



# Radnor House

— TWICKENHAM —

## Marking and Assessment Policy

### Radnor House Prep School

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## Introduction

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At Radnor House, we recognise that providing high-quality and timely feedback to our children on aspects of their work is one of the most powerful ways of developing their skills and furthering their knowledge.

This policy recognises the fundamental importance of continuing to build coherency in

- the quantity of feedback within and between subjects - what we mark
- the quality of feedback within and between subjects - how we mark
- the frequency of feedback within and between subjects - when we mark

and recognises also that feedback is only truly effective if our children are given opportunities to engage meaningfully with it. It is also recognised that

- some subjects have traditionally embraced burdensome marking practices, which need to be examined
- traditional marking practices (for example, providing written feedback for every child) comes with a significant opportunity cost: for example, an hour invested in providing feedback in this manner to children might be better invested in enhancing one's own subject knowledge
- traditional approaches to marking, such as providing comment-based written feedback, are not supported by evidence and, as such, the provision of such feedback needs to be reviewed. Please see the accompanying 'Rationale and Research' document.

In addressing these issues, the policy encourages teachers to provide feedback that follows these five feedback principles

1. it is timely - in that it is given either during the lesson or in the context of a subsequent review or feedback lesson
2. it is easy to understand, record and react to by the child
3. it is specific and relates to the key objectives and concepts of the lesson
4. it can be acted upon by the child because time has been made for meaningful response
5. it is more child-led: feedback should encourage the child to think for themselves

The mode of feedback which we feel best enables the enactment of these principles is verbal. The best time for the child to respond to feedback - either by completing the task (or part of it) again or by making a note of the teacher's feedback - is during the lesson.

Although feedback may look different in terms of its form, regularity and application in English, maths, and the Foundation subjects, it is expected that they abide as far as practicable by the five feedback principles above.

#### Feedback by teaching assistants

Work should predominantly be marked or reviewed by the teacher who taught the lesson sequence; however, it is acceptable for some work to be marked by a teaching assistant. This should be confined to work which is easy to grade e.g. a tables test or a spelling test. Marking children's work allows teachers to assess the children and it is therefore important that any work marked by an assistant is also reviewed carefully by the teacher concerned.

#### Marking by pupils

On some occasions, it may be helpful for pupils to mark their own work or to have their work marked by their peers. Marking by pupils must always be reviewed by the teacher.

#### Feedback Guidance

##### Foundation Subjects

Below can be found the school's baseline expectation for feedback for teachers of the following subjects:

- English
- Maths
- History
- Geography
- Science
- French

It is also important that pupils should be able to gauge their progress in subjects where relatively little written work is done e.g., Music, Art, Design & Technology, PSHCE, PE and Drama, and where verbal feedback represents the main form of appraisal. Teachers must keep a record of attainment in these subjects so they have a clear record of learning and progress.

#### Baseline expectation for feedback

In meeting the school's baseline feedback expectations, teachers understand that the adoption of the following requirements in terms of lesson structure and sequencing is essential:

- The teacher introduces the core objectives for the lesson sequence
- The teacher provides input, and modelling if necessary, and asks questions to clarify understanding
- The children complete activities, receiving periodic feedback, questioning and modelling from the teacher when necessary
- At the end of the lesson sequence, children answer a range (depending upon the length of the lesson sequence) of questions relating to the core objectives of the lesson sequence,

or complete an activity which in a similar sense ascertains the extent to which an objective or skill has been understood

- The teacher reads these responses, in order to gain an insight into misconceptions and strengths
- The teacher provides (or takes) model answers, giving the children the chance to change their answers where necessary.

A teacher is of course at liberty to present to the children questions they have answered previously, as a means of retrieval. Please refer to the Teaching and Learning Policy for more information on this.

In more detail:

	Step	Comment
1	The teacher introduces the core objectives for the lesson sequence	<p>These must be clear and break the learning into small steps.</p> <p>Because our lessons are relatively short, a lesson sequence may extend over a few lessons. If this is the case, consider beginning subsequent lessons with a quick review of previously taught content.</p>
2	Teacher input, and modelling if necessary	<p>This helps the children to identify the key areas to focus on in a piece of work and the skills and strategies to use.</p>
3	Children complete activities	<p>Periodically, the teacher will provide feedback during the lesson on an aspect of a child's work.</p> <p>If a child asks the teacher for support during a task, then the teacher can do so either in person or as a board led activity if it is felt this will be useful to whole class.</p>

4	At the end of the lesson sequence, children answer a range of questions relating to the core objectives of the lesson sequence	It is vital that the children be given the chance to demonstrate their understanding, so that misconceptions can be addressed.  These questions (or an activity which in a similar sense ascertains the extent to which an objective or skill has been understood) can be completed after the work in question.
5	The teacher reads these responses, in order to gain an insight into misconceptions and strengths.  These are the only activities which the teacher is expected to 'mark'.	This might take place during the lesson, or afterwards in preparation for feedback at the start of the next lesson..
6	The teacher provides (or takes) model answers, giving the children the chance to change their answers.	This might take place during the lesson, or as part of a feedback activity at the start of the next lesson.

