GLC Assessment & Responsive Feedback Policy [YN-Y6]

This Policy was ratified by the GLC Board of Directors on :	Autumn 2022
This Policy will be reviewed on :	2024

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC Assessment Policy [YN-Y6]

- Assessment is the range of activities undertaken by teachers, support staff and/or their pupils [formal and informal: summative and formative] providing information about the extent to which their knowledge, skills and understanding have been understood and developed
- Teachers respond to the information they have, including gaps in pupils' learning, within and between lessons by modifying teaching and learning approaches and activities in which pupils are engaged – assessment is an integral part of effective teaching and learning
- As identified in research carried out by the Education Endowment Foundation [EEF], effective teachers use assessment information to provide feedback which:
- Moves learning forward
- Targets specific learning gaps
- Redirects or refocuses learners' actions to achieve a goal
- Is specific, accurate and clear
- Focuses on the task, subject and self-regulation strategies
- Provides specific guidance on how to improve and not just tell pupils when they are wrong
- Assessment information informs teachers, pupils and parents of their progress against personal goals and national standards

The assessment criteria across the GLC primary schools are derived from the GLC curriculum. Pupils will be assessed against short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do;

This policy sets out the assessment arrangements in the GLC primary schools and is based on the consideration of statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted.

1. The main purpose of this policy is:
- To ensure effective and consistent assessment practices across the GLC to enable all pupils [particularly underachieving disadvantaged pupils and those with SEND] to achieve or exceed their progress and attainment target outcomes;
- To inform teachers' planning to address any misconceptions and/or gaps in pupils' skills, knowledge and/or understanding or to move their learning forward
- To provide meaningful feedback to pupils on how to improve their learning and raise their attainment;
- To ensure that all pupils know where they are in relation to their expected outcomes for each subject at any point in time;
- To aid the monitoring of individual and groups of pupils' progress and attainment against national standards;
- To outline the expectations for teachers, taking into account their workload
- To inform parents of their child's progress and attainment in relation to aspirational targets, age related expectations and national benchmarks
- To develop and sustain high aspirations of teachers, support staff, parents/families and each learner;

2. Target setting
- From Nursery onwards, each pupil will have a target outcome for reading, writing and maths for each year they attend primary school [including end of Key Stage targets]. In-line with national standards, this will be described as **working towards [WTS]** if the pupil will not attain the national

standards; meeting the **expected standard [EXS]** or working at **greater depth [GDS]** if the pupil will exceed the national standard.
- These will be set annually in the Summer Term ready for the next academic year or following baseline assessments in Nursery and Reception.
- Targets will be generated from targets based on the PiXL language used to describe a child's journey informing whole class teaching and learning approaches and targeted intervention.
- The GLC Board will use the % at E2+ to inform the target for EXS, and the % at A1+ as the target for GDS. The Academy targets will be informed by the % at B1+ for EXS and the % at A2+ for GDS.
- End of year targets for pupils with SEND/Disadvantaged will be set by academy leaders and monitored by the board.   These will take into account both the stage that pupils are working at, their individual needs and progress to date to inform whether targets are achievable and realistic.

3. Assessment Sequencing
- As described in this policy, formative assessment strategies will take place continuously within lessons informing teaching and learning approaches.
- Outside of lessons, pupils' work will be marked in-line with this policy and monitored to inform individual and whole class feedback, as well as teaching and learning approaches.
- In addition to the above, a cycle of testing will take place to precisely assess pupils' strengths and areas that need further support [GLC Primary Data and Assessment Cycle: Appendix 4]
- DDPP [Data Driving Planning and Progress] meetings take place every ½ term to review progress of individuals, groups and whole cohorts.

