



Marking, Feedback and Assessment Policy

Date Reviewed:	22.09.2025
Next Review Date:	01.09.2026
Policy Owner:	Faye Dance
Ratified @ FGB/Committee Name & Date:	School Policy

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.



Oakhurst Grange School

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhurstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS) 07746135233

DDSL: Gemma Mitchell (Headteacher) 07786 393228

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Aims:

- Marking should be efficient and appropriate for the pupil's age, needs and stage of development.
- Each piece of a child's work should be acknowledged.
- Marking procedures should be accurate, consistent and effective, focussing on assisting pupils to make progress.
- Systems for assessing and recording pupils' attainment and progress should be integral to curricular and lesson planning, including success criteria.
- Written or oral comments on marked work should be sufficiently positive and specific to encourage pupils to make progress.
- Corrected work should be returned as speedily as possible to pupils.
- Spellings should be corrected sympathetically and pupils may be required to write out the most common mistakes/ 'key words'.
- Marking should be carried out in a contrasting colour (green).
- Rewards should be age related and designed to encourage and motivate.
- To use school wide marking code.
- The marking scheme should be clear to the pupil.

Presentation

- Pupils should not be allowed to write or draw inappropriately on the cover of their exercise books.
- The Year 4 Teacher will decide when it is appropriate for pupils to use blue ink only. Before this, pencil will be used in all lessons.
- A high standard of presentation is expected. Repeated untidy work should be highlighted.
- In Year 4 upwards, all formal work should begin with the date and a suitable title and both should be neatly underlined.
- The children should be encouraged to reflect on their own work to foster self-belief and an understanding of their own knowledge of the expectations of the school.
- Lesson objectives are listed at the top of each piece of work for Years 5 and 6. Other year group teachers are encouraged to start implementing the use of target objectives at an appropriate point for appropriate work.
- Previous work may be lined off.

In the autumn and summer terms, subject coordinators will require a sample of work (top, middle and lower end of the class) to be reviewed and assessed for the overall quality and presentation of work for peer review (as part of a Staff meeting).

Marking Work and Providing Feedback

Two types of marking will be used; 'light marking' and 'deep marking'.

'Light marking' is the use of the marking code system along with small corrections or adaptations.



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'Deep marking' is the use of the marking code system along with individual comments and next steps/targets.

- English and Maths - 2 deep marks and a minimum of 6 light marks each fortnight.
- All other subjects – 2 deep marks per half-term, all other pieces of work light marked throughout the half-term.

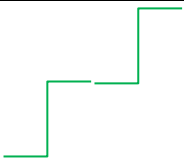
Below is the marking code system that is used. These codes are to be used for both light and deep marks within a pupils' piece of work. The coding system will be used across the whole school and various codes will be used depending on the pupils' age. In addition to this, the lower school may use stamps for recognition of good work.

Teachers are to mark in green pen, students to mark in purple pen (if peer marking, child should sign their name at the end of the work that they are marking).

<u>OGS Marking Code System</u>	
I	Independent work
WS	With support (from an adult)
PW	Paired work (with a pupil)
PA	Peer assessed (child must write their name alongside their marking)
VF	Verbal feedback given
✓	Good work
✓✓	Great work
^	Something is missing
○	Punctuation required
SP	Spelling mistake
GR	Grammar



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Highlight	Yellow highlighter for a standout piece of work
?	Adult does not understand
	Incorrect answer
PR	Proof read
1HP	House point (number in front indicates how many house points have been awarded)
	Next step

Every Tuesday morning registration period is dedicated to children responding to the marking and feedback that they are receiving, this is known as DIRT (Directed Independent Response Time). This is in addition to any lesson time or other opportunities that are provided by teachers for the pupils to complete this.

Practical and appropriate target setting is an essential tool for ensuring success within a child's education. We endeavor to set appropriately challenging and realistic targets in a manageable process. We do not believe in target setting for the sake of it – only when it is beneficial to the individuals involved.

It is noted that it will not be appropriate for every piece of written work to be graded/scored.

Grading

Grading forms part of the overall Marking, Feedback and Assessment Policy.

The staff of Oakhyrst Grange School believe that in normal circumstances: -

1. Grades will be given for all deep marks.
2. This grading system is also used for reporting purposes.
3. In Years 3 to 6 marks may be converted to a percentage score.

PERCEIVED EFFORT – A = Excellent
 B = Above Average
 C = Average
 D = Below Average
 E = Extremely Poor Effort



Oakhurst Grange School

ATTAINMENT

1 =	80% +
2 =	60% +
3 =	40% +
4 =	20% +
5 =	Unmarked/Incomplete

For children working towards entrance examinations, percentages relating to entrance examination mark schemes may be frequently used in Years 5 and 6 and within test situations.

Self-Marking

Pupils' learning to self-mark their work is important. It is also often appropriate for pupils to comment on each other's work. This form of marking is shown using purple pen.

