pupils. It is the responsibility of both teachers and teaching assistants within the classroom to provide high quality marking and feedback during lessons.

1. Verbal Feedback

Verbal feedback should form the most frequent type of feedback within lessons because it has immediacy and relevance that leads to direct pupil action. Verbal feedback may well be directed to individuals or groups of students. Pupils are expected to use the feedback to either up-level their work, make corrections, or apply the feedback immediately as they continue with the activity.

If verbal feedback has been given, there is no expectation of an in-depth written comment, however where appropriate, teachers are encouraged to use the verbal feedback marking code:



2. Live marking

In book-based subjects, live marking by teachers and teaching assistants is highly encouraged as they circulate the class. Live marking takes place alongside verbal feedback and teachers can utilise marking codes and stamps (appendix 1). Live marking is a lighter touch alternative to focused written marking feedback that takes place outside of lessons. Pupils are expected to use the feedback to either up-level their work, make corrections, or apply the feedback immediately as they continue with the activity.

3. Self and Peer-assessment

Self and peer-assessment is a valuable tool for learning that should occur regularly. To be effective, it needs to be modelled, structured and scaffolded by the teacher. For example, success criteria and/or assessment criteria can be used to ensure self- and peer-feedback is accurate, purposeful, challenging and focused upon learning.

Self and peer-feedback can be either verbal or written. Where age-appropriate, if feedback is written, pupils should be encouraged to utilise relevant marking codes (appendix 1). For example:



Pupils are encouraged where appropriate to self-assess their learning against the learning objective and/or success criteria, before receiving feedback from the teacher. As with all types of marking and feedback, pupils should be given dedicated time to reflect upon, respond to or act upon assessment feedback.

Approaches to Marking and Feedback Outside of Lesson Time

1. Whole-class feedback

Whole-class feedback, if delivered well, can be used to help pupils reflect on their learning. The main benefits of whole-class feedback include:

- It is more time-efficient than repetitive, individual written comments
- It can be used insightfully to inform planning and drive progress
- It celebrates pupils' progress, motivating them to progress
- Sharing exemplar work helps to develop all pupils' understanding
- Addressing misconceptions prevents them from becoming embedded
- It promotes a growth mindset amongst all pupils, encouraging them to take pride in their work

The [proforma](#) below could be used or adapted to deliver and share effective whole-class feedback. It is also very useful to keep a note of pupils requiring further support, however these should not be shared explicitly with the rest of the class during the feedback session. As with all types of marking and feedback, pupils should be given dedicated time to reflect upon, respond to or act upon whole-class feedback.

