

EHB Assessment, Recording, Reporting, Marking and Feedback Policy

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Introduction

At Eaton House Belgravia Pre-Prep and Prep School we take a professional approach to the tasks of marking work and giving feedback on it. We agree that some differences in the marking symbols and grading systems used by individual teachers are acceptable, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of marking and feedback

Marking is the teacher's response to a pupil's work and should motivate and encourage pupils whilst also enabling their individual progress to be monitored. All pupils' work is marked supportively, using the following guidelines, to provide positive help and encouragement:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made.
- Marking and feedback should address misconceptions, identify challenge and provide individual next steps/targets/progressions within Learning Objectives to maintain the pace of learning achieved within lesson times.
- The pupil must be able to read and/or respond to the comments made, and be given time to do so. Where the pupil is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the pupil, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote self-assessment by linking marking and feedback into a wider process of engaging the pupils in their learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the pupil directly. The younger the pupil, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative. A useful formula is 'praise, advice on improvement, more praise'.
- All work is marked/acknowledged whether exercises, stories, notes, projects, presentations etc.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by an Assistant Teacher, or through peer review.
- Feedback is provided through plenaries too, and in group sessions.
- Feedback can identify key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in weekly feedback forms to the Head.

- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Subject Co-ordinators, Year Co-ordinators, SMT, Assistant Head Academic, Deputy Head and Head can all be responsible for monitoring the quality and consistency of marking. This is done through sampling of work in each subject area and through moderating activities.
- Consistency and high expectations are evident in both content and presentation.
- Pupils' marking of books is checked/commented on by the teacher.
- All subject specific technical terms should be corrected.
- Major punctuation and grammar errors should also be corrected.

General advice to teachers

The main objective of marking and feedback is not to find fault, but to help the children learn. If a boy or girl's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

Work should be dated to ensure ease in checking the continuity of progress.

~~Pupils use pencil in the Pre-Prep, but may be awarded a pen licence in Year 3 and at The Prep School.~~

Errors are crossed out with a single line. If a piece of work is considered to be unacceptable then, in discussion with the pupil, that piece of work will be re-written.

Subject Co-ordinators, Year Co-ordinators, SMT, Assistant Head Academic, Deputy Head and Head, through sampling, can all check to ensure that standards of work and presentation are consistent across lessons.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular pupil is capable of, what the next learning stages involve, and what should now have priority. All worked should be marked with the Learning Objective and Success Criteria at the forefront.



In order to encourage a positive response, any comments that could be perceived as negative must always be followed up by a constructive statement on how to improve.

Self-Assessment

Self-assessment through the use of Success Criteria is used to enable the children to take ownership of their learning, be engaged from the outset and think about what the learning is going to be, how they are approaching it and what can they contribute to their own learning. As the lesson progresses the children are asked to check against any recorded criteria **and to add more if it aids learning.**

The grid below is an example of how Success Criteria can be used.

Can I use the grid method to work out a multiplication problem?

| Success Criteria: Have I? | I think... | Teacher thinks... |
|---|------------------|-------------------|
| Written out the number sentence? | | |
| Used a ruler to present my work? | | |
| Used column addition to find the total? | | |
|  Applied the grid method to word problems? | | |
|  | | |
| Date: 9/6/22 | GW I T TA | |
| Teacher's comment/Next Steps: | | |

It can be used as evidence for learning experiences and displayed clearly within the children's workbooks, and referred to throughout the entirety of a lesson

The grid is differentiated and often open ended, enabling a list of Success Criteria to be created in relation to the Learning Objective ~~and personal/group/whole class targets during the lesson.~~

This list should show potential progression within each learning experience to ensure children are challenged and provided with the potential next steps in all scenarios.

Where appropriate, a space for the pupils to identify their own additional successes/next steps should be included; therefore allowing the development of an independent understanding of challenge/progression in learning objectives. The 'C in a Circle' symbol can be used by children and adults to quickly identify within the Success Criteria and on the page, where the children feel they have been extended/challenged beyond expectations outlined in prior discussion.

GW, I, T & TA need to be circled to indicate whether the work was group work, (GW), independent work (I), teacher assisted (T) or TA assisted (TA).

