



OAKLEA GRANGE

Marking and Assessment Policy

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Date:	28.09.2022

Reviewer:	Austin Bowers Natalie Hughes-Evans
School Role:	Headteacher & Teaching and learning lead
Date:	10/07/2026

I agree that I have read and understood this policy, and that I am aware of my responsibilities in meeting the expectations stated within this policy.

Name	Role	Signature
Austin Bowers	Headteacher	
Darren Gilmour	Wellbeing Lead	
Dawn Small	Business Administrator	
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Key Contacts and Roles:

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Introduction

At Oaklea Grange School, we believe that by supporting growth in the children's holistic development, we will, in turn, impact upon their learning potential and educational attainment. This will help our pupils create the secure attachments that they so deserve, enabling them to become the next generation of talented and emotionally secure young adults. At Oaklea Grange School, we provide opportunities for all pupils to achieve the best outcomes and reach their potential. Our school is a safe, caring, and nurturing space. It is inclusive and a positive place to be, with the trust and the quality of relationships, key to changing lives for the better. We are keen to show our pupils that the challenges they have faced do not have to obstruct the opportunities they could experience. We have the desire and capability to help pupils re-engage in learning and change their future.

The curriculum promotes personal growth and good health and wellbeing as well as appropriate academic challenge to secure the best future outcomes for our pupils. There are also a vast range of effective interventions available across the school. We deliver outstanding lessons based around the National Curriculum that leads to opportunities to study a range of nationally recognised qualifications that enable pupils to access further education. Oaklea Grange School offers a challenging academic programme alongside structured learning of life skills and RSE whilst prioritising their social, emotional, and mental health needs. An active Student Council ensures that the voice of the pupil is always heard.

We are a community of learners, continually reflecting, developing and progressing.

Marking

Feedback to Improve (FBI)

Assessment and feedback are integral to teaching and learning and will be embedded in every lesson. *Assessment for learning* and *assessment of learning* takes many forms (written and verbal) are equally important. The most valuable types of assessment and feedback always inform learning (past, present, future).

Verbal feedback is often the most valuable as it is immediate, personalised and promotes a therapeutic growth mindset ethos. Live feedback may be recorded with either a verbal feedback stamp or VF written in books.

Aims

1. To establish a consistent approach to the way in which pupils receive written and verbal feedback.
2. To enable staff to evaluate the effectiveness of their teaching and to inform future planning, intervention, homework, and assessment.
3. To close knowledge gaps and improve the learning dialogue a teacher has with their pupils and vice versa.
4. To empower pupils to effectively reflect and improve their learning so they can reach their full potential.

In short, marking and written feedback should enable pupils to self-reflect, take action and make progress.

Marking, when done consistently and constructively, can provide a real insight for a pupil on how well they have gained knowledge, concepts, and skills over time.

Impact

Pupils should recognise that feedback, homework and assessments benefit their own progress, not just teachers. Feedback will follow the WIN structure (See section Feedback to improve (WIN)).

Marking and Feedback

Written feedback

1. Feedback should be predominantly encouraging and constructive
2. Relate to the task in hand with clear success criteria
3. Challenge the pupils to reflect on their learning
4. Create opportunities for further dialogue with their teachers
5. Create opportunities for further dialogue with their peers
6. Provide clear direction for improvement
7. Reflect the 'proximity' of the pupils to their target grade if possible
8. Involve pupils in their own learning
9. Be clear and concise enough for progress to be easily evidenced over time

Quality of presentation of pupils' work

1. There should be a title and a date for every lesson in pupils' books (where possible)
2. Books should have no graffiti or other text not applicable to the subject content
3. Graphs or diagrams should be drawn in pencil and any straight lines, including margins, should be drawn with rulers and pencils
4. Pupils' books should be checked for accurate spelling, punctuation, use of key terminology and grammar
5. Pupils' handwriting should be clear, neat and legible (where possible)

What should be marked?