EXPLANATION		SUBJECT LEARNING FEEDBACK – Lesson (date)										
<p>STRENGTHS AND SHOUTOUTS </p> <p>Highlight and celebrate whole class strengths and individual strengths.</p> <p>Try to link back to success criteria.</p> <p>Individual girls can be given a shout out, however praise can be grouped to ensure all girls have their efforts and achievements acknowledged.</p>	<p>IN THE SPOTLIGHT...</p> <p>Share a screenshot of an exemplar piece of work submitted by a girl here. This could be shared using the snipping tool, copy and paste, or if it was not a written task, you could include a link to their classwork to share within the lesson. You may want to do this section on a whole slide so girls can read it easily.</p> <p>During the whole class feedback, deconstruct what makes it a model piece of work. This could be teacher led or discussed as a class. This also provides a great opportunity to review and consolidate key ideas from the previous lesson.</p>	<p>CONFUSIONS?! </p> <p>Tackle any misconceptions or common errors that have become apparent in the girls' learning. This is essential so that they do not become embedded.</p>	<p>NEXT STEPS IN LEARNING</p> <p>Provide all girls with specific and actionable targets to drive their learning forward.</p> <p>Consider giving time or assigning a D.I.R.T. (Dedicated Improvement and Reflection Time) activity within the lesson to address and develop these next steps.</p>									
<p>LITERACY FOCUS </p> <p>Highlight common spelling, punctuation and grammar mistakes within the girls' work.</p> <p>You could also highlight ways to further enhance their literacy, e.g. connectives.</p>	<p>EXAMPLE 5EB SCIENCE LEARNING FEEDBACK – Animal Adaptations (05.01.21) </p> <table border="1"> <tr> <td> <p>STRENGTHS AND SHOUTOUTS </p> <p>All - Great creativity in coming up with adaptations for your imaginary animals!</p> <p>Catherine, Louisa and Selina - Brilliant adaptations for movement and defence against predators!</p> <p>Alexa, Samiya, Sienna, and Caitlyn - Well done for explaining linking each adaptation to its survival value!</p> <p>Sonya, Bella and Anastasia - I love how you had multiple survival explanations for a single adaptation!</p> <p>Adriana - Fantastic Latin name! Well done for linking this to your learning from last lesson!</p> </td> <td> <p>IN THE SPOTLIGHT...</p> </td> </tr> <tr> <td> <p>LITERACY FOCUS </p> <p>Remember to use capital letters at the start of sentences!</p> <ul style="list-style-type: none"> • They're, their and there • Adaptation, not adaption. </td> <td> <p>CONFUSIONS?! </p> <p>Living things do not try to adapt.</p> <p>The process of natural selection leads to some members of a group to survive or reproduce better depending on the characteristics they have. There is no plan or choice involved.</p> </td> <td> <p>NEXT STEPS IN LEARNING</p> <p>Catherine, Louisa and Selina – Consider how your animal and other animals, e.g. peacocks, are adapted to attract mates.</p> <p>Alexa, Samiya, Sienna, and Caitlyn – What adaptations might your creature's predator possess to help it successfully hunt your creature?</p> <p>Sonya, Bella and Anastasia – Apply your understanding of natural selection to explain how your animal might have developed one of its adaptations. </p> </td> </tr> <tr> <td> <p>MISSING AND INCOMPLETE WORK </p> <p>Follow up on girls who have not submitted classwork, or who have not completed the task. Try to ascertain why work is missing or incomplete.</p> </td> <td colspan="3"> <p>MISSING AND INCOMPLETE WORK </p> <p>Missing - Paula (music lesson?), Eva (absent) and Sofya (absent)</p> </td> </tr> </table>			<p>STRENGTHS AND SHOUTOUTS </p> <p>All - Great creativity in coming up with adaptations for your imaginary animals!</p> <p>Catherine, Louisa and Selina - Brilliant adaptations for movement and defence against predators!</p> <p>Alexa, Samiya, Sienna, and Caitlyn - Well done for explaining linking each adaptation to its survival value!</p> <p>Sonya, Bella and Anastasia - I love how you had multiple survival explanations for a single adaptation!</p> <p>Adriana - Fantastic Latin name! Well done for linking this to your learning from last lesson!</p>	<p>IN THE SPOTLIGHT...</p>	<p>LITERACY FOCUS </p> <p>Remember to use capital letters at the start of sentences!</p> <ul style="list-style-type: none"> • They're, their and there • Adaptation, not adaption. 	<p>CONFUSIONS?! </p> <p>Living things do not try to adapt.</p> <p>The process of natural selection leads to some members of a group to survive or reproduce better depending on the characteristics they have. There is no plan or choice involved.</p>	<p>NEXT STEPS IN LEARNING</p> <p>Catherine, Louisa and Selina – Consider how your animal and other animals, e.g. peacocks, are adapted to attract mates.</p> <p>Alexa, Samiya, Sienna, and Caitlyn – What adaptations might your creature's predator possess to help it successfully hunt your creature?</p> <p>Sonya, Bella and Anastasia – Apply your understanding of natural selection to explain how your animal might have developed one of its adaptations. </p>	<p>MISSING AND INCOMPLETE WORK </p> <p>Follow up on girls who have not submitted classwork, or who have not completed the task. Try to ascertain why work is missing or incomplete.</p>	<p>MISSING AND INCOMPLETE WORK </p> <p>Missing - Paula (music lesson?), Eva (absent) and Sofya (absent)</p>		
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2. Focused written feedback

There is no expectation that every piece of work is given written feedback. The frequency of written feedback will vary between subjects, the nature of those subjects and year groups. Subjects with a high practical contribution may rely more heavily on other forms of marking and feedback. To ensure that focused written feedback is meaningful and impactful, it should be shared with pupils in a timely fashion.

Focused written feedback should clearly identify strengths and targets or questions for improvement that pupils will then act upon. As noted below, written focused feedback should address presentation, literacy and/or numeracy, if below expectation.

In all subjects, focused written feedback should include one to two strengths and one to two targets or questions. Focus should be on one or two key areas for improvement only, at any one time.

- The strength highlights what a pupil has done well and should link to the success criteria and/or learning objective
- The target is intended to move learning forward and should link to the success criteria and/or learning objective
- A question might be used instead of a target, for example if all success criteria have been met, and is designed to move learning forward

These are signposted in book-based subjects using the below marking codes:



In Reception and Lower School, a star could be used instead of a circled S.

