

The Potteries School

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POLICY: Marking, feedback and attainment policy

COMPILED

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THE POTTERIES SCHOOL: Marking, feedback and attainment

The Potteries School: Our culture, ethos and mission

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) based in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

At the Potteries School we would like our learners to restart their educational experience with confidence and establish a pattern of learning so they can progress, attain and achieve.

Our aspirational aims are to ensure that every learner is able to:

- Experience bespoke learning in a safe and secure environment
- Access opportunities to compensate for missed school experiences
- Develop positive social interaction skills with their peers and adults

- Be supported in managing their behaviour to progress and achieve
- Establish patterns and routines of learning for their next step in education

The learners, teachers, therapists and education support staff believe that our school can and should provide:

- Sensitive but assertive care to prepare learners for school
- An integrated approach to care, therapy and education
- Excellent teaching and learning across the curriculum
- A framework that promotes reengagement and participation
- Strategies to assist learners with regulating their own behaviour
- Individual learning planning tailored to the needs of learners
- A learner-focussed approach to formative assessment
- Education activities that provide transferable skills
- Positive role-modelling to prepare learners for adult life

The Potteries School: Rationale

Marking is a central part of the teaching role and is fundamental in measuring and recording progress and attainment. Written, recorded responses offer a key way of providing feedback to pupils and helping teachers assess learner understanding. Independent research has noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality. In our school setting, it is advisable to be driven by the maxim **'no one size fits all'** that marking should **'meaningful, manageable and motivating'**. With this in mind, it is important to provide definition to important terms:

- **Marking** is the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to learners' written work;
- **Feedback** is providing more detailed guidance to the learner in order to help improve knowledge, understanding and skills.

Marking	Feedback
Summative	Formative
Assessment of learning	Assessment for learning
Measure learning	Moves learning forwards
Directs thinking	Provokes thinking
Solves	Suggests
<i>'You should...'</i>	<i>'How could you...?'</i>

While it is important to note that written marking is only one form of feedback, all marking should offer an opportunity to provide learners with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to learner progress. The type of feedback students get on their work will vary according to the subject. For example, drama and outdoor education will mostly consist of verbal feedback. In fact, most of the best feedback in all subjects is verbal cues while learners are working. Teachers should consider the role of feedback during their lessons and should include a variety of marking and feedback across all subjects.

The Potteries School: Written marking

Marking learner work is a fundamental part of teachers' professional duty. Routinely reading, checking and monitoring learner work connects us to their learning and helps to promote pride in the work that learners produce. It illustrates that teachers value learner work and provide them with precision. on-going information about how well they are progressing. It also enables us to monitor the completion of learning tasks. This kind of routine, light marking should be regular, timely and manageable.

As most learners are taught on a one-to-one basis during the assessment period and there are only four learners at any one time enrolled at the school, the marking protocols work by:

- **Completing** classwork marking immediately, either at the end of a section of work or when a task is completed;
- **Undertaking** the marking with the learner to provide an informative narrative alongside the written comments;
- **Providing** marking for formative assessment tasks at the onset of the next lesson in combination with completion of the individual learning targets;
- **Combining** with the class points system (see below) based on performance, condition and standard to give a valid measure of attainment.

Features within the marking regime should include:

<p>Positive feedback Measured praise</p>	<p>By using the intended learning outcomes for the lesson as a measure for progress, the marking will reflect the positives that the learner has achieved during that lessons. Bespoke, positive responses and praise (where appropriate) are key points</p>
<p>Mistakes Corrections</p>	<p>All learners are given a second opportunity to correct their work following an initial marking. This compensates for misunderstandings about the task that may have misled the</p>

	learner. It also gives the teacher the opportunity to nudge and give hints to the learner to promote success.
Next steps	Small stages and comments used to show learners where their education journey is heading.
Learner challenges	Challenges are used to move the learning forwards and promote progress. Again, the steps will be small and measured to reward success.
Teacher tips	Teacher tips are used to reinforce the learning. Helpful advice on learner booklets serves to promote independent learning. In turn, their workbooks become a source of knowledge and support.