Not everything a pupil does requires marking; this would be time-consuming and punitive. Teachers should not have to spend time ticking and marking their own notes. However, it is important that teachers check that their notes and class activities are accurately recorded with no errors. Pupils should be made accountable for the upkeep of their books, notes and assessments.

Frequency of book marking

- Live marking during the lesson provides instantaneous feedback.
- The frequency and depth of marking depend on the subject and lesson allocation.
- Marking that provides no constructive feedback is not required.

- Reviewed work should be marked with a C-meaning completed and checked once it meets expected standards.
- Marked work should be returned promptly to the pupils so any misconceptions, errors and omissions can quickly be addressed; this is especially important for summative assessment.

Assessment

Oaklea Grange School will use a variety of assessment techniques, such as baseline, formative and summative assessment. (See appendix 2) We assess pupils by 'stage not age' ensuring we follow the Curriculum for Wales' (CfW), as defined in the *Supporting Learner Progression: Assessment Guidance*, three key reasons for assessment which are to;

- support individual learners on an ongoing, day-to-day basis
- identify, capture, and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

As far as reasonably possible staff will ensure targets are set within six weeks of a pupil starting at Oaklea Grange.

To support the three reasons for assessment listed above, Oaklea Grange School's assessments will be an ongoing process that is embedded within day-to-day practice and is made fundamental to the learning process. Staff use baseline, formative and summative assessment alongside self and peer assessment to provide high quality feedback and guide planning. Teachers will be clear about why and how the understanding gained from each assessment activity will be used to inform future learning.

Summative assessments

There should be rigorous summative assessment in line with Long Term Plans (if applicable) in addition to the tasks that are marked in pupil books; these may count as a WIN task which are completed at least once every half term. These assessment pieces could be a past exam paper, controlled assessment, extended writing/essay, project work or practical tasks. All teacher marked work needs to be summarized on WIN sheets or detailed in WIN format notes from the teacher. (see appendix 1).

- Time should be set aside in lessons for pupil interaction with marking assessment and feedback. Where possible this should be the starter or if needed the main topic of the lesson.
- The outcomes of summative assessments should be in grades/levels. (Pass/Fail for some course- if applicable)
- All assessments/grades/levels will be clearly recorded in an appropriate location.

(We note that many of our pupils are very resistant to repeating or drafting large sections of work. Marking should therefore focus on the skills, knowledge or other attributes needed to improve attainment within the remainder of that task or a subsequent task, which will ideally follow within that lesson)

Baseline assessments

A variety of baseline assessments will be used to assess prior data for all pupils when they arrive at Oaklea Grange, these can include:

Assessment	Area		
GL ASSESSMENT	CAT4	Cognitive abilities	Baseline and understand core ability and potential
	The PT Series	English, Maths, science	Compare year-on-year attainment and progress in English, Maths and Science
	PASS	Attitudes to learning	Identify any barriers to learning through understanding attitudes to school
	Rapid	Whole class dyslexia screening	Identify the probability of dyslexia with fast whole-class digital screening for ages 4–15 years.
	Exact	Exam access arrangements screening	Simple and efficient screening to identify pupils entitled to exam access arrangements.
	NGRT and NGST	New group reading test New group spelling test	Establish, maintain, and monitor reading skills with nationally standardised benchmarks
	TRT	Spelling, reading and phonics	Baseline and understand core ability of spelling & reading.
	SAFMEDS	Maths Recall	Monitor progress of key skills with national indicators.
	MALT	Maths Baseline	Baseline of maths age.

Regular testing within these areas will take place across the academic year to monitor progress and development of the individual.

Formative Assessment

Formative assessment is a process used by teachers and pupils during instruction, that provides feedback to adjust ongoing teaching and learning to improve pupils' achievement of intended instructional outcomes.

Formative assessment is used at Oaklea Grange School:

- To keep pupils understanding the achievement targets
- To help them understand where they are relative to the achievement target
- To help pupils understand how to close the gap between where they are, where they want to be, and what their potential is.

