



# Marking and Assessment Policy

## **Rationale**

- To establish a consistent approach in the way teachers feedback on learning.
- To ensure all students are provided with regular and meaningful feedback to help them make progress in their learning.
- Academic research supports the view that meaningful assessment is one of the key factors in moving learning on. (Sutton Trust EEF)

## **Scope of this policy**

- This policy applies across all Key Stages and Subject Areas.

## **Key Principles**

- Assessed work must have clear success criteria which are understood by the students. It must be shared with them prior to completing the work.
- All forms of marking have an important role in supporting improvements in learning.
- Marking should lead to action by students and result in progress. Closing the gap between current and desired performance.
- Assessment and marking should celebrate what went well for a student and help them to understand any next steps that they should take with their learning.
- Key pieces of work should be marked for impact rather than all learning, class work and homework being marked/assessed.

## **How frequently should learning be mark/assessed by the class teacher?**

- A class seen between once to three times a fortnight should have a key piece of work marked once each half term. This one piece of assessment will generate a summative grade used for the current attainment data drop entry.
- A class seen between four and seven times a fortnight should have a two key pieces of work marked each half term by the class teacher. At least one piece of assessment will generate a summative grade used for the current attainment data drop entry.
- A class seen eight or more times a fortnight should have three key pieces of work marked each half term by the class teacher. At least one piece of assessment will generate a summative grade used for the current attainment data drop entry.

## **Summative Assessment**

(Def: **Summative assessment** evaluates student learning at the end of a section of learning comparing it against a standard and generates a summative grade for that section of learning.)

- Summative assessment generates a grade against a standardised criteria/mark scheme and must take place at least once each half term.
- Summative assessment from a recently assessed piece(s) of work generates the data drop current attainment grade.
- Departments must standardise the summative assessment(s) that inform a data drop. Summative assessments will be identified in schemes of work. Wherever possible the marking of this standardised work should be moderated at all Key Stages.

- The nature of the assessment should fit the specification for the Key Stage 5 or 4 courses. At Key Stage 3 it should fit the assessment criteria set out in the department's level ladder.
- The summative assessment doesn't have to be a test but the summative assessments should prepare students for linear summative assessment. The assessment should give access and challenge to the full range of ability.
- PPE weeks (completed in an exam settings) and exams (completed in exam conditions in class) must fit the linear style of assessment i.e. test the learning of students from a substantial section of the course. Students should have access to revision lists/specification and resources to revise from.
- The summative assessment that informs a data drop does not have to be in addition to the formatively assessed key pieces of work. A piece of work formatively assessed comments in line with this policy can also generate a summative grade for the data drop.
- Summative assessment should not be used to merely generate a grade. Summative assessment has a key role to play in moving learning on, for example being used as a diagnostic tool by the teacher in order to establish where students are at with their learning, informing interventions etc.

### **Formative Assessment**

(Def:formative assessment is both formal and informal assessment during the learning process in order to modify teaching and learning and provide feedback to help students identify their strengths, weaknesses and target areas)

- Opportunities for formative assessment should be identified in long term planning.
- There should be clear success criteria for the pieces of work and sufficient depth/challenge to allow the feedback to be meaningful and have impact.
- The teacher should identify the successful sections of students' work where they meet the success criteria. It is optional whether this is done with a yellow highlighter.
- The teacher should identify the less successful sections of students' work. This is done with a green highlighter and should be supported by the next step comment.
- The teacher gives a written comment identifying 'What Went Well' and 'Next Step' based upon the success criteria.
- The teacher marks out a green highlighted box. The student follows up on the next step comment in this box. The next step might require the student to correct their work, extend it further or direct them to try an alternative but similar question etc.
- Time is then set aside for the students to act on the feedback.

### **Exceptions to this policy**

- This policy will not fit with the nature of some subject areas. An example would be practical PE lessons, although the spirit of the policy should still be employed. This might mean giving oral feedback that tells students what is going well and what their next step should be against the success criteria, then expecting students to act on the feedback.
- Exam boards will have clear protocol for the completion of controlled assessment. This must be adhered to and may mean the policy cannot be followed.
- In all other instances we expect the marking policy to be followed. In those cases where there is an exception the department should have a consistent approach to marking and have made RJS aware.

### **Marking for Literacy and checking standards**

- The marking policy, see below, is still to be followed.
- Identify errors in spelling, punctuation and grammar (SPAG) using the codes and ask students to correct their work.
- Day to day class work should be checked lightly and acknowledged with a focus on students maintaining standards.

