Policy Statements and Procedures

MARKING AND ASSESSMENT POLICY AND PROCEDURES

Introduction

Assessment and marking are two of the most important aspects of Parkside Studio College's commitment to high quality teaching and learning. There are clear links between the choice of assessment, the quality of marking, feedback and the achievements of students. It is expected that all assessments will be appropriate for their purpose and that marking and feedback will be timely and support the learning process.

Assessment should have a dual purpose. It should be the **formative process** by which the teacher is able to confirm that a student has achieved the learning outcomes and to assist the student in learning and developing. Assessment should also be a **summative process** in order to ascertain that the student has met the academic targets set for the units and ultimately the year end target.

Marking of a student's work is a fundamental part of the process of teaching and learning, as well as being an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual student can improve. Marking will also encourage the student to look at errors in a positive manner.

Effective assessments provide the opportunities for accurate measurements of progress. When designing an assessment, always consider what you are trying to measure and how this will inform your next steps. If the assessment is a past paper or trial examination, think carefully about how you will use these to support next steps.

Effective marking and feedback support students in making progress. Written comments are not for parents, guardians and carers, observers or inspectors – they are for the students. How are you ensuring that students are reading them and responding? How are you checking that your comments are having an impact? Are you making sure your written and verbal feedback is accessible for those students with SEND or who are EAL?

Aim

The aim of this policy is to ensure that all students have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-reflection on progress.

Assessments are viewed as pieces of evidence that, together with other evidence from lessons, homework and discussion, allow teachers to judge each student's overall performance.

Expectations:

It is the responsibility of **all classroom teachers:**

- To ensure that all classwork and homework is marked regularly according to the College marking policy – each subject will have a specific marking timeline;

- To keep a record of marks and assessments achieved in accordance with the agreed procedures within the Alliance;

- To explain any marking and assessment grading system to the students, for example, through student friendly grade descriptors and displays, student conferences and workshops;

- To ensure that assessment information informs further curriculum planning.

Teachers are expected to ensure that:

- Written feedback will be personal and address the student by their chosen name;

- Written and verbal feedback is specifically focused on supporting academic progress – marking is not a medium to be used to communicate concerns about behaviour, attendance, punctuality or uniform (use the Behaviour and Relationships Policy for these). Teachers can and should praise effort and work ethic, however;

- Students are told exactly what is expected from their written work and how they can achieve success;

- Exemplar work is provided as often as possible so that students are able to understand the standards that are expected;

- Peer and self assessment are used to enable students to become immersed in the assessment criteria, and that all peer and self assessment is explained properly so as to be effective. Students should not self or peer mark work unless they understand fully how to do so. It is a teacher's responsibility to check this is completed accurately;

- Formative comments are given that show what has been done well, what still needs improvement and how the student can improve their performance and make further progress. Examples may include (but are not limited to) a modelled example, suggestions for a redraft or a learning point for a starter activity where students respond to their feedback;

- Feedback is interactive and used by students and teaching staff in future lessons to evaluate the effectiveness of the teaching, including methods and resources;

- Comments are phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process, and opportunities are planned for in subsequent lessons for students to respond/put this into practice;

- Students receive a GCSE grade for an assessed piece of work **at least** every half term so that they have a clear idea of their level of attainment, however this will vary by subject, and that students are encouraged to record and reflect on their progress. This may be in the form of attainment logs in the front of books and use of the Student Planner;

- Whenever marked work is returned to a class, time is set aside to allow each student to respond to the teacher's comments and improve their understanding. Effective assessments should pre-empt next steps and inform lesson planning;

- Where appropriate, verbal feedback is used to support students in making progress throughout the lesson. Verbal feedback should be constructive and supportive. Teachers must be mindful of the impact of any verbal given in front of peers, and the impact it will have. Errors should be managed constructively and students given adequate support and time to rethink their responses, if necessary.

- Rewards are given in line with the College Behaviour and Relationships Policy when students have **improved** their work and made **progress**;

- Teachers should mark clearly in a different colour to the student's work – the College Senior Leadership Team will confirm what colours are to be used.

Traditional marking has mainly consisted of a focus on the following four elements:
- presentation;
- literacy and SPAG (spelling, punctuation and grammar)
- quality of work and its content, as per the objective/criteria;
- effort.