Additionally, the following marking codes can be used next to the Learning Objective to show that the lesson's success criteria have been fully or partially met by pupils:



It is imperative that focused written marking can be accessed and understood by pupils. For example, in Reception and the Lower School, written comments should be age appropriate, so the pupil is able to access and understand the feedback. Alternatives to written feedback can be used at teachers' discretion to make feedback accessible to certain pupils. For example, it may be more beneficial to use visual stamps, or record verbal feedback to share using Seesaw or QWIKR. Teacher discretion is also encouraged with regards to ensuring that marking and feedback is meaningful and accessible for pupils with SEND or EAL.

As with all types of marking and feedback, pupils should be given dedicated time to reflect upon, respond to or act upon assessment feedback. Teachers will initially need to model this process so that pupils are clear what the different marking codes mean and what is expected of them to respond.



Acknowledgement marking

In book-based subjects, this is a courtesy look at the work, and may include a single tick or an initial on a page. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole class setting.

All completed, independent written classwork work that has not been marked by self-assessment, peer-assessment or focused teacher marking should be acknowledged in a timely fashion.

Teachers might wish to use the following marking codes when acknowledgement marking:



3. Literacy, numeracy and presentation marking

To ensure the literacy standards of our pupils improve, we provide appropriate and targeted feedback. This also supports them in understanding that literacy and numeracy are not just important in English and Maths lessons but are essential across all areas of the curriculum.

Written focused feedback should address presentation, literacy and/or numeracy, if below expectation.

See appendix 1 for relevant marking codes.

Presentation expectations in book-based subjects

- Pupils' work should have a date and Learning Objective Title (L.O) that is underlined
 - At Key Stage 2 all pupils are expected to follow these guidelines
 - At Key Stage 1 pupils should be working towards this
- Pupils should make improvements to their work using a purple pen. This pen is seen as linking key principles of growth mindset and pupil self-assessment. Strategies include:
 - Editing work
 - Making corrections
 - Redrafting
 - Uplevelling

Appendix 1) Marking Codes and Stamps

Marking codes to be used across book-based subjects

*Pupils may respond verbally to a code, in which case the teacher can initial the code to show it has been acknowledged

Code	Explanation	Expected pupil response*
✓	Correct answer	
● or X	Incorrect answer	Correct answer
√√	Used next to the learning objective to show that the lesson's success criteria have been fully met	
√	Used next to the learning objective to show that the lesson's success criteria have been partially met	
S	Strength linked to success criteria to highlight what a pupil has done well	Acknowledge, e.g. smiley face, initial, tick or comment
T	Target linked to success criteria and is intended to move learning forward	Pupils should be given dedicated time to reflect upon, respond to or act upon feedback
Q	Question designed to move learning forward	Answer question
A	Adult assisted or aided work - this could also be identified by a stamp, or initialled by the teacher	
P	Presentation needs improving	Improve presentation where possible and model improved presentation in future work
sp	Incorrect spelling <i>Should only be highlighted if subject-specific vocabulary, relate to a target or a high frequency word. Maximum of 3 spellings per written piece, unless integral to the learning activity.</i>	Write out the correct the spelling three times
VF	Verbal feedback given	Pupils should be given dedicated time to reflect upon, respond to or act upon feedback



Pembridge Hall School

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Peer feedback or peer marked

Pupils should be given dedicated time to reflect upon, respond to or act upon feedback




Marking stamps specific to English written work in Reception and Lower School

- Visual stamps so feedback can be accessed by all ages and abilities in Reception and the Lower School
- Stamps without a star represent a target
- Stamps with a star show pupil strengths

 Capital I	 Full stops	 Finger spaces	 Capital/lower case letters
 Spelling mistake	 Proof read	 Join handwriting	 Letter formation
 Connectives	 Punctuation	 Use a thesaurus change the word	 Dictionary

Marking codes specific to English in Middle and Upper School









**Pupils may respond verbally to a code, in which case the teacher can initial the code to show it has been acknowledged*

Code	Explanation	Expected pupil response*
	Missing or incorrect use of capital letter	Make correction
	Missing or incorrect use of punctuation. Can specify the punctuation for lower years.	Make correction
	New paragraph needed	




Marking stamps specific to Maths written work in Reception and Lower School

- Visual stamps so feedback can be accessed by all ages and abilities in Reception and the Lower School
- Stamps without a star represent a target
- Stamps with a star show pupil strengths

 Use the correct operation	 What resources did you use?
 Check correct place value	 Write one digit per square
 Check your working out carefully	 Use a ruler
 Show how you worked it out	 Number formation