Written marking is carried out in green pen so as to help the learners clearly identify the marking as separate from their efforts. Written feedback should look to:

- **result** in more work for learners than it does for teachers;
- **produce** a meaningful impact on learning and provoke thought;
- **be used** sparingly in order that it is meaningful and promotes independence;
- **not be accompanied** a measure of attainment;
- **provide** feedback on literacy to address punctuation, misspellings and grammar.

The Potteries School: Verbal feedback

Verbal feedback is specific communication offered to a learner relating their performance to the lesson learning objectives. The feedback should aim to produce improvements in learner performance. Verbal feedback should look to:

- **ensure** it is specific, accurate and clear;
- **compare** the previous efforts of learners with the contemporary work;
- **encourage** further effort and endeavour;
- **be** given sparingly so to be meaningful;
- **provide** guidance on improvement not just highlight errors.

The Potteries School: Self and peer marking, assessment and pre-flight checks

Self or peer marking is when a learner or peer checks their own work for errors. It gives immediate feedback to the learner. Self or peer assessment on the other hand is when a learner or peer assess work against an explicit success criteria. This shares and exemplifying success criteria showing what quality work looks like. The success criteria may have been given by the teacher or constructed in discussion with the class. We ask

learners to peer and self assess so as to give instant feedback, to view peer work in a safe setting (sharing excellence) and to allow them access to criteria-driven frameworks to improve their own understanding and learning.

The one to one nature of most of the teaching at the school means that peer feedback an intermittent element of classroom practice. The value of peer feedback as part of a culture of critique within the classroom is known to have a transformational effect on learning especially when learners are given time to act on and use it. Peer feedback should be modelled as part of a culture of classroom critique which is **kind, specific and helpful**. Peer feedback should follow these simple guidelines:

- **Be kind:** Comments should focus entirely on the work with the personal element absent. 'Hard on content, soft on people.'
- **Be specific:** Precise dialogue with detailed explanations on positives and steps to improve should be the emphasis. Comments should explain the exact nature of work needed to improve performance;
- **Be helpful:** Making the feedback constructive is the name of the game with a positive slant even on those elements that require overhaul.

The Potteries School: Pupil participation in the marking process

Once feedback has been given, learners need to be enabled to respond. This process requires offering learners time to reflect critically on how to craft improvement to their work and then to develop new techniques to put their feedback into practice. Effective use of time for disciplined learners includes:

- **Critical reflection:** the expectation that learners spend twice their time reflecting on their feedback as teachers have devoted to giving it.
- **Technique development:** the modelling and scaffolding needed to exemplify the feedback we have given and show learners how to improve.
- **Crafting and improving:** effective use of time for crafting and improving work talking onboard the content of the feedback.

No more than fifteen minutes should be allocated for peer feedback to allow learners time to address errors/omissions/misconceptions and close the learning gap. The time can be spent:

- **redrafting** the entire piece of work;
- **addressing** errors in a section of the work;
- **overhauling** elements of the work;
- **answering** posed questions;
- **editing** suggested passages to improve the work.

The Potteries School: Effective plenaries

Akin to the importance of an engaging starter at the onset of a lesson, so the plenary is of equal importance to a learning session. It is the fundamental mechanism for checking learning, gauging understanding and for future planning. The key features of for an effective plenary need to include:

- Allowance for teachers to assess whole class understanding simultaneously;
- Effective formative assessment at transition points within a lesson;
- Differentiation to attend to the differing needs of your learners;
- Highlighting learner misconception and assist to rectify this;
- Giving learners the opportunity on how and what they have learnt and giving guidance on how to progress.

The Potteries School: Non-negotiables and workload considerations

Non-negotiables

- All work will be marked by teachers in a green pen;
- Every piece of work will have the date and the learning objective;
- Support given will be identified on every piece of work;
- Teachers will identify the progress made towards the learning objective;
- Marking will be either written marking, verbal feedback, self-assessment or peer-assessment;
- All marking will take place within the lesson unless the work is summative assessment;
- Literacy progress will be marked across all subjects.