Adaptations

Both in class and as homework, the children's tasks may be differentiated so that it is in line with their ability with some challenge. This is not always shown directly in the marking of the work, but can also be implemented during the teacher inputs, class/individual activities, work set and verbal information/feedback provided throughout. Adaptations at Oakhyrst Grange School can be shown and executed in a wide variety of ways, this includes, but is not limited to:

- Classroom organisation (seating arrangements/work areas)
- Group learning
- Verbal teaching/support from adults
- Varied language use from adults
- Varied questioning and response from adults
- Progressive activities
- Use of digital resources
- Variable outcomes (time/targets)
- Use of support staff
- Knowledge of pupils (likes/dislikes/ability/skills/prior knowledge/learning styles)

Assessment and Reporting

At Oakhyrst Grange School, we undertake a range of assessments in order to track a pupils' progress and to implement planning and preparation for future teaching and learning. At Oakhyrst Grange School, we currently use GL Assessment to assess pupil progress in English, Mathematics, Science, Verbal Reasoning, Non-Verbal Reasoning, Reading, Spelling and Pupil Well-being.

Children are assessed in English, Maths, Reading, Spelling and Pupil Well-being twice a year (Autumn Term and Summer Term).

Pupils are assessed once a year in VR and NVR (Autumn Term) and Science (Summer Term).



Oakhyrst Grange School

A dyslexia screener test is complete in the Autumn term for all year 3 pupils and any pupils older than year 3 who have recently joined the school. The SENDCO oversees this assessment and feedbacks to any parents should relevant information need to be shared.

Standardised Assessments

Key:

PTE – Progress Test in English Assessment

PTM – Progress Test in Maths Assessment

PTS – Progress Test in Science Assessment

CAT – Cognitive Ability Test Assessment

Note: The various numbers next to each assessment state the level of assessment.

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception			PTM 5 PTE 5
1	PTM 5 PTE 5 NGRT		PTM 6 PTE 6 NGRT
2	PTM 6 PTE 6 NGRT NGST CAT4 Level X		PTM 7 PTE 7 NGRT NGST
3	PTM 7 PTE 7 NGRT NGST CAT4 Level Pre A Dyslexia Screener		PTM 8 PTE 8 PTS 8 NGRT NGST
4	PTM 8 PTE 8 NGRT NGST CAT 4 Level A		PTM 9 PTE 9 PTS 9 NGRT NGST
5	PTM 9 PTE 9 NGRT NGST CAT4 Level B		PTM 10 PTE 10 PTS 10 NGRT NGST
6	PTM 10 PTE 10 NGRT NGST CAT4 Level C		PTM 11 PTE 11 PTS 11 NGRT NGST

Foundation subjects are assessed by internal end-of-topic assessments that are recorded centrally in the Staff Admin Assessment area. Subject coordinators continually monitor the data and provide feedback, interventions and target setting as a result of the assessments.



Pre-Reception and Reception

Pupils in Pre-Reception and Reception work towards statements in the guidance from The Early Years Foundation Stage. At the start of the year the children are baseline tested. Pre-Reception use the assessment programme ASPECTS and Reception use the assessment programme BASE. Both classes are then tested through these programmes again at the end of the school year. At the end of Reception, pupils are also assessed against the Early Learning Goals.

Copies of results will be made available to the Form Teachers for analysis and will be saved electronically.

Criteria for Differentiation for Internal Assessments

Oakhyrst Grange School is a non-selective school.

When there are children with Educational Health Care Plans they are placed on Oakhyrst Grange's SEN register. See SEND Policy.

For assessment purposes, one would expect the range of results to be from 40% to 90%. Our 'test week' assessments are set with this in mind. Of course, there will be some children who may score slightly outside of this range. If a child's difficulties mean that they are unable to access the assessment without assistance and/ or are unable to score within this range then, at the teacher's discretion, a differentiated paper will be set.

There may be children with specific learning difficulties which may be catered for with specific assistance. For example, a child may be able to access the assessment if the paper is read to them. Furthermore, there may be the need for a scribe. Some children will be provided with additional time to complete their test following recommendations from professional assessment reports. Some pupils may use a reading pen within assessments.

Consideration should be made for children who meet some, or all, of the criteria below:

- Children with Standardised scores of less than 100.
- Children with reading ages that are 1.5+ years below their chronological age.
- Children with specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia.
- Children with reports from outside agencies.
- Children highlighted as a 'cause for concern' (see SEND policy).
- Physical difficulties and disabilities.

Children who sit a differentiated paper will not be included in the range for reporting purposes. Children who have assistance but have taken the standard test will be included in the class range. It is good practice for the teacher to inform the parents (often in the school report) if their child has been assisted.

For this policy, assistance is having an assigned reader or scribe. Reading one or two questions would not be considered 'assistance'.



Oakhyrst Grange School

Report Writing

Reports should be positive and truthful, and if possible they should end on a high note. The pupil's formal name should be used primarily agreeing with the name used in the heading. Abbreviated names may be used thereafter.

In our reports, the Attainment Grade and Effort reflects the child's performance for the whole reporting period. There will often be some correlation between test scores and attainment grades. However, it is not unusual for a child's effort and attainment grades to not be in line with the test score. For example, some children may perform poorly under examination conditions and therefore their test score may not reflect their standard of work in class over the whole term.

Please note that an effort and attainment grade of B3 is a good effort and average performance for a child of that age

Records should be kept of meetings between parents and staff. If concerns are raised or discussed these notes should be placed in the relevant child's folder or on the school portal.

This Policy is subject to regular review.