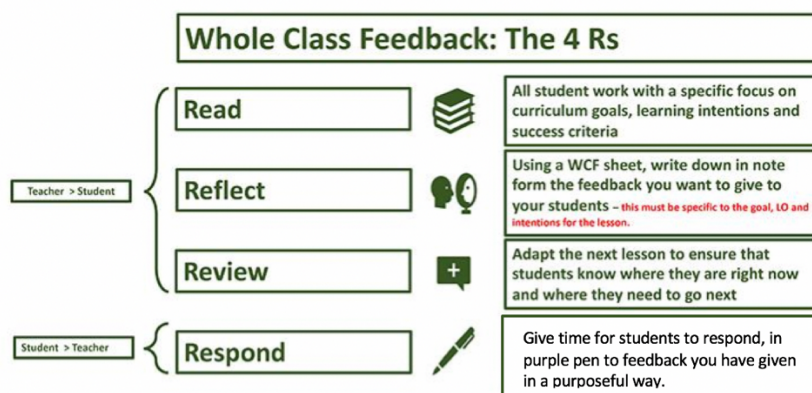## 4. Learning Objectives & Success Criteria
- Teachers will ensure that the intended acquisition of new skills, knowledge and understanding is articulated clearly in the form of a **learning objective with clear success criteria** and that the challenge of the lesson is clearly understood by all pupils and teachers. Pupils are not required to have the learning objective for in books for each lesson, other than in maths:
    - Key Stage 1: Teachers will print labels stating the learning objective, which will be stuck in pupil's books
    - Key Stage 2: Pupils will write the learning objective at the start of each lesson [refer to the maths presentation code]. For pupils with additional needs, labels will be provided where needed.

5. Formative Assessment
Teachers will:

a. Use **accurate formative assessment** practices to ensure that all pupils make progress [and that each underachieving pupil makes rapid progress to 'close gaps']. **In practice, this will require assessment throughout and/or between every lesson.** The forms of assessment will vary [see strategies below] and will be used to:
- Adjust the learning activities, in real time to ensure the learning needs of all pupils are met and progress is maintained;
- Inform pupils of the learning they have secured, how to address any misconceptions or deepen their understanding;
- Pitch the challenge of subsequent work to meet the learning needs of individual and groups of pupils [**with particular attention being paid to the needs of underachieving disadvantaged pupils**];
- Indicate a trajectory towards a final year or Key Stage outcome;

- Maintain accurate and detailed records to support analysis of pupil groups [particularly disadvantaged, more-able and pupils with SEND];

b. Use **'whole class feedback'** in foundation subjects, at the start of each lesson, based the principles of the following diagram:

Whole Class Feedback: The 4 Rs

Read	All student work with a specific focus on curriculum goals, learning intentions and success criteria
Reflect	Using a WCF sheet, write down in note form the feedback you want to give to your students – this must be specific to the goal, LO and intentions for the lesson.
Review	Adapt the next lesson to ensure that students know where they are right now and where they need to go next
Respond	Give time for students to respond, in purple pen to feedback you have given in a purposeful way.

Teacher > Student (Read, Reflect, Review)
Student > Teacher (Respond)

c.   Use a range of questioning techniques to assess the progress of all, individual and groups of pupils against the learning challenge [particularly focussing on those deemed to be 'disadvantaged']. Questioning will be used to clarify pupils' understanding; develop their reasoning; deepen their thinking as well as helping them to apply their learning in a range of contexts; to think creatively and to challenge convention. Questioning must:

- Be mostly targeted and differentiated;
- Be carefully considered, timed and purposeful:
- **Closed questions** are useful if checking pupils' memory and recall of facts. Typically, there is only one correct answer.
- **Open questions** have more than one answer and typically promote higher order thinking skills.
- **Probing questions** probe pupils' schema for the ideas being discussed:
  https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/probing-questions
- **Process questions** emphasise the 'how and why?' requiring pupils to explain their methods and reasoning: https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/process-questions
- Provide, where appropriate, opportunities for pupils to Agree with, Challenge or Extend the subject of the questioning [ACE];

Teachers will adopt the following strategies [Teaching WalkThrus] to ensure participation and to help pupils to refine their answers:
- 'Think, pair, share' strategy. Every member of the class engages in generative thinking before their partner offers their ideas. 'Cold Calling' is then used for general class feedback.
- Cold calling. Teachers pose a question to the whole class, time is given to think before someone is selected to respond.
- 'Say it again, better'. This develops the expectation of quality responses to questions [as opposed to short, shallow responses]. Teachers pose a question; they acknowledge the first response but then support with formative feedback before inviting the pupil to 'say it again better'
- 'Show me boards'. A good way to sample the responses from a whole class is to use mini-whiteboards.