#### Additional feedback

Of course, the teacher is at liberty to provide whatever additional feedback that they wish, in whatever form. This might be verbally given, or in the form of written comments, stickers or our visual codes. Teachers are under no obligation whatsoever to provide any additional feedback.

However, in the provision of additional feedback and especially that which takes a written form, the teacher **MUST CONSIDER**

- Have you provided additional time for the actioning of your feedback?
- Can the child understand / read your feedback?
- Is the feedback actionable?
- Does the feedback link to the objectives of the lesson?
- If raising outcomes is your guiding principle (and it should be!) then could the time spent given additional feedback be better spent – for example, in preparing different resources, or enhancing your subject knowledge?

If any of the above conditions apply, then please reconsider providing any additional feedback.

## 'Crossover' feedback

In all written work, literacy is of course a focus; however, as this is unlikely to be the main focus of the focus of the task, then teacher feedback should be specific and quickly actionable.

## Use of 'Green for Growth' and 'Tickled Pink' highlighters

When a teacher highlights a piece of work in green, then they are conveying to the child that something is amiss. The child should be encouraged to work this out for themselves. The teacher will advise them as to whether any further action needs taking.

When a teacher highlights a piece of work in pink, then they are conveying to the child that something has been done well. This can be shared with the class if necessary, perhaps for example as part of the teacher's modelling.

## 'What to remember' summary

- The vast majority of your feedback should be verbal, and can be given either during the lesson and/or the subsequent lesson
  - An average piece of work completed during the lesson sequence will contain none of your own writing (except for your highlighter use), and instances of a child's green pen writing in response to feedback (for example, writing correct answers after a quiz), or when they have received support and have written the corresponding 'S', followed by whatever follow-up task or amendment that your feedback stipulated
  - Students respond to feedback in green pen only
- The 'marking up' of every activity (for example, mind maps, listing, practice sentences, drawings and diagrams) within the lesson sequence is not required
- 'Praise marking' - for example, "well done, great work!" is discouraged.

## English Marking Policy

### Feedback at Radnor House:

- Should be mostly verbal and take place within the lesson
- Should be child-led, with pupils engaging directly with the marking process
- Pupils should be given time to act upon feedback given

### Purpose of feedback in English:

- To encourage pupils to reflect on their work
- To give pupils a clear indication of what they are doing well
- To give pupils a clear indication of what they need to work on

- To promote dialogue between pupils and teachers
- To enable pupils to implement feedback in order to make progress

#### Frequency and depth of English feedback:

- Not all work requires marking. Short pieces of work (such as mind-mapping or sentence building) does not require written feedback unless necessary for pupil progress on an individual basis. If teachers identify a general difficulty within these lessons, this will inform future planning.
- Once a fortnight, children are expected to complete an extended piece of writing. Teachers will mark this using the highlighting system detailed below.
- Once a half term, teachers will 'deep mark' a piece of extended writing and hold pupil conferences with each child.
- Children will complete a comprehension task each week. Children will self-mark their work in order to understand the information and depth required to answer the question give. This will then be reviewed by the teacher to inform future planning or intervention groups.
- If a child has received support with a task, a letter 'S' will be written beside the relevant question or paragraph. This will enable teachers to better monitor the children who have needed additional guidance.

#### Writing Feedback:

- To mark extended pieces of writing (a paragraph or more in length), teachers will use highlighters to indicate to children what they are doing well and what they need to work on next. They will highlight examples in the text (for example, where the child is using a particular type of figurative language; where they are addressing the reader; where they are using fronted adverbials to link their ideas; or conversely: where capital letters are not being used for proper nouns; where a word has been used repetitively; where sentences begin repeatedly with the same opener). This may be one instance or many within a single piece of work. Where necessary, teacher's highlighting will refer to either the lesson objective or success criteria. It is expected that children are given this style of feedback at least once a fortnight.
- The children will be taught the following code:
- Pink: 'tickled pink' (positive feedback).
- Green: 'green for growth' (constructive feedback).
- At the end of each piece of extended writing, teachers will draw a pink and a green line. Next to these lines, children will write a brief comment, considering what their teacher likes about their work and what they need to work on in the future.

