



## **JUNIOR SCHOOL ASSESSMENT, FEEDBACK AND MARKING POLICY**

### **Introduction**

We firmly believe that providing timely and effective feedback leads to excellent and rapid academic progress. Alongside this, helping our pupils become independent learners in line with our school values, understanding their own learning, and having confidence and pride in what they do are also of paramount importance to how we approach assessment, feedback, and marking at Dulwich College Junior School (DCJS). Assessment is key to monitoring and evaluating progress, but it is also important to use as a formative tool that can inform staff members to carry out their role.

### **Aims**

The aims of this policy are to:

- Ensure a consistent understanding and approach to assessment, feedback and marking within the Junior School.
- Meet the overall aims of the College by ensuring that pupils make progress and realise their full potential.
- Ensure that teaching staff feel empowered to deliver high-quality feedback with consistency and regularity to pupils.
- Ensure that feedback links closely with our Junior School Curriculum Policy, which states that feedback forms the basis of informed planning and effective teaching and learning.
- Outline our approach to assessment and feedback, ensuring that all stakeholders have an understanding of it.
- To track learning and progress and enable effective planning, through the diagnosis and reporting of progress and attainment.

### **Approach to Assessment and Reporting**

Assessment plays an integral part in our teaching and learning practice at DCJS and is key in informing our curriculum design and development. We see the value in different types of assessments, and each serves a purpose. However, wherever possible, we strive to use all forms of assessment formatively to refine our approach to what takes place in our classrooms and with our pupils. We recognise the link to our core value of striving for excellence and see assessment predominantly as a way to continue to help our pupils in that aim.

## Summative Assessment

The summative assessment mix is as follows:

Date/Timing	Type of Assessment	Year Group(s)	Additional Information
September	INCAS	3-6	Used at the start of the year to report on classes, year groups and individuals. Pupils assessed on reading, maths, mental maths and developed ability. (Informs teaching and learning)
October	Progress Assessment	6	Early assessment ahead of 11+ examination
Termly	End of Term Assessments	3-5 (Year 6 – Summer only)	Used to track and monitor progress throughout the year
December	11+	6	
Throughout the Year	Writing	3-6	Comparative Judgement Writing Task (Dates are externally set each year)

The Deputy Head Academic is responsible for assessment at the Junior School and ensures that these records are kept appropriately, in an easy to access location, and analysed ahead of sharing with staff. All teachers should have a thorough knowledge of the assessment data of the boys they teach.

In addition to these main assessment points, individual teachers may wish to have end of unit assessments, regular spelling tests and/or regular mental arithmetic tests in their respective subjects. These smaller assessment records will be kept by individual staff members.

## Formative Assessment

Formative assessment strategies are used within teaching and learning to advise and assist teacher planning.

## Learning Support (see also Junior School Learning Support Policy)

The Learning Support Coordinator meets with year groups termly to identify individuals with low attainment or less than expected progress. Together, Form Teachers and the Learning Support Coordinator plan support for those individuals through targeted in-class support, precision teaching groups or one-to-one support. Additionally, teachers are encouraged to use the learning support referral form to log concerns that they have at any point in the year.

## Grades

### *Effort Grades*

The Junior School Effort Grade system is linked directly with the Core Values (Do the right thing; Care for others; Join in; Strive for Excellence). We share explicit, objective examples of how to demonstrate the Core Values in the classroom. These examples range from working independently, working collaboratively with others, remaining focussed and maintaining personal organisation. All of the criteria are measured by the frequency they are demonstrated in the classroom environment.

The Effort Grades are awarded as 1-5 along with the descriptors (See Appendix 1 and read in conjunction with Effort Grade Guidance), and we seek to use the Effort Grade system as a means of encouragement. Before the Effort Grades are reported to parents, Form Teachers have a one-to-one conversation with the pupils to ensure they know how they can maintain and/or improve their effort. Should a member of staff feel that an effort grade of 5 might be awarded at the next assessment point, the Head and Deputy Head Academic should be informed, and a plan should be put in place for that pupil.

### *Attainment Grades*

The Junior School awards Attainment Grades based on a normal distribution (bell) curve. The pupil's attainment is graded in relation to his peers within the cohort and takes into consideration both formative performance in lessons as well as summative performance in assessments. Criteria for awarding attainment grades can be found in Appendix 2.

### **Reporting**

Open and regular communication with parents is central to Dulwich College Junior School's ethos. Communication with parents is through Effort and Attainment grades, parents' evenings and written reports.

	Year 3 –5			Year 6		
	Effort	Attainment	Written	Effort	Attainment	Written
Michaelmas 1						

‡Written reports Form Teacher, Maths, English and Reasoning based, on 11+ results.

### **Parents' Evenings**

Parents' Evenings are held before Michaelmas half term for all year groups. Parents meet the relevant son's English, Maths and Form Teachers for their son(s). The main focus of this Parents' Evening is to discuss how their son has settled into the new year group expectations. Teachers also discuss pupils' progress, strengths and areas for development in the subject area.

