



ASSESSMENT AND MARKING POLICY

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| This Policy was originally created in May 2009 and this issue was released in: | May 2009 |
| It was ratified by the Board of Directors on : | |
| This policy will be reviewed on: | Autumn Term 2012 |
| This policy will be reviewed by: | Curriculum, Student Affairs and Parental Engagement Committee |

ASSESSMENT AND MARKING POLICY

1. Rationale

By “assessment”, we mean the formal and informal judgements made by teachers and students about the standard of work, where appropriate measured against nationally agreed criteria. Assessment should be diagnostic and can be formative, to inform teaching and learning, as well as summative, to award a level or grade of attainment to a student. We believe that an Assessment and Marking policy will enable us to assess students’ knowledge, aptitudes, understanding and skills in a coherent and consistent way. This will inform students, parents and teachers and facilitate higher achievement for all. Marking is an integral part of Teaching for Learning which relates to all aspects of student work. Work undertaken by students deserves feedback in order to enable them to know and understand the progress they are making and how they can continue to improve. It will also inform subject staff as to where there are gaps in students’ knowledge and understanding.

2. Broad Goals

The main purpose of this policy is:

- To inform planning and teaching to monitor progress in learning;
- To provide meaningful feedback to students to offer advice on how to improve, support their learning and raise attainment;
- To inform parents of their children’s progress;
- To ensure consistent, regular and appropriate assessment practices across the school;
- To raise expectations in teachers, students and parents of what can be achieved;
- To enable students to identify both their strengths and areas for development, from which Learning Goals can be set;
- To enable staff to reward good work (see Staff Handbook);
- To ensure a consistent approach to marking within an agreed framework;
- To meet statutory requirements.

3. Outcomes and implementation

The outcomes expected from this policy are:

- Teachers will set challenging work at the correct level for each individual;
- Parents will be able to monitor students’ work, thus allowing them to actively support both their children and the Academy;
- Marking will be consistent across the Academy and understood by staff, students and parents (see appendices);
- Marking will be completed on a regular basis. Where written work is set, there will be evidence of this being marked;
- Records of marking and levelling will be kept by each subject teacher;
- Feedback will be explicit, student friendly and in line with each faculty’s policy. Both strengths and guidance for improvement will be identified in order that students can progress;

- Key or target pieces of work will be levelled in line with the National Curriculum (KS3) or given a GCSE grade (KS4). This will happen at the end of each unit/activity/ block. The minimum number will be six key/target pieces. In effect this is assumed to be at least one every half term;
- Heads of Faculty will sample students' work and teachers' records regularly (at least once a term) to ensure that it is being appropriately marked and report findings to the line manager;
- Exemplar work that is levelled/graded is displayed in each teaching room and used as a teaching aid.

4. Record-Keeping/Student Progress Data

All staff will maintain a comprehensive and up to date record for each student taught that will include:

- Information of prior attainment (National Test scores, reading age, CATs scores, SEN stage);
- A record of formal assessment scores/marks in line with the faculty's agreed protocols;
- A record of coursework and class-work marks in line with the faculty's agreed protocols;
- Guidance for improvement, set in the light of marked work, should be clearly identified in students' books and/or folders;
- Evidence of marked work and assessments for each student must be available for reference;
- Records for individual students will be made available to inform students' next teachers.

5. Formal, Regular Assessment

- All teachers will administer an appropriate assessment exercise at the end of each unit of work;
- Formal assessments will be written into schemes of work and unit plans;
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work;
- Students will be given formal exams once a year in all subjects.

6. Self and Peer Assessment

- All teachers will facilitate regular self-assessment and peer assessment opportunities with the students they teach;
- Self-assessment and peer assessment will be written into unit plans.

7. Reporting to Parents

- A formal report of assessment outcomes and progress will be made to parents each term, alongside an opportunity to discuss progress with staff during Advocacy Day and Parents' Evenings.
- Staff will use student planners to communicate individual progress issues to parents.

8. Monitoring and Evaluation

We will monitor and evaluate our work by:

- Head of Faculty monitoring of marking on a termly basis;
- Head of Faculty monitoring record-keeping and planning;
- Head of Faculty ensuring that formal and informal assessment opportunities that cover all attainment targets are written into schemes of work and unit plans;

- The Leadership Team, through the line management structure, monitoring assessment in schemes of work unit plans and other planning documents;
- A continuing programme of faculty observation and structured feedback by Heads of Faculty;
- Regular meetings with Head of Faculty and their Leadership Link throughout the academic year;
- A programme of annual Faculty Reviews across the Academy;
- The Principal reporting to governors through the Curriculum, Student Affairs and Parental Engagement Committee on outcomes.

Heads of Faculty will support by:

- Making available to subject staff information of prior attainment for individual students;
- Providing guidance and support to teachers to facilitate self and peer assessment by students;
- Assembling a standardised portfolio of assessed work containing benchmark evidence of each attainment target at each level/grade;
- Arranging for at least one Faculty meeting per year to address the standardisation of assessments internally and against national standards;
- Collating and analysing predicted end of key stage outcome data for all students in their subject to inform planning;
- Analysing and reporting to the Principal and governors national test and exam outcomes.

Appendix

Framework for Marking

- Standard pieces of classwork/homework should be marked diagnostically, identifying strengths and next steps.
- Levelled/graded pieces of work should be marked diagnostically and have a level (KS3) or grade (KS4)

Exemplar Starting Comments

Students need to see consistency in marking across the subjects, therefore it is important for common terminology to be adopted. e.g.

- This piece of work is good because.....
- This piece of work is poor because.....
- Your next step(s) is/are (a comment about HOW to improve their work)
- I like this piece of work because.....
- You clearly understand.....because you have shown/used/identified..... etc. Good.

There is a need to highlight major errors in all students' work. Unless major errors are addressed, further progress and development will be hindered. The following must be addressed by all staff, regardless of subject;

- Capital letters at the start of every sentence
- Full stops at the end of every sentence
- Incorrect spellings of subject specific words must be corrected
- Standard English must be used. Slang, colloquialisms and text speak must be corrected

Marking must be annotated with the following symbols;

- **Sp** should be put in the margin for spelling mistakes and the word(s) underlined
- ? should be put in the margin where there is a lack of sense or poor expression and the phrase highlighted

Any other notation, specific to a subject, should be clear, simple and fully explained to students prior to use.