While these are important, feedback should resolve around the learning objective and related success criteria:

- Marking should focus on identifying elements of success and on one or two areas to improve. Effective assessment setting and lesson planning should pre-empt misconceptions and areas students typically have difficulties with. Effective planning should also determine which key areas of improvement are likely to be addressed in each scheme of work, so students will be aware what their work is being marked for;

- Students should be given classroom time to respond to teacher's marking and carry out an improvement on the piece of work in question. If feedback is verbal, students should be given appropriate time to consider their responses and/or correct themselves. Consider how much 'thinking time' you give before you start gauging responses - is it enough? Do students with SEND or who are EAL need additional time to process instructions and formulate answers? Are you making sure you are being inclusive to their needs?

Marking for students with SEND

When marking for students with Specific Learning Difficulties (SpLD), teachers will consider assessing their knowledge and understanding through observation and practical work alongside standard marking procedures:

- Teachers will consider using different coloured pens for different aspects of learning when marking for students with SpLD – one for comments about knowledge and understanding, another for comments on Literacy skills.

- A supportive timing system will be developed to facilitate SEND students who may work at a slower pace due to slow cognitive processing. Work produced will be marked considering the student's cognitive level rather than general age-related expectations. These work samples may be used as evidence of need for access arrangement and other relevant referrals.

- All subject teachers will take a constructive approach when marking for literacy for students with SpLD by avoiding generic comments criticising these areas, and instead address one or two specific skills for literacy across the curriculum.

- Teachers will make time for 'learning conversations' with SEND students in which they can read through their work with a teacher or mentor.

Use of 'Learning to Learn' Objectives for SEND students

Learning to Learn is a metacognitive strategy that focuses on students understanding their own thinking process. It is one of one of the methods encouraged as a part of quality first teaching, and highly recommended for SEND students. Good practice would be for teachers to use this approach for all students as part of setting their learning objectives.

If you have a SEND student in your class and you need support and guidance in how to mark and assess their work, please contact Karl Lawrence and/or your Senior Leadership Team.

What will be marked

Written work e.g. essays, projects, course work and reports. Work marked should be original work i.e. the student's own work.

Practical work e.g. fieldwork, maps and graphs, model making and use of ICT

Oral work e.g. presentations, role plays and discussions. Skills demonstrated during oral work. Outcomes of oral work. Group and collaborative work e.g. projects, displays, presentations and decision making exercises. Skills and outcomes.

Method of marking

Acknowledgment marking – MONITOR

Acknowledgment marking is by a tick of all complete work, to recognise that it has been completed in accordance with the teacher's expectations. This type of marking should take place at least once every week and must be dated to show when the teacher checked the class work or homework for that period of time.

Formative marking – PROOF READER

This focuses on the spelling of subject specific words, use of terminology/key terms and punctuation and grammar.

Formative marking – EDITOR

Formative marking should start with a positive, specific comment regarding the strengths of the work produced and then focus on improvements which could be made to move learning forward. Teachers may decide that it is not appropriate to give a grade to a particular piece of work, in which case a comment will suffice, provided that it clearly directs the student towards the next steps required for improvement.

This style of marking must be completed at least once per half term. Within these key pieces of work, grammar and spelling should be tackled as part of the college's cross-curricular approach to literacy, **but corrections should focus particularly on subject-related vocabulary or key words.** Teachers should use this opportunity to challenge students, to pose questions and provide opportunities for stretch and challenge. Lesson planning should provide opportunities for students to respond to such opportunities.

Summative marking – EXAMINER

Students should receive summative feedback on their current grade at least once per half term, so that they can monitor their own progress. This may be through their marked work, or through alternative forms of assessment.

See Appendix 1 for examples of how to use the stickers.

Day-to-day assessment/ Assessment for Learning is often an informal part of every lesson.
Its purpose is to:

- Check that students have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give you information that will help you adjust day-to-day plans and brief any support staff; which students to assist, and how to assist them;
- Gather information against the defined assessment criteria to contribute towards the process of 'Building a Picture'.

Some key features of day-to-day/AfL assessment are:

- Objectives being shared with students, and revisited at the end of the lesson;
- Peer- and self-assessments;
- Student engagement and immediate feedback;
- Effective questioning;
- Effective use of high-quality resources, such as mini white board quizzes.