- 'No opt out'. If a pupil responds to a question with "I don't know", go back and check their understanding following a pupil who has given a good answer.

d   Use the strategy of 'Eavesdropping' to inform their feedback and next steps for teaching and learning:
- "Partner discussions, after good teacher questions, present golden opportunities for the teacher to listen in on those often-illuminating conversations before asking questions to random students to share their thoughts. [John Hattie and Shirley Clarke [2019] Visible learning feedback].

e.   Provide regular, high quality diagnostic and developmental verbal feedback [to the whole class, groups of pupils or individuals] during each lesson to address any misconceptions and to secure rapid progress, ensuring **"feedback is more work for the recipient than the donor"** [Dylan Wiliams [2015] Embedding formative assessment"]

  Linked Teaching WalkThrus:
- Feedback that moves learning forward [Vol 1, page 104]:
  https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/feedback-that-moves-forward
- Feedback as actions [Vol 1, page 106]:https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/feedback-as-actions
- Whole class feedback [Vol 1, page 108]:
  https://sites.google.com/view/walkthrusfullpackage/what/questioning-feedback/whole-class-feedback

f.   Provide feedback under under 3 main headings:
- **Specific Achievement:** is celebrated through Tickled Pink highlighting [NB Tickled Pink will not be used in maths books];
- **Specific Improvement Feedback** identifies where mistakes or misconceptions lie and how work can be improved;
- **Specific Extension Feedback** identifies where further understanding can be explored to deepen learning and further extend higher order thinking;

g. **Apply the knowledge of common misconceptions by:**
- Identifying these within and between lessons
- Making explicit reference to these during live modelling and through the use of metacognitive talk
- Building these in to spoof assessment activities so that pupils avoid these when applying their learning

h. Provide feedback that is blended with metacognitive practice by:
- Making feedback in to detective work, outlined in the following examples:

	Feedback more likely to move learning forward			Less likely
	Task	**Subject**	**Self-regulation strategies**	**Personal**
	Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	*Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	*Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.*	*About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	*'Great work—you're brilliant at maths!'*
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'.	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	*'This is ok, but you are better than this!'*

- Making pupil reflection, before attempting a task, whilst completing a task and after completing a task, a consistent part of practice [Jennifer Webb [2021] The Metacognition Handbook].

i. 'Shine the light' on excellence by:
- Using a visualiser to display a piece of work which achieves the learning objective and/or success criteria
- Clearly articulating and having pupils identify how and why the learning objective and/or success criteria has been achieved

j. Use mini plenaries during, and plenaries at the end of the lesson to accurately assess and secure pupils' progress;

k. Build in daily opportunities for self and peer assessment; including that of basic skills: **[See Appendix 3]**

l. Routinely [both formally and informally] **assess pupils' knowledge and application of key vocabulary**. This will be done during lessons and over time to ensure the learning is secure;

m. Ensure that all homework is assessed and appropriate feedback given.

6. **Summative assessment**
   Teachers will:
   - Ensure that pupil-level achievement for reading, including phonics, writing and maths is updated on SIMS in-line with the published assessment cycle.
   - Use question-level analysis to inform future planning, update PLCS and drive interventions;

   Summative assessments for **reading** and **maths** will be based solely on test scores and will be described in two ways:
   1. **Actual:** pupils whose marks are in-line with the end of year expectations;
   2. **Indicator:** pupils whose marks are at or above the grade boundary for that point in the year
   [see Appendix 5 for the grade boundary document]

Summative assessments for **writing** will be recorded as WTS, EXS and GDS but are only described as an indicator. These judgments will be made based on independent pieces of writing which will be assessed to see to what extent the pupils are achieving the statements relating to what they have been taught so far. This will be supported by use of the writing frameworks and moderation processes both within and beyond the Academy/GLC/LA/external moderation partners. We therefore expect a similar percentage of children to be at EXS/GDS throughout the year. This will be reviewed at each assessment point with occasional adjustments made under exceptional circumstances.