Space for the children, their peers and adults to respond using traffic lighting for each element of the Success Criteria, and an overbearing 'grading' for the children's understanding of the Learning Objective should be displayed, providing a quick, visual guide of the children's understanding and their own perceptions of their understanding throughout the curriculum.

Adults respond further to the list by traffic lighting appropriately in relation to the Success Criteria and Learning Objective within the recorded evidence for the lesson. Here success and misconceptions should be addressed. This is then further interpreted via discussion with the individual/group/class, or via written dialogue/feedback in the comments section.

There should be a final constructive summary on most pieces of work to sum up success and celebrate the level of achievement of the taught objective.

Setting Out of Work

- All work must be dated. Date stamps can be used, especially in the Nursery & KGs or the children can write the date themselves. The full date e.g. 10th May 2024, is used for all work apart from maths where the short date is used e.g. 10.05.24
- Every piece of work must have a learning objective.

Spelling

Spelling is taught throughout the Pre-Prep and Prep and a termly assessment of spelling ability is carried out from Year One. Staff have a responsibility to raise the standard of spelling by helping boys to spell words associated with their particular curriculum subject.

It is not our policy to correct every spelling in a piece of written work but accurate spelling is to be encouraged. No more than four incorrect spellings should be underlined in the text and the correct spelling can be written below the work for the boys to copy three times.

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POLICY DOCUMENT

Year Group Guidance

All marking is completed in green pen. Ticks are appointed where work is correct and a dot where errors occur. Constructive oral feedback is given during all lessons. Children receive House Points for effort, Merits for continued levels of effort and Good Shows for exceptional pieces of work.

Boy and girls are encouraged to check their work independently where possible. Focus group work is marked during lesson time with verbal targets given to children individually.

The use of a verbal target is indicated on their work and this can be stamped to record whether work has been completed 'Independently', is 'Adult Assisted' or 'Teacher Assisted'.

Errors – All Year Groups

- Where possible, errors and misconceptions should be identified and tackled in mini-plenaries/ plenaries within lesson time not just at the end of a lesson.
- In activities such as times tables or more formal mathematical calculations, a tick or dot may be used to indicate right or wrong answers. Teachers may also indicate errors using highlighters in relation to the overbearing Learning Objective/Success Criteria. Pink for 'Think', green for 'Got it'

Spellings – Year 1 to 6

- Errors in spelling are sometimes addressed using highlighting.
- Where possible, common themes in misconceptions throughout the class may be tackled during whole-class demonstrations, promoting positive spelling patterns/rules, etc.

KG Specific Guidance for all English that goes in Books and Set Maths Sheets

- Date: Stamp on Right (same side for everybody)
- LO (Learning Objective) can be typed on stickers to save time.
- Next steps or EBI (Even better if). On same side of page opposite to comment maybe
- Stamp saying TA support/Teacher support or Independent can be used

Report writing

Why do we write reports?

A child's report is probably the most eagerly awaited document that the school sends to a parent. It will be read and re-read and scrutinised by friends and proud family members and, of course, the child too.

The report is an official communication from the school and presents its judgement upon the progress, academic or otherwise, of a child. For the parents it is their main means of finding out exactly how their child is doing.

It is **imperative**, therefore, that **great care** is taken to get the **reports right**.

Reports at Eaton House Belgravia Pre-Prep and Prep

The School produces written reports at the end of the Christmas, Spring and Summer terms.

The report requires a teacher to make a **reasoned judgement** about the child's **effort** and **attainment** during the period covered by the report as well as setting **targets** for future improvement.

A major tool for gauging ability is the standardised score. A UK wide average score for any child is 100. At Eaton House the school average is around 120. Scores 100 to 108 are a little concerning and require additional investigation.

How can we write effective reports?

The report overall should be:

- clear, straightforward and jargon-free

Comments should be:

- succinct, precise and appropriate

Including:

- details of the child's general progress, linked to end of term examination results, if appropriate.
- whether or not the child is happy, settled, and behaving well.

If we think of the acronym **EAT** (for **E**ffort, **A**ttainment and **T**argets) we should hopefully produce good reports.