Ways to make these assessments include:

- During every lesson absorbing and reacting to student' responses to open and closed questions, seeing whether they are confident or hesitant with new work, deciding whether they need extension work or more help. If there are any misunderstandings or misconceptions, lessons are adjusted to address them straight away. The **plenary** is a good time to firm up short-term assessments by asking probing questions to judge how well student have understood new work and to check again for any misconceptions. The start of the next lesson could focus on these misconceptions;
- A **homework task** or **test** can give useful information on who has learned what;
- **Marking** of students' work in class followed immediately by a discussion with the class to give student feedback on their performance and what they need to do to improve. At the same time, errors can be put right and the merits of different methods or approaches discussed;
- The **traffic light system** during questioning in starters, plenaries and after work has been marked.

Key Stage Three

Students are given a grade for a piece of work at least once every half term. Assessments are completed either in their exercise books or through an agreed assessment method. Grades are recorded in assessment tables at the front of their exercise books (See appendix 5).

It is expected that members of staff praise good work and explain exactly what is good about it. It is also expected that a subject focussed target is written every time the book is marked. This would also be a 'closing the gap' comment: For example; 'This is an excellent explanation of rural to urban migration. I particularly liked your use of case study facts and figures to illustrate the points you make. To improve this piece of work, add some independent research on the recent situation in Brazil which will add extra detail and move you into a grade 4.' (See appendix 1: Marking crib sheet).

Key Stage Four (GCSE and BTEC)

Students complete a formal, usually exam question based, assessment at least once every half term. They are given a GCSE or BTEC grade/mark. Students are asked to reflect on their assessment.

When students complete their Year 10 and Year 11 trial examinations, appropriate subject/Alliance moderation takes place both within the College and across The Trust (as cross trust moderation).

Key Stage Five (A Level and BTEC)

Students complete a formal, usually examination question based, assessment at least once every half term. They are given an A Level or BTEC grade/mark and constructive written feedback. Student are asked to reflect on their assessment.

When students complete their Post 16 trial examinations, appropriate subject/Alliance moderation takes place both within the College and across The Trust (as cross trust moderation).

For all key stages, it is expected that members of staff praise good work and explain exactly what is good about it. It is also expected that a subject focussed target is written every time pieces of work are marked. Examination board assessment criteria and mark schemes will be used where appropriate.

Intervention

All subjects/Alliances must use data from marking and trial examinations to inform their intervention plans. Teachers should use this information to inform which students are invited to additional sessions after school and during holiday time, as well as the strategies that they use to close the gap. These strategies should vary from the approaches used in lessons.

Target setting

Subject /Alliance teams meets to discuss student targets each term. During these meetings, as well as during weekly subject/Alliance meetings, teachers must identify students causing concern or exceeding their targets. This information is then relayed at SLT target setting meetings so that attainment can be seen in the context of College attainment overall. The information from SLT is then relayed back to the subject/Alliance team so that the appropriate intervention strategies can be actioned.

Continuing Professional Development

Opportunities will be provided throughout the year for teachers to receive training on assessment, marking and feedback. The CPD library contains useful information and links to articles about effective practices.
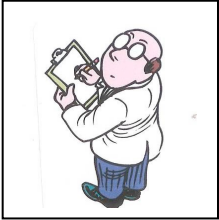
Moderation

Subject/Alliance moderation should take place at least once per term, with at least one cross Trust moderation per year as a minimum. Moderation is not just a case of checking accuracy of marking against a mark scheme, but is also an important exercise in opening up a professional dialogue amongst colleagues about common misconceptions, areas students struggle with, areas students excel with, and other adaptations that can be made to schemes or work moving forwards. Effective moderation informs planning and supports students in making progress by equipping teachers with useful knowledge and information, as well as ensuring that assessments are accurate and data can be trusted.

Moderation should always seek to evaluate and compare work across classes and colleges of students with:

- Similar prior attainment (low and high)
- SEND
- EAL

As well as looking at examples of 'high', 'medium' and 'low' achievement. If teachers compare what students are achieving based on similar starting points, then this really opens up the dialogue about what strategies are working. Comparing work that is of the same quality is useful in terms of determining grade bands and boundaries, but it is the journey to how that has been achieved that is also useful.