## **Peer Assessment**

- Successful peer assessment requires clear success criteria that are understood by the students.
- Feedback given by students should relate to the success criteria for the piece of learning.
- Students will therefore need to have access to success criteria in language they can understand.
- The same principles of identifying 'What Went Well' and 'Next Step' and then making improvements to a piece of work that are key to formative feedback from a teacher are key to formative peer or self-assessment.
- Peer assessment should be carried out using green pens.

## **Roles relating to the Marking and Assessment Policy**

### **Role of Student**

- Read comments written by teachers.
- Act on 'Next Step' feedback in order to improve learning and make progress.
- When advised, peer or self-assess work using criteria.
- Peer assess work fairly and responsibly, giving strengths and next steps.
- Keep standards of presentation of work high.

### **Role of Teacher**

- Mark work regularly in line with the policy.
- Provide meaningful feedback where students are meeting success criteria and guide them in their 'Next Step' as set out in this policy.
- Mark work summatively in line with policy and enter grades on data drops by the deadlines set.
- Set aside time and support students in order to act on feedback and make progress.
- Play a part in the moderation of assessed work.
- Provide assessed work for work scrutiny as requested.
- Share good practice.
- Mark assessed work in line with guidance from exam boards.

### **Role of Responsibility Holders/Directors of Faculty.**

Carry out the role of the teacher and in addition:

- Carry out quality assurance on the frequency and quality of marking in line with this policy, across the area of responsibility.
- Facilitate and lead the moderation of assessed work.
- Carry out work scrutinies within faculty/department time.
- Plan for assessment in schemes of work and ensure consistency across the responsibility area.
- Ensure that work is assessed in line with guidance from the exam board and dates for the submission of assessed work are met.

### **Role of SLT**

Carry out the role of the teacher and in addition:

- Support Directors of Faculty in fulfilling the role outlined above.
- Ensure the policy is followed in line managed areas.
- Play a role in quality assurance of the quality of marking and feedback by being involved in and leading work scrutinies and learning walks.



## Marking for Literacy

In many subjects students will receive marks for spelling, punctuation and grammar in their exams and therefore, students should be made aware of the importance of literacy in every subject. Marking for Literacy will help to make students aware of the areas they may need to improve.

Please use the following abbreviations when marking written work:

Sp = spelling

Please encourage students to write spellings they need to learn in their planners and provide opportunities for students to learn and practice common spelling mistakes.

P = punctuation

If there are common mistakes then the Staff Literacy Area has resources to help teach aspects of punctuation, or direct students to the VLE.

C = capitals

Students should use capital letters for proper nouns (names) and the start of sentences. If issues are due to a student's handwriting, then please make them aware that it will count as an error in an exam.

// = new paragraph needed

Please give students a specific literacy target if necessary. You may also wish to give a grading of Bronze, Silver or Gold to let students know how clear their work was i.e. how easy it was to read and understand. Please advise students how to improve where possible.



## Marking for Clarity



Level	Criteria:
<b>GOLD</b>	<p><b><u>It is easy to follow what students mean</u></b></p> <ul style="list-style-type: none"><li>• Standard English is used.</li><li>• Spellings of simple and more difficult words are generally accurate.</li><li>• Terminology appropriate to the task and subject has been used accurately.</li><li>• Work is written in full sentences and is clearly punctuated.</li><li>• Each sentence is 'complete', i.e. contains a subject and a verb.</li><li>• Capital letters have been used appropriately.</li><li>• <i>Work is written in pen.</i></li><li>• <i>Handwriting is clearly legible.</i></li></ul>
<b>SILVER</b>	<p><b><u>Sometimes it is difficult to follow what students mean</u></b></p> <ul style="list-style-type: none"><li>• There are some lapses into non-standard English.</li><li>• Most simple words are spelt correctly and some more difficult. Words have been attempted.</li><li>• There are some examples of incomplete sentences.</li><li>• Some punctuation has been used successfully.</li><li>• <i>Handwriting is legible but might be messy.</i></li></ul>
<b>BRONZE</b>	<p><b><u>It is very difficult to follow what students mean</u></b></p> <ul style="list-style-type: none"><li>• Sentences are incomplete and may need re-reading to work out what they are about.</li><li>• Simple words are generally misspelt.</li><li>• Non-standard English (slang) is used repeatedly.</li><li>• <i>Handwriting is illegible either in part or in full.</i></li><li>• <i>Work is written in pencil.</i></li></ul>



Help students Go For Gold: please direct students to the King John VLE Literacy Area to help them practice their literacy skills.

Please give students a specific literacy target if necessary.