Marking codes specific to Maths in Middle and Upper School

**Pupils may respond verbally to a code, in which case the teacher can initial the code to show it has been acknowledged*

Code	Explanation	Expected pupil response*
	Check calculation or incorrect sum has been copied	Make correction
Question number circled in margin	Answer needs correcting	Make correction



Appendix 2) Assessment, Marking and Feedback Expectations in English and Maths

English and Maths in Reception and Lower School:

Learning activity or assessment	Expectations for type and frequency of marking feedback	Expectations for recording and next steps
Weekly homework completed on Seesaw or in homework book	Acknowledgement marking by teacher before next piece of homework is set	Intervention, if pupils are not accessing/submitting work regularly, teacher to engage with parent
Mental Maths book homework	Acknowledgement marking by teacher or TA before next piece of homework is set	
Phonics assessment at the end of each half term	Assessed by teacher or teaching assistant during assessment	Results recorded directly onto Insight during assessment - if additional support is required either in class or at home, parents are informed
Reading assessment at the end of each half term	Assessed by teacher or teaching assistant during assessment	Results recorded onto a reading tracker, uploaded onto Insight termly <i>Parents informed of results after each assessment</i>
HFW (Reading and Writing) at the end of each half term	Assessed by teacher or teaching assistant during assessment	Results recorded directly onto Insight <i>Words the pupil is still working towards learning sent home as part of holiday homework</i>
Weekly spelling test on Spelling Shed	Auto-marked by Spelling Shed	Results recorded on Spelling Shed and used to inform trackers on Insight Future planning and spelling intervention with teaching assistant, if needed <i>Pupils are aware of spelling results and parents informed if spelling intervention is needed</i>
One piece of independent writing, once per half term	Focussed feedback with strengths and areas for development identified by class teacher	Objectives on Insight updated at least once a half term
For Year 1 and 2 – internal Maths assessment held at the end of each term (same assessment repeated) to measure progress across they year.	Marked by teacher	Objectives on Insight updated after each assessment Percentages and rankings on Insight



English in Middle and Upper School

Learning activity or assessment	Expectations for type and frequency of marking feedback	Expectations for recording and next steps
Grammar homework book set weekly	Whole class feedback with self, or peer marking in purple pen Acknowledgement marking by teacher before next piece of work set	Misconceptions address during whole class feedback Teachers note pupils who have struggled and tailor feedback in class to support the target group
Rapid test book set weekly	Pupils to self-mark against a mark scheme weekly	Pupils reflect on their mistakes and set their own targets
Orange spelling book set weekly	Acknowledgement marking by teacher before next piece of homework is set	Pupils expected to make note of incorrect spellings to create a bespoke spelling revision list
Weekly spelling test on Spelling Shed	Auto-marked by Spelling Shed	Results recorded and tracked on Spelling Shed. Used to inform future planning and for spelling intervention if needed <i>Pupils are aware of spelling results and parents are informed if spelling intervention is needed</i>
Comprehension homework weekly	Marked by teacher and feedback given before the next comprehension task	Model answers provided where necessary and targets set by the teacher for pupils. Misconceptions and developing answers may inform whole class teaching
English assessment prepared by Head of English half-termly	Assessment in comprehension: combination of online (ATOM) and paper based. Marked to a mark scheme and moderated for consistency. Instant feedback given for pupil and teacher	Percentage recorded on Insight by teacher Rankings added onto Insight by Head of English Pupils review their feedback in class with teacher
English grammar assessment prepared by Head of English half-termly	Assessment in grammar: combination of online (ATOM) and paper based. Marked to a mark scheme and moderated for consistency. Instant feedback given for pupil and teacher	Percentage recorded on Insight by teacher Rankings to be added onto Insight by Head of English Pupils review their feedback in class with teacher
All above including Red English Book		All assessment used by English teachers to update Objective trackers on Insight at least once per half term



Maths in Middle and Upper School

Learning Activity or Assessment	Expectations for type and frequency of marking feedback	Expectations for recording and next steps?
Blue Maths book class work	Teacher can select the most appropriate approach to marking and feedback for the class and specific activity Teachers should aim for feedback to be given before the next piece of work in book	Misconceptions address during whole class feedback stage Teachers note children who have struggled and tailor feedback in class to support the target group Pupil to reflect on marking and correct errors made or answer question used to move learning forward
Weekly mental arithmetic homework	Marked weekly by teacher or pupil before next piece of homework is set	Misconceptions address during whole class feedback stage Teachers note pupils who have struggled and tailor feedback in class to support the target group Pupil to reflect on marking and correct errors made
Weekly Blue Maths books homework	Marked weekly through whole-class feedback, self or peer marked in purple pen Teachers should aim for some form of feedback to be given before next piece of work set	Misconceptions address during whole class feedback stage Teachers note pupils who have struggled and tailor feedback in class to support the target group
Maths assessment prepared by Head of Maths half-termly	Paper-based assessment marked by teacher and feedback given for pupil and teacher	Percentage to be recorded on Insight by teacher Rankings added onto Insight by Head of Maths Pupils review their assessments in class, guided by the teacher
All above including Blue Maths book	N/A	Objectives updated by Maths teachers at least once per half term in Insight – this should be a live document



