



Assessment and Marking Policy

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Responsibility	All staff and the governing body
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Distribution	

Rationale

- i. We believe assessment and marking should provide constructive feedback and guidance to pupils
- ii. We believe that this process should enable pupils to become effective learners and make best progress
- iii. We recognise that the marking and assessment of the progress of all pupils are a central part of the learning process.
- iv. The focus of written and verbal feedback enables pupils, parents/carers and staff to gain a clear understanding of how well knowledge, concepts and skills have been achieved and how they can be developed further.

Aims

Marking and feedback should:

- i. relate to learning objectives which will have been shared with pupils
- ii. give recognition and praise for achievement and effort
- iii. give clear strategies for improvement
- iv. allow specific time for pupils to reflect and respond to prompts which identify next steps for improvement
- v. respond to individual learning needs.
- vi. inform future planning and individual target setting
- vii. be accessible and understood by pupils, parents and adults providing in-class support
- viii. use consistent codes throughout the school (Appendix 1)
- ix. develop in pupils the skills of self and peer marking
- x. be manageable for teachers
- xi. at termly intervals inform whole school data sets and reporting to parents
- xii. to monitor and identify pupils that may need intervention strategies within the subject

Practice and Procedures

1. Purpose of Assessment

Assessment should be an integral part of teaching and learning, involving pupils in the process.

2. Assessment of and for Learning

Both formative and summative assessment will be used in the process of teaching and learning. (Formative assessment will be unlikely to 'score' or level work, but rather give comment and guidance on 'next steps'. Summative assessment provides a snapshot level indicator of performance and generally will not have comment)

3. Assessment Criteria

- Assessment will be against stated learning objectives and success criteria.
- These will be clearly derived from the assessment criteria in that subject's programme of study.
- The success criteria will be shared with pupils and referred back to whilst work is progressing. The success criteria will be at the root of all marking and feedback.

4. Self and Peer Assessment

- Pupils will develop their capacity for applying success criteria through regular experience of self and peer assessment as an integral part of the learning process
- When pupils engage in self or peer assessment, the assessment process will not normally be duplicated by teacher assessment thereafter.

5. Feedback from Marking and Assessment

- Pupils will be given regular feedback on their work and progress. This will celebrate success and identify next steps for learning
- All homework will be acknowledged; some will be self or peer marked; at least monthly there will be teacher marking of homework.
- Classwork will benefit from informal assessment during lessons
- Classwork will also have self and peer marking.
- There will be written formative teacher assessment approximately every four to five lessons.
- Judgements against school assessment criteria will occur half-termly in English, Maths and Science; other subjects in the curriculum will level on a termly basis.

6. Assessment and Feedback from Enrichment and Homework

- Enrichment exercises are important and substantial pieces of work. Assessment grading for these will substantially focus on quality of effort in relation to the level a given pupil should target.
- Enrichment response sheet from class teacher will acknowledge strengths in the work and key 'next steps'.
- Homework exercises may be peer or self-assessed.
- Both Enrichment and Homework exercises must be assessed promptly – homework within a week of completion and Enrichment within two weeks.

7. Assessment to Promote Teaching and Learning

Assessment and feedback will be used to inform future planning of teaching and learning.

8. Use of Assessment Data

- At a class teacher level, collection of assessment data will have a clear purpose in teaching and learning as set out above
- There will be regular whole-school collation of assessment data to support and inform year group reviews, comparison of pupil performance across their subjects and reporting to parents.

It is the responsibility of the Head of Department to ensure:

- That s/he develops and implements a department practice which clearly implements this policy.
- that all members of their department are following the school marking policy. This will be conducted through regular work scrutiny with support of the Senior Leadership Team. Developmental areas will be addressed and support will be given to those in need.
- Regular standardisation of agreed assessment procedures so that meaningful levels are recorded and communicated to pupils / parents.

It is the responsibility of all classroom teachers to:

- ensure that all classwork is marked regularly (at least once every two weeks).
- enter into the school information management system the periodic gradings from significant assessment exercises as per Department specific routine and school requirements.
- explain the marking and assessment grading system to the pupils.
- ensure that assessment information informs further curriculum planning / target setting.
- Give pupils direction to address missing, incomplete or poorly presented work.
- plan for and incorporate peer-assessment and self-assessment into marking regimes on a regular basis (minimum monthly).

Pupils will:

- present work according to school guidelines and keeping standards of presentation high.
- approach peer-assessment respectfully and sensitively.
- read, acknowledge and act upon the feedback given by the teacher or their peer and respond in green pen.

Review

- i. The Curriculum Committee of the Board of Governors will monitor and review the Assessment policy.

Cross reference this policy with the following policies

Homework and Enrichment
Curriculum
SEN

Agreed by the Curriculum and Training Committee:

Agreed by Board of Governors

Appendix 1 Presentation and routines

DUMTUMS	=	Date, Underline, Miss a line, Title (or Learning Objective), Underline, Miss a line, Start
Sp	=	spelling or correct spelling written in the margin Child expected to copy out 3 times below. This should be limited to 3 spellings per piece of work.
//	=	start of new paragraph
	=	grammar mistakes to be circled and children to correct as necessary. This may need the support of teachers or support staff.
	=	staff will mark in red pen
	=	children will respond in green pen
GNBs		General Note Books must be treated by pupils with the care and respect of any other exercise book. If staff wish pupils to use a GNB in a lesson, work must, for example, be opened along DUMTUM routines. Any GNB that has doodling or similar marking on its cover must be replaced by the pupil concerned.

Appendix 2 Guidance on Strategies

Summative Feedback/Marking

This usually consists of ticks for correct answers and underlining/highlighting/use of? to encourage pupils to revise an answer given. This is associated with closed tasks or exercises. Wherever possible, pupils should self-mark and the work should be marked as a class or in groups. (Teachers may consider how this marking can quickly identify more common errors or restricted understanding in the class and get pupils to note this at the time.)

Formative Feedback/Marking

***This cannot take place without success criteria having been established. Success criteria is available for pupils throughout the lesson as a reference point for pupils however it is unnecessary for this to be copied into books on a daily basis.**

The emphasis in marking should be on both success and improvement needs against the learning intention. Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. Focus comments should help the child in closing the gap between what they have achieved and what they could have achieved ('next steps').

This teacher marking will be presented within a common format across the school – by using an ink stamp box which will set out the key areas of 'what went well', 'next steps' and pupil response.

Acknowledgement by teacher at other times

Most notably when peer assessment is taking place, teachers will circulate to confirm the accuracy and care of pupils in this exercise and initial that check. These exercises will generally not be re-marked by the teacher.