



THE PRIORY  
LEARNING TRUST

# Assessment for Learning and Marking Policy Statutory

Policy Approved by the Board of Trustees

Signed:

Name: JDC W. RICHARDSON

Date: 24.8.17.

Chair of Board of Trustees

Authorised for Issue

Signed:

Name: NEVILLE COLE

Date: 6/10/17

Executive Principal

## Document History

Version	Author/Owner	Drafted	Comments
1.0	Ian Shopland	May 2017	

This policy applied to the following schools within The Priory Learning Trust: -

Priory Community School – an Academy Trust

Worle Community School – an Academy Trust

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Review date	Spring Term 2018

# PLT Assessment for Learning and Marking Policy

## Introduction

AfL is the process of seeking and interpreting evidence for use by students and teachers to decide where the students are in their learning, where they need to go and how best to get there. AfL incorporates marking and feedback but is also a process of learning and teaching.

## Policy Statement

AfL shall be formative and used to inform learning and teaching. It shall be standardised where appropriate, regular and include a programme of planned formal assessments. The ultimate responsibility for this lies with the PLT body, working in conjunction with the staff and school. The schools are responsible for developing AfL, in consultation with the Trust Board.

## Key Aims

- Not all work needs formative comments but, in order for students to feel that their work is valued, it should be marked on a regular basis. Teachers must flick and tick through all exercise books at least every three weeks.
- GREEN PEN ONLY is to be used for all marking
- Keyword glossaries must be kept in the back of all exercise books
- Exercise books and folders must have target grades or levels clearly on front covers - aspirational targets must be set (E / F 'targets' are to avoided)
- Students will not be allowed to deface books
- Teachers will ensure that students take care with their presentation and that written work has an underlined title and date
- Assessment should be formative and used to inform learning and teaching
- Assessment for learning strategies should be used for all students and include termly peer / self and teacher assessment using yellow stickers
- To ensure feedback is meaningful, differentiated Learning Objectives will often be written up and, at least in part, copied by students. Clear success criteria will be set
- Teachers will ensure that students regularly use the school tick system to self assess progress against Learning Objectives
- Written, formative teacher comments will include the student's name, will praise and highlight where success criteria have been met, will be of immediate use to the student and will periodically focus on literacy and social skills
- Each faculty must have a programme of formal assessments. These will happen at least four times a year for all subject areas. Upper school assessments should lead to achievement grades and will reflect exam board

criteria. In Lower School this will adhere to the PLT Assessment without levels progress indicators.

- Where teachers provide a formative comment on work there should not be any grade, level or mark but a comment only
- Effort grades will only be used as part of school reports
- Central Leaders will have an effective programme of work sampling and standardisation in place
- Lessons should regularly include exemplification of standards through modelling and sharing examples, verbal feedback to students and pre-planned questioning.