A combined Indicator judgement for [Reading/Writing/Maths] will be auto-generated within SIMs. [As for writing there will be no actual for combined.]
This process will be scrutinised by leaders and further validated through GLC, LA and external partner moderation.

End of year summative assessments for thematic subjects will be based on teachers making an overall judgement in each thematic subject for each pupil: WTS or EXS which will be recorded on Sims.

To assist schools in planning to meet pupils' learning whether in class or in interventions the GLC has adopted the PiXL Language of assessment as follows:

PiXL Grades	Definition
A1	Based on current rate of progress, will secure Above Expected Standard.
A2	**Above Expected Key Marginal** Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard.
E1	Based on current rate of progress, will secure Expected Standard.
E2	Based on current rate of progress is likely to achieve Expected Standard but may require some additional support.
B1	**PiXL Key Marginal** Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
B2	Not expected to achieve Expected Standard in the current academic year.

Summative assessments for Read, Write, Inc/Phonics Screening Check
Pupils on the RWI programme will be assessed on their progress within Read, Write, Inc every half term and this will be used to determine teaching groups and phonic interventions. The Assessment Data Manager will record this on SIMs. A termly Phonics Screening Check [PSC] mock for children will also be carried out and data recorded on SIMs.

Early Years

Formative assessment:

Teachers in the nursery will use an online learning journey, assessing pupils against the relevant statements from Development Matters.

Teachers in reception will use a wide range of formative assessment strategies to inform a ½ termly summative judgement [see below] for each aspect of learning. For the following aspects of learning, formative assessments will be recorded on a formative assessment record template [See appendix 7]:
- Maths: Number & Numerical patterns
- Comprehension
- Writing

For all other aspects of learning, *practitioner knowledge*, informed by ongoing assessment will be used to inform the ½ termly summative judgement.

Teachers in the nursery will use their ongoing assessment and evaluation of personalised 'in the moment planning targets' to inform a ½ termly summative judgement.

Curriculum planning will be explicitly linked to Development Matters. Teacher knowledge of age-related expectations will be built through the use of questions, vocabulary and models [what a good one looks like].

Summative assessment:
At the start of nursery and reception, pupils will be assessed against the reception baseline framework and/or the Development Matters framework.

At the end of each half-term, on Sims, teachers will make a summative judgement [Beginning – Working Within – Secure] based upon the assessment information gathered through day-to-day observations, interactions and conversations with pupils, for the following areas of learning:

- Prime areas: Personal, Social & Emotional development; Physical development; Communication & Language
- Specific areas: Literacy; Mathematic, Understanding the world, Expressive arts and design

At the end of the academy year, teachers will make a summative judgement against Early Learning Goals [ELGs] determining if a pupil is 'Emerging' [WTS] or 'Expected' [EXS] for GLD.

7. Frequency of marking and feedback;
Teachers will ensure the marking of underachieving disadvantaged pupils is prioritised in order that they make rapid, accelerated progress.

7.1 Writing
    During lessons:

- Teachers will use specific verbal and/or written feedback [including the literacy marking code] to address basic skills and/or misconceptions
- Teachers will use a pink highlighter to highlight effective elements of pupils' writing informed by the writing framework and/or the writing rubric
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches: Re-teach, defer or move on

During the course of a unit:
- When basic skills have not been addressed in the lesson, written feedback [using the marking codes] will be provided ahead of the next lesson or verbal feedback at the start of the next lesson, as part of whole class feedback. Pupils will be expected to respond to both types of feedback.
- Pupils' planning for writing will be marked fully to ensure it makes sense, has enough complexity, exploits key vocabulary and the GPS is accurate;
- During the writing phase, pupils will correct and improve their work through the editing process prior to the teacher marking - refer to the English policy
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches: Re-teach, defer or move on.
- Teachers will refer to the writing framework in response to pupil outcomes and use this to inform feedback and next steps in teaching