Appendix 3) Links to Other Policies and Policy Evaluation Process

Links to other Policies

This policy should be read in conjunction with:

- Curriculum and Learning Policy
- SEND Policy
- EAL Policy
- Subject Policies

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the Assistant Head, Academics and the SLT.

Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils at Pembroke Hall School
- The success of the school at supporting the progress all students, including those with additional needs or who speak an additional language
- Any recommendations from the Independent Schools Inspectorate about improving practice
- Any factual changes, such as names of personnel



Appendix 4) Useful Links

1. Principles of Assessment at Pembroke Hall	<ul style="list-style-type: none"> • EBE Four pillars of great assessment
2. Our Approach	
3. Types of Assessment	<ul style="list-style-type: none"> • CEM BASE and BASE Progress • CEM InCas • No More Marking (NMM) • Assessment CPD
4. Recording Assessments	<ul style="list-style-type: none"> • Insight Tracking • Assessment area on SharePoint • Awards and Achievements Report (SIMS)
5. Analysis of Assessment Data	<ul style="list-style-type: none"> • Insight Tracking
6. Monitoring and Evaluation of Assessment	<ul style="list-style-type: none"> • Learning Evaluation Guidance • Learning Evaluation Online Form • Example PPM Meeting documentation • Pupil Work Review Online Form
7. Reporting	<ul style="list-style-type: none"> • Reporting information and guidance • Assessment and Reporting Guide for Parents on Firefly • Example written report
8. Marking Feedback	<ul style="list-style-type: none"> • Template for whole-class marking feedback
9. Appendices	



Appendix 5) Assessment, Marking and Reporting Responsibilities

Assistant Head, Assessment

- to oversee the structure, system, implementation and response to all standardised assessments
- to oversee all areas in relation to standardised assessments (purchasing, distributing, collation of results)
- to upload standardised assessment results to Insight and SIMs
- to analyse data in readiness for PPM, particularly noting SEND and EAL support necessary
- to lead PPMs, sharing and generating discussion of analysis together
- to implement support arrangements where needed
- to upload data to ISI data portal ready for inspection
- to collate information for the APAR
- to identify CPD needs and deliver training relating to assessment

Head of Maths and Head of English

- to co-ordinate the smooth running of all assessments relating to their area.
- to provide comprehensive whole-school data analysis to SMT/SLT for their area
- to provide an annual report to governors on pupil attainment and progress through the APAR
- to identify CPD needs and deliver training, specific to assessment within their area of responsibility
- to monitor and evaluate the quality of marking, feedback and assessments within their area
- to ensure that MTPs and differentiated success criteria are being used effectively for assessment, marking and feedback

Key Stage Coordinators

- to ensure that their teams are clear about all aspects of Assessment
- to ensure that their teams work within the timeframes set down by Head of Assessment and Head of Curriculum (will usually be determined at an SMT meeting in collaboration with HoM and HoE)
- to ensure their teams have completed all assessments for all children
- to raise any concerns that their teams have in relation to assessments to HoA and Head of M/E
- to help their teams to analyse and interpret data in readiness for the PPM with SMT
- to ensure their teams are using the data to inform their day-to-day teaching of all pupils
- to be proactive in communicating achievement and progress concerns with parents and HoA
- to monitor and evaluate the quality of marking and feedback in their KS

Class Teachers

- to ensure that every pupil in their class has carried out assessments
- to arrange for pupils who were absent to catch up on missed assessments
- to ensure that all data for their class is correctly and fully entered onto the correct tracker
- to take time to understand the data for every pupil in their class
- to make sure they understand how to analyse their class's results (annual CPD to support)



- to be able to discuss the results and their implications in the whole year Pupil Progress Meetings with the SMT
- to use this understanding in their planning and teaching of the pupils in their class
- to be proactive in communicating achievement and progress concerns with parents and HoA
- to ensure marking and feedback is allowing students to progress their learning