If children are unsure, they should first ask a 'buddy' for peer support then ask the teacher for further clarification. Peer and pupil-teacher dialogue should be a key feature of lessons where children are asked to respond to marking.

- In addition to this, whole-school symbols are used to indicate spelling, grammar and punctuation mistakes. Staff are not expected to correct every punctuation, spelling and grammatical error in every piece of writing. The teacher is free to exercise their judgment in these respects, and is free to build in opportunities for students to action any feedback given. Teachers should only use these symbols if they expect children to act upon their feedback.

Symbol	Explanation / <b>action</b>
SP (with word single underlined)	Incorrect spelling / <b>rewrite at least twice in the margin or at end of work. Limit this to no</b>
	<b>more than three.</b>
//	New paragraph needed / <b>teacher may ask student to rewrite.</b>
~~~~~ (Squiggly line).	Grammatical / sense error / <b>teacher may ask student to rewrite.</b>
= (Letter underlined twice).	Capital letter needed.
o (around empty space).	Punctuation missing / <b>teacher may ask the student to rewrite the sentence / fill in the missing punctuation.</b>
Arrow pointing up or down.	Insert word or phrase / <b>teacher may ask the student to rewrite the sentence / fill in the missing word or phrase.</b>

#### Comprehension Feedback:

For comprehension tasks, pupils will be given the answers to the questions they have answered. Through class discussion, the teachers will guide pupils to self-mark their answers, extending or amending their answers using green pens if incorrect.



Teachers will then review pupils' own marking to ensure accuracy and hold interventions where necessary to further understanding.

If there is a common error across a group, the teacher will build this into their planning as a further teaching opportunity. It is expected that this will take place once each week.

#### Green Pens:

All editing and responses to marking are to be done using a green pen to show that children are reflecting on their work and the feedback given to them.

#### Pupil Conferences:

Every half term, children to complete an unaided piece of written work and a short comprehension task. Teachers will 'deep mark' these tasks and hold pupil conferences, sitting down with pupils for at least 5 minutes per pupil on a 1:1 basis to discuss their writing. Teachers should note in their schemes of work where time is being made for this (in a team of three English teachers, two teachers will plan to take the year group to allow the other to have a session to hold these discussions or an independent task should be set). In these sessions, teachers will outline what the child is doing well and what they need to work on next to make further progress. Teachers will record these discussions using the following template and children will sign and date this as a record of their meeting. This document will then be stuck into the child's book.

Description of work:	(Title/genre)
What Went Well:	(2-3 bullet points)
Even Better If:	(2-3 bullet points)
Pupil's signature:	

Writing assessments are held every term. These will be completed in children's English books which will be the 'deep marked' piece.

#### Maths Feedback Policy (Upper School)

##### Feedback at Radnor House:

- Should be mostly verbal and take place within the lesson
- Should involve some written feedback
- Should be child-led, with pupils engaging directly with the marking process
- Pupils should be given time to act upon feedback given

### Purpose of feedback in Maths:

- To encourage pupils to reflect on their work
- To give pupils a clear indication of what they are doing well
- To pinpoint slips and misconceptions
- To promote dialogue between pupils and teachers with a view to developing reasoning skills and deepening understanding
- To enable pupils to implement feedback in order to make progress

### Frequency and depth of maths feedback:

- Maths lessons consist of well-structured classroom activities, involving clear instruction, conceptual and procedural variation and intelligent practice.
- Starter activities provide the opportunity to revisit previously taught topics, assess retention of knowledge and intervene verbally to rectify any misconceptions.
- Regular check-ins are provided for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding.
- Throughout the lesson, teachers circulate the classroom and carry out live marking as well as comments if necessary.
- It is important for teachers to distinguish between a pupil's simple careless error and an error that reflects a lack of understanding.
- For careless errors, it is enough to simply indicate where each careless error occurs in red pen while employing verbal feedback as necessary.
- If errors demonstrate lack of understanding, the teacher will decide on an alternative course of action. For instance, with a small number of pupils, the teacher may re-explain the principles and strategies involved or arrange same-day intervention. The teacher may also provide a similar example in red pen for the pupil to attempt. For a large number of pupils, the errors will be addressed in the current lesson or in the next lesson.