Termly [Half Termly for Year 6]:
- Teachers will make a summative assessment using the writing framework and log the outcomes on SIMS.
- The outcomes for grammar, punctuation and spelling will be logged on sims

7.2 Reading

Daily:
- Teachers or LSAs will check and endorse pupils' home reading journals [focussing particularly on underachieving disadvantaged pupils];
- Pupils and parents will complete the activities in the home reading journals;
- Teachers will monitor pupils' engagement, fluency and comprehension during lessons intervening as necessary;

Weekly:
- Teachers [and phase leaders] will monitor the home reading tracking system and intervene where appropriate paying particular attention to underachieving disadvantaged pupils;
- Teachers will review pupils' written response to reading at least once per week to monitor progress of individual and groups of pupils to address misconceptions, deepen learning and inform future planning;

Half termly:
- Teachers will test pupils' reading fluency [words per minute] and log the outcomes of fluency on SIMS. Teachers will ensure gaps in knowledge from previous years are filled.

Termly [Half Termly for Year 6]:
- Teachers will mark a test in-line with the Data and Assessment Cycle [Appendix 4]
- Teachers will use question level analysis [QLA's] to identify question types and domains to focus on moving forward.

6.3 Maths

During lessons:
- Teachers will monitor the progress of individual and groups of pupils to address misconceptions and deepen learning
- Teachers will ensure that numeral formation is accurate and that presentation is in-line with the presentation code
- Pupils will assess their work at the end of every lesson. This is to be indicated with a tick [in purple pen] next to the learning objective if the pupil feels they have understood the objective and a dot if the pupil feels they haven't understood the objective. This will be monitored for accuracy and corrected if necessary in green pen by the teacher.
- Teachers will use specific verbal and/or written feedback to address basic skills and/or misconceptions
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches: Re-teach, defer or move on

At the end of every lesson:
- Teachers will use their assessment within the lesson and pupil outcomes to make a judgement against the learning objective on the maths online marksheet [Codes: D: Developing, S: Securing, M: Mastering, ABS: Absent
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches between lessons: Re-teach, defer or move on

Weekly:
- A range of self and teacher marking to be evident in books to improve pupil's progress
- Teachers will test pupil's knowledge of number-bonds and multiplication tables logging the results on the number bonds/times-table chart on SIMS weekly

Termly [Half Termly for Year 6]:

- Teachers will mark a test in-line with the data and assessment cycle [See appendix in Assessment policy].
- Full arithmetic tests will take place half termly
- Gap analysis [QLAs] to be shared with all adults and used for planning including 'maths on a page' and interventions
- Assessments and test outcomes will be shared with pupils and parents/ carers

7.4 Science and the Thematic Curriculum

Before the unit of work:
- Teachers will have an accurate understanding of the key knowledge and threshold concepts they want pupils to secure throughout a unit of work and for each lesson.
- Subject leaders and teachers will ensure the key knowledge and threshold concepts are joined-up and reflected in the following documents:
  - Curriculum development documents: https://drive.google.com/drive/u/0/folders/16A_KHoSjxB0VmYQ7r0lwtcLhXvda65KF
  - Planning
  - Knowledge organisers
  - Retrieval tasks
- Teachers will ensure the whole class feedback template is populated and planned to be an integral part of formative assessment practices, within and between lessons, as well as a tool to support the summative assessment of threshold concepts [See example in appendix 6]

During lessons:
- Teachers will use specific verbal and/or written feedback [including the literacy marking code] to address basic skills and/or misconceptions
- Teachers will use a pink highlighter to highlight where a pupil has been successful in achieving the learning objective and/or success criteria.
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches: Re-teach, defer or move on.