Parents' Evenings are also held in the second half of the Lent Term. Parents meet their sons' English, Maths and Form Teachers. The focus of this Parent Evening is to build upon the Michaelmas written report and how their son is progressing in the subject area.

Parents can request a meeting with any teacher at any stage of the year to discuss pastoral or academic issues.

### **Principles of Feedback and Marking**

For us feedback is intrinsically linked with our core values. As such, we demonstrate a balance of caring for our pupils and staff in how we give feedback, while ensuring that we remain fully committed to striving for the very best in academic standards. Therefore, feedback is the recognition and celebration of the learning that has taken place and what the next steps of the learner should be. The following principles are key to our approach to Marking and Feedback:

- Feedback should support our learners, build their confidence and give them clear next steps in their learning, allowing them to grow towards independence
- Learners should have a clear understanding of the objectives of a lesson and should have been given some criteria which will guide them to success
- Future planning can and often should be influenced by the feedback a member of staff wants to offer to an individual or group of learners
- Learners should be offered feedback in a timely and appropriate manner (whether that is verbal, written or multimedia)
- Pupils should be actively involved in the process of feedback and marking

### **Our Approach**

In the Junior School our principal mode of feedback that we offer is targeted verbal feedback during periods of instruction. The dynamic, engaging teaching that takes place is supported by in-the-moment feedback, offering pupils the best opportunity to make progress and to be active participants in the feedback process. Regularly teachers will review pupil work to gain an understanding of areas

of achievement, where mistakes and errors have crept into work and what the next steps for that individual are. There is no expectation that each piece of work will have written comments, but staff will use their professional judgement to ensure that the pupils know what they need to do to make improvements with their work (see Types of Feedback in Appendix 3).

This could be through:

- The use of a written comment either to offer specific praise or outline next steps
- An adaptation to planning for future lessons
- The use of marking codes (Appendix 4)
- Further verbal feedback whether that be 1 to 1 or in a group situation
- Another type of medium (e.g. digital)

The Deputy Head Academic has the responsibility to ensure that feedback is being delivered in line with the principles within this policy.

### **Marking Expectations**

At the beginning of each academic year, pupils will be made aware of marking codes (Appendix 3), practices and the purpose behind marking and feedback.

Teachers will never mark work in blue, black or orange pen, so as to not confuse with pupils work or editing.

When choosing to offer written feedback staff should do so in a way where praise can be offered, but the focus is on next steps. This focus will be on gaining the most progress for each pupil, not on marking every area of error.

Pupils will edit their work, give feedback to themselves, give feedback to peers and make corrections in orange pen.

Where feedback is given (both written and oral) pupils have a responsibility to consider that feedback and strive to put it into practice. Teachers should be aware of the feedback that has been given and do their utmost to praise this in future pieces where it has been executed well and remind where it is not put into practice.

## **Presentation Guidance**

Pupils should be encouraged to take pride in their work and look after their books and folders. Centrally produced D.C. name labels should be stuck on the front cover of all exercise books. Boys are not allowed to doodle or draw anywhere on their exercise books.

For further information on expectations of presentation of work, please see Appendix 5.

## **Responsibilities**

- The Head of the Junior School and the Deputy Head Academic have responsibility for ensuring the assessment process and schedule.
- Subject Coordinators and Year Group Coordinators work together to write bespoke internal termly assessments to reflect the student's learning.
- The Deputy Head Academic and the Subject Coordinators then work together to ensure the assessment are in line with the progress and pitch we expect at each year group level.
- Subject teachers are responsible for ensuring frequent, informal assessments are carried out in their classroom.

## **This policy should be read in conjunction with:**

- Junior School Curriculum Policy
- Junior School Learning Support Policy

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<b>Policy Owner:</b>	Head of Junior School
<b>Last Reviewed:</b>	September 2024
<b>Date of Next Review:</b>	Academic Year 2026 - 27

