



# The Abbey School

## Appendix 3: Whole School Marking & Assessment for Learning (AfL)

### Policy Statement

This policy sets out the statutory and procedural expectations for marking, feedback, presentation, and Assessment for Learning (AfL) across the Abbey School. It establishes a consistent whole-school approach that ensures learning is effectively monitored, feedback is purposeful and timely, and students' work provides a clear and reliable evidence trail of progress. All staff are required to implement the procedures within this document as part of the school's quality assurance framework.

### 1. Aims

- To ensure consistency in marking so students feel valued, understand their progress, and know how to improve.
- To embed AfL practices into everyday teaching.
- To guarantee regular, purposeful feedback that supports students in achieving or exceeding their academic potential.
- To ensure marking and AfL promote improvement, inform planning, and support monitoring of progress.

### 2. Rationale

"Assessment for Learning is a process in which evidence of student achievement is elicited, interpreted, and used by teachers, learners, and their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made without that evidence." Dylan Wiliam

We recognise that teachers' marking, students' self- and peer-assessment, and feedback loops are central to effective learning. Written feedback should help students understand:

- the purpose of the task,
- how successfully they have met expectations,
- what they need to do next to progress.

### Why Live Feedback Matters (Rationale)

"Great teaching depends on frequent, deliberate checking for understanding so teachers know what students know, and can respond immediately. Effective feedback is live, in the moment, and constantly narrows the gap between where students are and where they need to be." — *inspired by Doug Lemov*

Live feedback enables teachers to:

- identify misconceptions immediately;
- adapt teaching responsively in the moment;
- prevent errors becoming embedded;
- increase student confidence and pace of progress.

Blank Canvassing - starting new learning on a well-presented pagesupports:

- clarity of layout and thinking;
- visibility of progress over time;
- accurate identification of misconceptions;
- consistency with the Presentation Policy.

Together, live feedback and blank canvassing ensure books form a clear, coherent evidence trail of progress.

### 3. Written Feedback Expectations

Written feedback should:

- Be constructive, supportive, and improvement-focused.
- Link explicitly to learning objectives and success criteria.
- Use *What Went Well (WWW)* and *Even Better If (EBI)* statements.

All non-deep-marking feedback is primarily verbal, live, or delivered through butterfly marking.



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### 4. Marking Requirements

- Marking must be regular, up-to-date, and returned promptly.
- Students must understand the marking system, including criteria and grades.
- Each subject area must align with the policy.
- Literacy corrections must follow whole-school codes.
- Marks must be recorded in line with departmental policy.

### Deep Marking

- Each subject must complete one deeply marked piece of work per term.
- Deep marking must include WWW and EBI comments.
- Deep marking must be followed by Pupil Improvement Time (PIT).

### 5. Assessment

- Formative comments must identify strengths and next steps.
- PIT must occur in the next lesson following the Week 3 assessment window (unless discrete science pathway).
- Exam-level work must use awarding body criteria.
- Internal moderation must ensure consistency.

### 6. Assessment for Learning (AfL)

#### Non-Negotiables for Feedback in Every Lesson

The following routines are non-negotiable in every lesson:

- Mini whiteboards to assess whole-class understanding.
- Think–Pair–Share or structured discussion routines.
- Active checking for listening.
- Teacher circulation ('butterfly marking'), including feedback stamps.

These strategies ensure responsive teaching and immediate intervention.

#### Butterfly Marking & Feedback Stamps

Teachers must circulate during lessons to:

- check work for accuracy and completion;
- identify misconceptions early;
- provide brief, targeted verbal feedback;
- apply feedback stamps at 1/3 intervals across a page.

A full page with three stamps indicates sustained effort and progress and awards the student 1 House Point.

AfL Includes:

- Student self-assessment.
- Peer assessment.
- Teacher verbal and written feedback.
- Questioning, modelling, success criteria, and exemplars.
- Formative use of summative assessments.

### 7. Frequency of Marking

- One deeply marked piece of work per term is required in every subject.
- All other feedback is live, verbal, or through butterfly marking.

### 8. How Books Should Be Marked

At each marking point:



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- Teachers must use red pen.
- Students use green pen for peer/self assessment and purple pen for PIT.
- WWW and EBI comments must be provided.
- Work must be signed and dated.

#### 9. Pupil Improvement Time (PIT)

PIT must:

- Occur in the next lesson following deep marking in the Week 3 window (unless discrete science pathway).
- Be completed in purple pen.
- Be clearly signposted.
- Include redrafting, corrections, or a new task.
- Require students to highlight how they have met previous EBIs.

#### 10. Progress Tracking Sheet

All books must contain a Progress Tracking Sheet on the front cover.  
It must be updated at the end of each term.

#### 11. Presentation of Work

Students must:

- Include the date, title, and (where appropriate) learning objective.
- Follow the whole-school Presentation Policy, including for online working.
- Maintain graffiti-free, well-organised books.

Teachers must reinforce the Presentation Policy consistently.

The Presentation Policy is monitored through Learning Walks by SLT, DoLs, and HoS, through department CPD book checks, and through scheduled SLT book reviews. Overall QA sits with the Vice Principal.

The Presentation Policy is key in ensuring students take pride in their books and that there is a clear, coherent evidence trail of progress.

#### 12. Marking for Literacy

All staff must use the following literacy codes consistently:

Code	Meaning
Sp	Spelling error
Gr	Grammar/sense error
P	Incorrect punctuation
C	Capital letter needed
//	New paragraph required

Students must correct literacy errors during PIT.

#### 13. Roles and Responsibilities

Teachers

- Implement AfL strategies in every lesson.
- Deep mark work once per term, in red pen.
- Provide WWW/EBI feedback, in red pen.
- Ensure PIT takes place.



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- Maintain Progress Tracking Sheets.
- Reinforce the Presentation Policy.

#### Heads of Department

- Maintain whole-school expectations of book presentation and marking.
- Lead moderation and standardisation.
- Conduct departmental book checks during CPD and Learning Walks.

#### Teaching Assistants

- Support students in responding to feedback.
- Reinforce success criteria and exemplars.

#### Leadership Team

- Monitor implementation through Learning Walks and SLT reviews.

#### Students

- Engage in self/peer assessment, using green pen.
- Respond in PIT positively, using purple pen.
- Present work neatly.
- Respond to feedback.

#### Parents

- Review teacher comments when books go home.
- Support organisation and progress.