At the end of the lesson:
- Teachers will look at pupil outcomes to populate the whole class feedback template and use this information to *adapt* the next lesson for the class, groups or individual pupils, as required.
- Teachers will record the following information:

Lesson Number:	Misconceptions	Teaching actions: Re-teach [Explicit instruction/HIT strategy/Retrieval task/Direct feedback]	Basic Skills/Presentation	Challenge	Shine the Light

- Teachers will prepare how they will provide whole class feedback and ensure time is given at the start of every lesson to share this information with pupils, providing opportunities for them to respond.
- When basic skills have not been addressed in the lesson, written feedback [using the marking codes] will be provided ahead of the next lesson or verbal feedback at the start of the next lesson, as part of the whole class feedback model. Pupils will be expected to respond to both types of feedback.

NB: The requirement for teachers to complete whole class feedback templates will initially be for the following subjects in autumn 1: History, Geography, Design & technology and Art. For all other thematic subjects, teachers are expected to transfer the same principles of responding to pupil outcomes by adapting the next lesson and to address basic skills consistently.

At the end of a unit:

- Teachers will use their ongoing assessment to make a summative judgement against each threshold concept within the milestone. Teachers are required to record the name of pupils who have *not* secured the threshold concept on the whole class feedback template.

NB: Each academy will devise their own systems for the collation of whole class feedback templates so that these can be used to inform an end of year assessment, as detailed below.

At the end of the year:

- Teachers will use the assessment information gathered throughout the units of work within each thematic curriculum subject [recorded on whole class feedback templates] to make a summative assessment against each threshold concept within the milestone on Sims: Working towards the expected standard [WTS] or Working at the expected standard [EXS].
- This information will be used to automatically generate an 'overall' end of year summative assessment for each thematic curriculum subject: Working towards the expected standard [WTS] or Working at the expected standard [EXS]. *NB: Teachers will be able to override this generated final outcome where required.*

Pupils will:

- Use the skills that they have been taught to accurately **assess their own work and that of their peers against the learning objective and success criteria**;
- Edit all written work in-line with the GLC English Policy [Primary];
- Assess their presentation and that of their peers to ensure it meets the GLC requirements [see the GLC Presentation Policy];
- Engage actively in questioning sessions employing the Agree Challenge Extend [ACE] principles.

Other adults in the Academy will:

- Be responsible for providing feedback to pupils concerning their learning and what they need to do to improve. LSAs, HLTAs and Cover Supervisors are expected to provide feedback in-line with this policy.

Record-Keeping and Data Management

- All teachers will maintain accurate records of assessments on SIMS or dashboards as appropriate. Summative assessments must be entered in-line with the GLC Assessment Cycle.

Reporting to Parents

- A ½ termly SIMS report will be provided to parents in line with the GLC Assessment Cycle.
- An annual report that covers all areas of the curriculum will be followed by a parent/carer evening.

Monitoring and Evaluation

- Phase leaders will ensure that each member of staff understands and consistently complies with all aspects of this policy and routinely monitor the quality and effectiveness of assessment within their phase and report to their line-manager as required;

- The Head of School will report to the CEO and the GLC Board.

- The CEO will monitor the quality and effectiveness of assessment as part of the GLC self-review programme

Appendix 1: GLC Literacy Marking Codes

The GLC Literacy Marking Code [see below] will be displayed in each classroom throughout the GLC;

Literacy Marking Codes	
0	Capital letter missing
0	Punctuation missing
sp	Spelling error [in the margin for older pupils]
gr	Grammatical error

Appendix 2: Presentation code [Teaching & Learning Handbook]: Teaching and Learning Policy Booklet 2022-2023 - Draft

Appendix 3: Self-assessment stickers:

https://drive.google.com/drive/u/0/folders/1v5_aCD2SNwQUrB-Hf_y7DBpParHKC5cY

Appendix 3: Whole Class Feedback: Whole Class Feedback Sheet - Thematic Curriculum.docx

Appendix 4: Data & Assessment Cycle: Assessment Cycle 2022-2023

Appendix 5: Grade boundaries: Boundary Progression Document 2022-23

Appendix 6: Whole Class Feedback example [History] Whole Class Feedback Sheet - Thematic Curriculum - Example for History.docx

Appendix 7: Formative assessment record: Formative Assessment Record - Literacy Example.docx