Judging **Effort** is inevitably subjective but teachers should take into account matters like:

- Attitude
- Concentration
- Diligence in class
- Personal organisation
- Consistency of approach

Attainment is again a composite judgement and should focus on the new skills that have been acquired and the level at which they have been acquired i.e. – Emerging, Expected and Exceeding. Some explanation of that level of attainment is explained in the report. If a boy has made specific progress in a particular area, it should be noted.

Think of three main areas for each written subject report:

- **Strengths**
- **Areas for improvement**
- **Targets**

Targets – In this section there should be advice on how to improve. Even the highest achieving pupil still has room for improvement.

Targets should be:

- realistic and pupil-friendly.

Try to provide some **concrete advice** that parents can follow. Telling parents, for instance, that Sebastian ‘lacks imagination’ does not help but telling them that he needs to describe the action in a story with exciting vocabulary and describe the characters and setting with more adjectives does.

We do not want to lose the personal touch in our reports and we don’t want to read the same comments term after term but it could be very useful to know that Sebastian didn’t use adjectives effectively in Form 1, as he has either improved or still needs to use more creative vocabulary.

In summary

Ideally, anyone reading the report should be able to recognise every pupil from the words they have in front of them:

- a description in each curriculum area of where the child is now;
- comment on the effort they have made
- clear guidelines as to what that pupil needs to do to keep improving (which may very well be 'keep on as you are');
- a recognition in every line that the report is addressed not just to the parent but to the child as well." Even though our boys may not read the reports themselves, their parents will probably go through them with the boys.

Please Remember

Reports should be **accurate** and all comments should be able to be **justified**. It should not ignore or gloss over glaring or even possible emerging issues. However, the reports should be **balanced**, highlighting **strengths** as well as **weaknesses**. It should, wherever possible, be **positive** in tone.

If a situation is a serious cause for concern then it should have been raised with the Year Co-ordinator, Headmaster and Parents beforehand.

Capital letters, upper case and lower case

Avoid writing in upper case, except occasionally to differentiate titles. Use initial capitals sparingly as they interrupt the flow of the text. In general:

- use lower case in titles of subjects, lessons, documents etc. (e.g. This term in maths we have been studying...) apart from the titles of subjects that are also languages, i.e. English, French, Latin
- use lower case for all components of the subjects; e.g. in English: composition, comprehension; in games: football, rugby, cricket
- use lower case for the seasons in general writing, but initial capitals for the titles of the terms, i.e. Autumn term, Spring term, Summer term
- use lower case for cardinal points of the compass, e.g. north, south etc., but initial capitals for a specific region, e.g. the South East, the Home Counties or the South of France.

Specific Eaton House terms:

| Use lower case initial capitals for: | but use Upper Case Initial Capitals for: |
|---|--|
| <p>class assembly / music assembly</p> <p>form time / break time / lunch time</p> <p>junior / senior; school</p> <p>pen licence;</p> <p>squads; clubs, e.g. art club, newspaper club, sports club</p> <p>(exception = DT club)</p> <p>holidays: half term, half-term week / break / holiday; summer holidays</p> <p>names of sports, e.g. football, rugby, tennis etc.</p> <p>‘name’ topic* (e.g. This term we have been studying ‘lakes and rivers’ topic in geography)</p> <p>the individual topics within subjects, (e.g. We will be studying magnetism and electricity in science...)</p> <p>house point(s) (two words)</p> <p><i>* see notes on use of inverted commas below</i></p> | <p>Pre-Prep</p> <p>Prep</p> <p>House when referring to e.g. Arundel House, the House competition, members of the House</p> <p>House Debating, House Captain</p> <p>the titles of groups i.e. Vocal Ensemble, Choir</p> <p>Autumn term, Spring term, Summer term</p> <p>(terms which need an initial capital: Christmas holiday, Easter holiday)</p> <p>the titles of competitions: Mind Over Manor, House Debating Competition / Music Recital</p> <p>terms for which you are using the ‘official’ name, e.g. Pop Art, the Blues, Music Hall songs (in music)</p> <p>terms which warrant an initial capital, e.g. ‘Victorians’ topic*; ‘Europe’ topic; ‘Africa’ topic; ‘Romans’ topic; Christmas holidays</p> <p>year (Year 4, Year 5 etc.)</p> <p>‘Good Show’; ‘Effort Prize’; ‘Form Prize’ *</p> <p>the titles of external examinations / syllabus: Common Entrance, Level 2 syllabus (in Latin)</p> |