Appendix 1: Marking & Assessment policy

Sticker	Purpose	How?
Monitor	**Understanding:** • Is the work complete? • Has the pupil understood the work? • Marking early stages of work • Useful for closed tasks	• Ticks • Crosses • Sticker
Proof Reader	**Technical Accuracy:** • Is the spelling of subject specific words correct? • Is the punctuation and grammar accurate?	<table><tr><td>**gril**</td><td>*Spelling*</td></tr><tr><td>**said**</td><td>*Use another word*</td></tr><tr><td>**tHe**</td><td>Incorrect case usage</td></tr><tr><td>*</td><td>*Add more detail*</td></tr><tr><td>/</td><td>*New line*</td></tr><tr><td>//</td><td>*New paragraph*</td></tr><tr><td>{ } ?</td><td>*Unclear/Rephrase*</td></tr><tr><td>^</td><td>*Word or phrase left out here*</td></tr></table>
	Formative Feedback: • What has the pupil done well? • Has the pupil met the learning objectives? • Focused comments which help the student to **'close the gap'** between that which has been achieved and that which could have been achieved. • Provide opportunities for response.	• A **reminder** e.g. '*What else could you say here?*' • A **scaffolded** prompt e.g. '*What was the texture of the pizza?*' '*The pizza's base was ......*' '*The pizza's topping was....*' '*What were the textures of the topping and base?*' • An **example** e.g. '*Choose one of these or your own: The texture of the pizza topping was soft and stringy /The cheese on top of the pizza had melted which went well with the soft vegetables.* • Opportunities for **response** e.g. '*Can you show me where you have used the PEE formula in this piece?*'
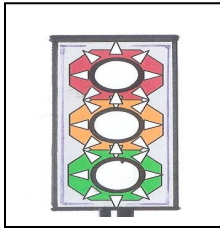
	Summative feedback: • Working consistently **BELOW** target level/grade? • Working steadily **TOWARDS** target level/grade? • Working consistently **AT** target level/grade?	• Every half term a grade is given • Purpose is to provide summative feedback which sets individual attainment within the context of national standards by benchmarking against GCSE grades or other public examination assessment criteria.

Exemplar marking commentary (for History):	
Give constructive written feedback: Jay, you worked hard on this assignment. I see you have remembered to use paragraphs. In order to make your work even better, you now need to focus on: Using topic sentences at the start of each paragraph. Can you show me where you have used the PEE formula in this piece?	**Literacy:** • Always use capital letters at the beginning of a sentence and for names and places only • Adopt the habit of using a dictionary in order to help with your spelling and to help widen your use of vocabulary • Try organising your work into structured paragraphs • Use a topic sentence at the beginning of each paragraph to introduce the subject • Try, where appropriate, to use a link sentence at the end of each paragraph to connect it to the next • Proof read your work to check for factual inaccuracies and spelling mistakes • Make shorter sentences/more complex sentences • Add a conclusion to your work including your own opinion • Draft and redraft your essays • Answer all questions in full sentences
Examples of closing the gap comments: Angela, you had the right idea when you chose to use emotive language however, as this was supposed to be a formal letter, you need to be more restrained. Look back at the work we did on PERSUASIVE language devices (e.g. rhetorical questions) as this would be more appropriate. Grade 4: Well done, Abdi. You have shown you can give a detailed description of several causes of the war and you have written in paragraphs. Target: To reach grade 5 you need to explain how these causes may be linked.	**Subject specific examples – History targets:** • 2/3: Avoid copying chunks from the sources without explaining the information in your own words • 2: Try to give more than one reason why something happened • 2: Use sources to help answer questions. • 2: Aim to use historical terms and key glossary words when you are writing about the past. • 3: Give more detailed answers using your own knowledge as well as the sources of information provided. • 3: Begin to select and combine information from different sources in order to answer questions. • 4: Describe and make links between events and give reasons for and results of events • 4: Explain the most valid reasons – showing you know more about the period, and show that causes may be linked. • 5: Make links between events • 5 Make use of source material and events to explain the causes, and begin to analyse the importance of different reasons for changes taking place. • Try to give your own opinion in the conclusion • Try to give the most important reason in the conclusion