- In Year 5 and Year 6, weekend homework activities are handed in and marked to assess understanding and pinpoint any careless errors or misconceptions which are then highlighted and explained where necessary in red pen.

Symbol	Explanation/Action
Cross/X in red pen	Incorrect answer/Repeat in green pen or receive explanation through verbal feedback
Arrow or star in red pen	Comments relating to next steps or positive reinforcement/Respond to comment if necessary and initial
Circled in red pen	Careless errors or omissions
S written in green pen by child	Indication that the child has received support at this point

### Green Pens:

All editing and responses to marking are to be done using a green pen to show that children are reflecting on their work and the feedback given to them. Children use an S in green pen to indicate support has been provided by teacher at this point

### Pupil Tracking Tasks:

As a weekly intervention task for Year 3 and 4 and a weekly homework task for Year 5 and 6, children carry out a Schofield and Sims test to assess understanding of a variety of topics and principles involved. While marking these, teachers are able to assess the understanding of each student and intervene in future lessons and interventions where necessary. Teachers can also build an overall picture of each student's understanding of the entire curriculum over time.

### Feedback Guidance - Lower School

In the EYFS and Year 1, it is anticipated that almost all marking will consist of direct, immediate and verbal responses to the child. However, this does not mean that EYFS and Year 1 teachers will not write comments or use stickers, stamps etc. and this must be done with the same frequency as for Years 2 to 6. There may also be children in the EYFS and Year 1 classes where this marking scheme may begin to be introduced. Teachers should therefore use their professional judgement about when they begin to use the scheme.

### Frequency of marking

Teachers in the EYFS and for much of Key Stage 1 will usually mark with the child at the time the work is completed and with the child present. However, teachers must avoid children queuing in lesson time to have their work marked.

## Appendices

What kinds of independent activities might a teacher set a child in order to assess their learning?

Please feel free to add your own ideas as to how you can assess the learning of your children.

Activity	Comment
Questions / quizzing / kahoot	
Adding to a brainstorm already created	
Creating a new brainstorm recalling taught content	
Drawing a concept from words or memory	
Teaching a concept to another pupil	
Showing an abstract image and asking the child to link it to the lesson content / objectives	

## 2. Barak Rosenshine's Principles in the context of a lesson

Step-by-Step Planning Template: What do these Principles look like in a lesson?		
Lesson Order/Structure	Content/Examples	Purpose
<p><b>Start of Lesson</b></p> <p><u>Retrieval Practice (Starter)</u></p> <p>1. <b>Daily review</b></p>	Prior knowledge question/activity.	<ul style="list-style-type: none"> <li>• Retrieval Practice</li> <li>• Memory/Recall</li> <li>• Information provided to teacher – where are the current gaps in understanding? What have they forgotten?</li> </ul>
<p><u>Teaching</u></p> <p>2. <b>Present new materials in small steps</b></p> <p>3. <b>Asking a lot of questions</b></p> <p>4. <b>Provide models</b></p> <p>5. <b>Provide scaffolds for difficult tasks</b></p>	Step-by-step approach using worked examples and live teacher modelling 'thinking aloud' in front of pupils. Success Criteria constructed with pupils. Lots of <b>questions</b> for understanding of tasks. Teacher talk to ensure <b>direct and clear instructions</b> .	<ul style="list-style-type: none"> <li>• Eases cognitive load/<b>information overload</b></li> <li>• Checks understanding</li> <li>• Aids successful task completion</li> <li>• High expectations and levels of <b>'challenge for all'</b></li> <li>• Opens greater breadth and depth of knowledge</li> </ul>
<p><u>Students engaging in deliberate practice</u></p> <p>6. <b>Guide student practice</b></p> <p>7. <b>Independent practice</b></p>	Pupils use success criteria, information and learning from examples and modelling to <b>practice</b> . Use of peer explanations. Using silence to aid 'thinking hard'.	<ul style="list-style-type: none"> <li>• Practicing for maximum future success and mastery of topic – aiming for full understanding and fluency</li> </ul>
<p><u>Feedback (Whole Class)</u></p> <p>8. <b>Checking for student understanding</b></p> <p><b>End of Lesson</b></p>	Checking understanding through teacher circulation. Correcting and engaging with <b>misconceptions</b> . <b>Reteaching</b> where necessary. Peer and self evaluation. Plenary.	<ul style="list-style-type: none"> <li>• Checking all pupils for mastery and clear understanding of task</li> </ul>
<p><u>Regular retrieval practice</u></p> <p>9. <b>Daily review</b> <b>Throughout a SoW</b></p> <p>10. <b>Monthly review</b></p> <p>11. <b>Obtain a high success rate</b></p>	Frequent <b>low-stakes</b> quizzes and testing of knowledge across short, medium- and long-term planning.	<ul style="list-style-type: none"> <li>• Embeds material into long term memory</li> <li>• Checks for understanding – what gaps <b>still exist</b> in their knowledge?</li> </ul>