Some examples of formative assessment include self-assessment, peer assessment, goal setting, activating prior knowledge, transferring learning and skills, feedback, think-pair-share, discussion, exit tickets, questioning and RAG rating learning.

WIN sheets **can** be used for formative assessment as and when a teacher feels. This could be for verbal feedback given within the lesson that a pupil would like a teacher to document or a way to document self or peer assessment.

Formative assessment is Oaklea Grange School's way of showing progress within each lesson and allowing a pupil to believe that success is possible.

Monitoring of assessment and progression

As part of the staff's weekly meetings the assessment and progression of pupils will be addressed.

A new online tracking system known as Insight is being developed which will allow teachers to track and monitor pupil progression in their subjects using some of the CfW progression steps. These include the development of trackers to support the new Made for Wales qualifications suite. Teachers can also track the development of all pupils' Literacy, Numeracy and Digital skills using the progression step framework and show how this is embedded across the curriculum.

Individual teacher trackers can also be used.

These skills align with the Curriculum for Wales four purposes. This will allow us to assess how well pupils are meeting and developing the four purposes which supports pupils to become:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, well-informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Pupils will build on each element from Year 7 to Year 13, with some pupils having specific focus on certain skills due to their needs when they arrive at Oaklea Grange School.

Feedback to improve using **WIN**

What have you done well?

What **I**mprovements need to be made?

What are your **N**ext steps to make these improvements and why?

WIN Sheets

- WIN Feedback may be written in pupil handbooks, documented on WIN sheets, or recorded as notes following verbal, peer or self-assessment.
- Teachers must provide time for pupils to respond to WIN feedback, either during or outside lessons.

- All assessments including summative tasks should be summarized using the WIN format.

Pupil response

It is expected that teachers provide time to enable pupils to engage in the learning dialogue provided in the written or verbal feedback. This time can be in and/or out of lessons.

Pupils will be required to reflect upon their work, or the work of their peers:

- To consider the depth of their learning and understanding.
- To amend and change their work where necessary.
- To respond to questions posed by a teacher.
- To address literacy errors and improve the quality of their written communication.
- To further develop their responses.
- To meet grading criteria.
- Developing confidence.

Literacy Codes - Standard codes that are expected across all subjects N.B Spelling maximum of three highlighted.

Symbol	Code
Sp	Spelling
G	Grammar
P	Punctuation
KTM	Key Term Missing
✓	Good point (appropriate to expected standard)
C✓	Corrections seen by your teacher and agreed
[]	Check what is written here and consider changing
?	What does this mean?
N	Evidence of Numeracy
L	Evidence of Literacy
DCF	Evidence of Digital Competency

MONITORING AND SUPPORT

- Training will be provided for new staff and staff having difficulties in applying the policy in their own practice.
- The implementation and continued use of the strategy will be monitored on a regular basis as part of Oaklea Grange School's monitoring process. The main focus of this monitoring will be the impact feedback (in the forms outlined in this policy) has on pupil progress as evidenced in books, folders, assessments or other evidence.

Working to pupil targets and reinforcing expectations

High expectations and standards will be reflected in all pupils' work (submitted and other).

- If a pupil fails to submit the requested task, then time must be allocated for them to complete it.
- If a pupil hands in work that is below their target grade/expected level, then they are **expected** to make the necessary improvements following feedback.
- If a pupil's work is *significantly* below their expected target grade/level, they **must** re-do and re-submit the piece of work.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with ALN
- Pupils with English as an additional language (EAL)

Teachers will also take account of the needs of pupils whose first language is not English.

Lessons will be planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Further information can be found in our Equality and Diversity, ALN and English as an Additional Language Policies.

Appendix 1:

WIN SHEET

Name:

Year:

Target Grade:

Date:	Topic :
What have you done well?	
What do you need to do to Improve?	
Next steps?	

Appendix 2:

Baselines & Assessment