Workload considerations

All marking and feedback should aim to be:

Manageable: ensure that marking is proportionate and considers the frequency, complexity and time-effectiveness of marking in relation to planning and teaching lessons.

Meaningful: marking is differentiated by age, subject and need. It should encourage learners to adapt approach to meet outcomes.

Motivating: motivating learners to make progress is the key to successful marking. It does not require in-depth comments or being universally positive... sometimes short, challenging comments are more effective. The key points are acknowledgement of learner work valuing learner efforts celebration of progress.

The Potteries School: Measuring attainment

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.). The engine for our work is **assessment**. By the time young people leave our care, it is imperative that we can inform the next provision of the best way to look after, educate and support them.

The School undertakes a number of formative and summative assessments during the 16 – week programme to measure all aspects of educational performance. However, the **most** important method of assessment is the **day-to-day** observation and judgement by support staff during learning activities. As the majority of the curriculum is delivered outside the classroom, support staff recording of outcomes is the key element in measuring **progress**.

The method of recording day-to-day learner progress at the Potteries School is through **Daily Points Sheets**. The purpose of utilising this documentation is four - fold:

- It ascertains if the learner **meets the learning objectives** of the education activity;
- It acts as a guide for **delivery of the learning** for support staff;
- It provides a **quantitative** and **qualitative** measure of learner progress;
- It serves to **inform the 16-week assessment report** with precision recommendation.

There are daily points sheets for all five education activities or learning experiences and all but the initial sheet (class points) are completed by **all** staff:

- Class points
- Sport and recreation
- Educational visits
- Life and independence skills
- Horticulture skills

Class points are the reserve of the Headteacher for classroom lessons only. On occasion, Art & Design sessions are delivered, the methodology for completing these will be a joint endeavour by Andy and Adam.

Sport and Recreation and **Educational Visits** are formatted in the same fashion across documents. The key sections to complete accurately are:

- **Tick** if the **Performance – Condition – Standard** have been met. These are the constituents of the learning objectives completed by Andy prior to the activity;
- **Provide a description** which should include three elements: a narrative of the activity; the behaviours presented; your thoughts on what made it work or fail.

- **Points** for the activity: the scores for each 45-minute learning session are based on the five school expectations which apply across the school curriculum:
 - **Arrive for the activity on time**
 - **Show respect towards others**
 - **Participate in the activity**
 - **Make some effort**
 - **Stay for the entire activity**

Each expectation is worth 2 points: $2 \times 5 = 10$ points for each lesson; 60 points per day. The process of awarding points is **additive**. The learner starts on zero and works to gain full points by meeting the expectations. There is no process of 'earning the points' back, it's either the expectations were met or they were not.

- **Improvements to the activity** is an opportunity for staff to comment constructively on the activity. Did it work for the learner? Do we need to adapt the activity to meet need? Do we need extra resources? Is it unsuitable because of risk factors?

Life and Independence Skills and Horticultural Skills points sheets share some elements of the documents above but have a different focus. The essential difference is that they are **accreditation-based**, whereby the learner is working towards a nationally-recognised certificate for task-based learning. The **L&IS** accreditation is based on AQA Unit Awards that ask learners to complete challenges against set criteria. The **Horticulture Skills** sessions use City and Guilds 9383 tasks as a guide to learning activities. Both activities have a criteria list supplied as a guide to delivery and to supply learning objectives. The points sheets have fully completed learning outcomes by Andy. The only difference to the other sheets is that **evidence collected** needs to be detailed so as to compare the learning with expected outcomes. The points sheets are completed as follows:

- Points sheets are to be completed **as soon as possible** following the activity and returned to the classroom. If not, then for the morning before school the next day.
- As they are a fundamental tool for recording assessment, please try to complete them with integrity. If literacy is a problem, ask your colleague to help.
- Be realistic with the points totals. We need to be providing an accurate and precision assessment of the learning profile for our young people and these monitoring tools assist that process.

The Potteries School: Review

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards)

Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on 23/02/2027.