

Assessment Marking and feedback Policy

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Approved by:	Headteacher	School Improvement Team	School Governors Committee
	Date: Sept 2021	Date:	Date:
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Date of next review:	June 2022		
Linked Policies			

Rationale

This policy has been created in consultation with best practice, student voice, staff voice, Ofsted Reports and advice and guidance from an HMI;

Under our core value of learning we expect all members of our community to 'seek and act upon feedback' in order to 'be the best they can be'.

Marking, feedback and assessment provide high impact for a low cost. Research summarised in the Toolkit shows that improving the quality feedback provided to pupils has an average impact of eight months. This means that pupils in a class where high-quality feedback is provided will make on average eight months more progress over the course of a year compared to another class of pupils which were performing at the same level at the start of the year.

When used effectively, assessment helps students to embed knowledge and use it fluently. It also ensures that teachers and LSAs can plan clear next steps for learning.

Our Assessment, Marking and Feedback Ethos

We have summarised our ethos around assessment in the following terms:

- Assessment, marking and feedback needs to be planned and timely to inform the planning of next steps in learning and support the curriculum.
- Marking of every item of classwork is not necessary. We mark the work that is telling us what a student knows, can do and understands so that they can deepen their learning and so that it informs teacher planning. Feedback needs to be given in a timely manner to maximise impact.
- Students should be provided with opportunities to revisit, reflect upon and respond to feedback so that they can address gaps and misconceptions in their learning and secure their long-term knowledge.
- Assessment, marking and feedback should not be overused or misused and should not add unnecessary burden on staff.
- Feedback is welcome in any form (peer, verbal, written) and, within our context, live verbal feedback or learning dialogue is as valuable as written. It is recognised that different subjects or learning activities will require different forms of feedback.
- It is expected that each Head of Faculty will be able to articulate the approach taken towards assessment, marking and feedback and the rationale for how this policy has been applied in practice in their subject areas. This should then be reflected in student voice and work.
- Rewards (E Praise, phone call / email home) is used where a student has effectively demonstrated our core values of Learning, Leadership and Excellence.
- Pride in work is very important to us and correct application of the 'Pride in Work' expectations should be evident in student books and assessments. Where this is a concern, students should receive feedback and be expected to improve. This may require giving them time, support and resources to organise their books and folders so that they are useful learning resource.

Colour coding

To make it easier for students to locate and respond to their feedback and for teachers to review student responses we have a colour coding system for marking in books and on assessment materials. This is a practical tool to highlight the dialogue between students and staff.

Teacher marking	Pink*
Student response	Green*
LSA	Purple*

*The school will supply all pens.

Spelling, punctuation and grammar (SPaG)

To ensure the marking of spelling, punctuation and grammar is clear and consistent to students we have a marking code that will help students to identify common errors in literacy which, when addressed across the school, will result in lasting progress.

SEN students may have specific literacy targets that are re-enforced across all subjects as wave 1 intervention. In this case a focus will be on these areas for development.

Spellings in subject specific terminology should be corrected along with high frequency words. Where patterns are evident in the incorrect spelling of key subject terminology these can be addressed by asking students to write them out as part of their feedback or actively practicing the spelling with the class using etymology to explain the word if it helps.

Marking Code:

- Sp** spelling mistake
- WW** wrong word i.e. if there is used instead of their
- ^** indicates a missing word or punctuation
- //** indicates a new paragraph is needed
- ?** this doesn't make sense
- O** circle a lowercase letter if it should be a capital letter
- ✓** good point
- ✓✓** excellent point

Formative Assessment

We believe strongly in the power of assessment for learning and share assessment criteria and knowledge maps / organisers with students at the start of a topic / project / in preparation for an assessment in order to give them every chance of success.

At KS3 these are in the form of Pathway Assessment Criteria. We have high expectations that students should make progress up to and beyond their school Pathway. These pathways are reviewed after each data drop and students will be moved up a pathway where possible. Knowledge organisers / topic revision guides also support student learning making the expectations of their understanding clear.

For Core and EBAC subjects we expect a half termly assessment. For Open subjects we expect a termly pathway assessment.

At KS4 and 5 students are given access to assessment materials from exam boards such as subject content lists and mark schemes for exam papers and NEAs. Students' assessment is further supported by accessible criteria, model answers, best examples from previous students, walking, talking assessments and peer review to deepen and embed learning.

Summative Assessments

Preparation of students for external examinations is an important aspect of our role in school and we use end of unit tests, where appropriate, at KS3 as part of our assessment portfolio. The results of these tests should be linked to Assessment Pathway Criteria.

At KS 4 and 5 we use an end of year assessment in Y10 and 12 and a mock examination period in Y11 and 13 to gather key assessment data that will help us plan a targeted program of learning prepare our students for their L2 and L3 external examinations. Practice papers are then used as a learning tool for teachers and students to address gaps and misunderstandings.

We gained valuable insight, through the TAG process, into the benefits of working with students to build up a rich variety of assessment evidence. In particular, collaborative preparation for low threat, in class assessments led to high levels of student progress and positive student engagement. We encourage all staff to maintain these practices where they impacted positively on student motivation and progress, exam skills and learning retention.

Covid Guidelines

Under the updated Covid 19 operational guidance for schools (July 2021) the specific reference to contact surfaces linked to marking and feedback has been removed.

We are therefore happy for staff to resume normal marking and feedback practices, paying close attention to good hygiene. We recommend cleaning hands before and after marking student work. For live marking in lessons, we recommend regular hand cleaning. Whilst mask wearing is still in place, we advise the wearing of masks whilst marking to limit the transfer of particles through the air to surfaces.