Inverted Commas

Use inverted commas for the following, where the meaning of the word / phrase may be misconstrued or the term is being used in a different context to outside school:

‘Good Show’ (e.g. for which he received a ‘Good Show’)

‘name’ topic (e.g. this term we have been studying the ‘lakes and rivers’ topic in geography; he did well in our ‘Victorians’ topic work)

There is no need to add inverted commas when writing the subject within a subject, as long as the main subject is also named in the sentence (e.g. We will be studying magnetism and electricity in science...; In geography this term we have been looking at geomorphology...). However, if these titles are used without the main subject title, they should have inverted commas (e.g. While studying ‘matter’ the boys were asked to...).

Dates

Please use the following style: 22nd March 2006 (**not** 22 or Mar. or ‘06); 20th January 2001 (**not** 20 or Jan. or ‘01)

Give months and years in full in running text, e.g. The next House cricket match will be played on Wednesday 8th June.

Italics

Words to put in italics include:

- titles of books (but not books of the Bible), plays, films, operas and radio and TV programmes; titles of newspapers, magazines and journals (NB *The Times* and *The Economist* but the *Financial Times*, the *Sunday Express*)
- titles of pieces of music, when the title is of a whole work which is identified by name, e.g. Britten’s *Young Persons’ Guide to the Orchestra*, but not when the piece of music is identified by type, number and key, e.g. Mozart’s Divertimento in D major
- foreign words and phrases not yet absorbed into the language (if you have to use them, apart from when they form part of a languages report)
- names of vessels, trains and aircraft.

Numbers and percentages

Spell out one to nine as words and write 10 upwards as figures, but be flexible to avoid inelegance, for example when nine and ten are in the same sentence. Avoid starting a sentence with a figure but if this is unavoidable, spell out the number.

If spelled out as words, twenty-one to ninety-nine take hyphens. Fractions have hyphens, e.g. two-thirds.

Use % with figures (1%, 9.5%) rather than per cent with words (one per cent) – it reads more easily.

Language

Please try to use straightforward language and avoid abstract or ambiguous language. The boys should be encouraged to read their own school reports, so they need to be written so the children can gain insight from them, as well as their parents.

Abbreviations

Anything that is abbreviated (apart from ICT, RS etc. below) should be spelt out in full the first time, with the abbreviation in brackets. (e.g. ... the school was visited by the Independent Schools Inspectorate (ISI). The report from the ISI said that ...)

... but some can be taken as known (UK, USA, ICT, RS) and some organisations are better known by their initials (BBC, ITV, RSPCA).

No stops after abbreviated titles such as Mr, Mrs and Dr which end in the same letter as the full word;

unlike etc., e.g. and i.e. but NB (Note well - no stops, i.e. **not** N.B.)

‘e.g.’ precedes an example or examples; ‘i.e.’ precedes an explanation (...marsupials, i.e. animals with pouches for their young); but using the words ‘for example’ and ‘that is’ are usually preferable.

No spaces, stops or plural ‘s’ after abbreviated units of measurements such as 6lb, 2.5cm and 40kg

Specific Eaton House terms:

The following terms may be abbreviated to their acronyms and may be used in reports to parents:

Eaton House Belgravia Pre-Prep – EHBPP

Eaton House Belgravia Prep = EHBP

Design and Technology – DT (but not D&T)

Physical Education - PE

Religious Studies – RS

And finally... (this list of more commonly seen confusions might be added to in future!)

football practice (where practice is the noun); he should continue to put into practice; with further practice

he must practise his scales (where practise is the verb); he needs more practise; we will continue to practise this...

its (meaning belonging to it) and it's (meaning it has or it is);

learnt (UK) *not* learned (US)

focused *or* focussed – both are acceptable, but we'd prefer focused...!