TUDOR GRANGE ACADEMY WORCESTER

Marking, Assessment and Feedback

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Marking, Assessment and Feedback - TGAW

Intent: To provide clarity on the expected implementation of marking, assessment, and feedback to fully support all pupils to make progress.

The aims and priorities for Marking, Assessment and Feedback

- To provide clarity for teachers and pupils through clearly planned 'learning journeys' outlining the knowledge and skills that are fundamental to achieve mastery and will be assessed through 'learning stops'.
- On-going frequent learning checks provide regular feedback to the teacher on the effectiveness of their teaching strategies and allow them to shape their teaching to meet specific needs of all pupils, ensuring fundamental learning is consolidated. This includes adjusting the learning journey to spend more time on content that has not been fully understood.
- To provide pupils with feedback and guidance that directly supports them in developing their skills and to make progress.
- Marking is used as a positive tool to build relationships with students, as well as for targeted support.

Curriculum Maps and Learning Journeys

- Curriculum Maps have been designed by departments to provide an overview of the learning for each term and how these fit into the wider schema.
- Learning Journeys communicate the Learning Stops for the topic of work (generally over 1 half term).
- Learning Journeys will be present in the front of a pupil's book, and they will use the agreed tube line format.
- The number of learning stops will vary between subjects, owing to the difference in contact hours that different subjects have.
- Each learning stop will be presented as a question that will provide clarity on the expected skills and knowledge that pupils would need to master to answer the question with confidence.
- The final learning stop will be the summative assessment for the term and will provide data for data captures where appropriate.

- Learning Journeys will also present the language that pupils need to master to be successful during the term.

Assessments

- An assessment is any activity that gathers information on a pupil's knowledge or skill. It can take many forms from questioning to formal written tasks.
- Teachers will be carrying out low stakes learning checks regularly throughout lessons to enable them to gauge pupils' understanding and allow them to orchestrate the lesson accordingly.
- More significant assessment is written into learning journeys as Learning Stops, and will assess a range of learnt skills / knowledge needed to demonstrate a deeper understanding.
- 'Trust Assessments' will be agreed across the Tudor Grange Academies Trust and be used to inform projected GCSE grades.

Assessments at Learning Stops must:

- Be thoughtfully planned to enable the pupils to achieve mastery by the end of the Learning Journey.
- Provide pupils with an opportunity to fully demonstrate the fundamental skills /knowledge required.
- Have a clear success criteria that can be understood fully by staff and pupils.
- Have model answers and response where appropriate to provide greater clarity for staff and pupils.
- Be followed up with a DIRT (Directed Improvement and Response Time) task that provides an opportunity to address misconceptions and develop a deeper understanding of the content (see below).

Feedback

- Feedback is any activity that gives pupils further insight into how they are progressing. It can take many forms from whole class verbal feedback to individual written feedback.
- Teachers will carry out informal feedback throughout lessons that spotlight success, unearth misconceptions, and help to direct and guide pupils in their learning.
- Teacher feedback in books will be written in purple pen so that it is easily identifiable for pupils. Written feedback will be given at the point of each Learning Stop, following the assessment itself or in response to its connected DIRT task.
- DIRT tasks should directly address any misconceptions and deepen understanding.

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