## Appendices

### Appendix 1 – Effort Grade Descriptors

<b>1</b>	<b>Excellent</b>	<p>I always strive to work independently to the best of my ability, and I am always happy with the content and presentation of the work I produce.</p> <p>I always strive to be involved in class discussions whilst listening to others' opinions.</p> <p>I work consistently well when I'm working with others in pairs, small groups or as a class. I always remain focussed.</p> <p>I always have the correct equipment for lessons and consistently hand Home Learning in on time.</p>
<b>2</b>	<b>Very Good</b>	<p>I mostly work well independently, and I am usually very happy with the content and presentation of the work I produce.</p> <p>I mostly get involved in class discussions, actively listening to others too.</p> <p>I am mostly able to work collaboratively and sensibly with other students.</p> <p>I usually have the correct equipment for lessons and usually hand Home Learning in on time.</p>
<b>3</b>	<b>Good</b>	<p>I often try to work to the best of my ability, presenting work I'm happy with, in terms of both content and presentation.</p> <p>I often participate in class discussions and try to listen to others.</p> <p>I strive to work collaboratively with others, but I can occasionally be distracted when completing tasks.</p> <p>I occasionally need reminders to bring the correct equipment to lessons and my Home Learning is occasionally handed in late.</p>
<b>4</b>	<b>Satisfactory</b>	<p>I sometimes work to the best of my ability, but sometimes I know the work I produce could be better.</p> <p>I participate in class discussions but sometimes need reminders to actively listen to others.</p> <p>I usually work best independently as I can get distracted when working collaboratively.</p> <p>I need reminders to bring the correct equipment to lessons and I sometimes do not hand my Home Learning in on time.</p>
<b>5</b>	<b>Effort Concern</b>	<p>I can work to the best of my ability, but I regularly produce work below the high standards that I know I am capable of.</p> <p>I regularly need reminders to actively listen to others and how to share my thoughts in the classroom.</p> <p>I often struggle to produce work individually or as part of a team.</p> <p>I regularly don't bring the correct equipment to lessons and I regularly do not hand my Home Learning in on time.</p>

## Appendix 2 – Attainment Grade Descriptors



<b>Excellent</b>	Consistently outstanding performance relative to year group standards and will never represent more than 5% of a year group.
<b>Very Good</b>	Above average for Dulwich College Junior School – consistently above year group expectations (approximately 5-20% % of year group).
<b>Good</b>	Standard expected from a boy at Dulwich College Junior School for that particular Year group (approximately 60 – 80% of the year group).
<b>Satisfactory</b>	Satisfactory but with some weaknesses (approximately 5–20% of year group).
<b>Academic Concern</b>	There is difficulty accessing aspects of the curriculum. There is clearwater between his attainment and the rest of the year group. Awarded rarely. (One or two pupils possibly).



## **Appendix 3 – Types of Feedback**

### ***Verbal Feedback***

Verbal feedback forms a key aspect of our approach to supporting our pupils to make progress. They receive regular, targeted and clear feedback at the most critical point of learning, in the lesson. This verbal feedback may be supported by further modelling by the teacher and the use of an editing pen in which pupils can demonstrate their responses to feedback offered. Building effective relationships so that this feedback can happen naturally and effectively is of paramount importance to our staff. Staff regularly receive updates and training on effective techniques to ensure their effectiveness.

### ***Self and Peer Assessment***

Where appropriate, pupils may self-assess and peer assess work within age-appropriate guidelines. This type of assessment allows for intrinsic and immediate feedback. Mistakes and errors are seen as opportunities for further learning. Staff help pupils to increase their effectiveness with these techniques and always have high expectations within a trusting environment. When peer assessing, the pupil should add an initial to the piece of work. Orange editing pens should be used for both self and peer assessment as well as reflections written by pupils.

### ***Written Feedback (Marking)***

Where appropriate, written feedback may be offered by a member of staff. This could be to praise and offer recognition as well as clearly outlining next steps. There is no expectation that every piece of work will have a written comment, but marking codes can be used where appropriate to highlight areas that require next steps.

# MARKING CODES

Sp

## Spelling

'Sp' means that a word is spelt incorrectly. Try your best to correct this at your next opportunity.

P

## Punctuation

There is some punctuation missing. Please look back at your work and put in the appropriate punctuation.

//

## New Paragraph

A new paragraph is required. Please look back over your work and check why a paragraph was required.

^

## Word Missing

There is a word missing from this sentence. Reread your work carefully and write down the missing word.

○

## Mistake

If a piece of your work has a circle around it (or a dot next to it in Maths) then you have made a mistake. Look over your work and try to correct it.

F1

## Feedback Code

If you see this, your teacher will offer some specific feedback to you. It may have a different number e.g F2. Listen carefully to the feedback offered.

VF

## Verbal Feedback

VF means that you have received verbal feedback from your teacher.

TMIMI

## The Mistake I Made Is

Use this phrase when reflecting on your work. It is a helpful to remember your feedback from your teacher! Always use an orange pen to write reflections or make corrections!

## **Appendix 5 - Expectations for Presentation**

- Most work is completed in exercise books which are colour coded for different subjects. Exercise books should be wide lined with margins. (Some subjects choose to have folders or Workbooks).
- All work should be clearly dated on the top line. The full date is expected for English and Humanities. The short date is expected for everything else. Pupils should leave a line and then write the learning objective. Pupils then leave another line before starting their written work. For some pieces of work, the date and objective may be printed for pupils to ensure a focus on the task, not presentation.
- Success criteria may be written or stuck in at the beginning or end of a piece or unit of work. However, pupils should always be aware of the steps they need to take in order to be successful.
- High standards of presentation, handwriting and layout should be expected from all pupils (although allowance should be made for pupils with genuine difficulties with handwriting).
- Where sheets are stuck into books, they should either be trimmed to fit the page or neatly folded.
- Margins in Maths books should be drawn with a ruler, and boys should be encouraged to set out calculations clearly and neatly.