



Assessment, Marking and Feedback Policy

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Our Objectives:

- To provide clear guidelines on the academy's approach to assessment.
- To establish a coherent approach to assessment across all departments and faculties.
- To provide a system of assessment that is clear to students, staff and parents.
- To ensure that assessment and marking leads to all students making progress.
- To provide meaningful feedback to students to offer advice on how to improve and raise attainment and increase progress

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils”

(Ofsted, “Good Assessment in Secondary Schools”)

The research conducted to date provides overwhelming evidence that effective formative assessment raises the attainment of all students, especially the less able, and also increases pupil motivation and self-esteem.

The four key strategies are:

- sharing learning intentions and success criteria with students
- effective questioning and discussion
- pupil self-assessment and peer-assessment
- effective feedback

Professional Practice guidelines:

Good Practice - Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement

Formative Assessment - In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. It should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly

Summative Assessment - In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. It enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

Expectations:

- A “Learning Question” must be shared with the students at the start of every lesson

- **Levelled Outcomes** must be set at the start of each lesson
- Success criteria related to levels/grades must be shared with students.
- Ensure that success criteria are shared and modelled throughout lessons.
- Skilful questioning must be used to assess attainment (using, for example, Bloom's Taxonomy) and set targets for further progression
- Monitor learning throughout lessons in order to continuously assess the pace and strength of progress and to intervene to address misconceptions by reshaping and modifying teaching to meet students' needs
- Hot spot marking and Verbal feedback stamps can be used as appropriate to support practice
- Plenary phases and opportunities for assessment must be used within lessons to assess progress and summarise learning.
- Praise progress and reward achievement through comments and the academy's praise and reward systems

Marking and Feedback:

"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. **Marking and feedback should be consistent with that policy**, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."

Ofsted Handbook, 2015

- Learning objectives and learning outcomes are used as the benchmark for oral and written feedback. They should be shared and made clear to the students in advance of attempting a task.
- Students should receive regular and detailed feedback on their work, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve.
- Assessed written work and feedback on oral work should be returned in line with academy expectations and quality class time should be dedicated to its return, discussion and student reflection.
- All students' work should be acknowledged and marked in accordance with the guidance provided of every
- Teachers are required to comply with the Academy marking feedback and assessment policy
- Teachers are responsible for recording marks or comments for students' work regularly to ensure that written evidence is available to inform discussions with students, parents and colleagues.

Target-Setting:

- Target minimum levels of expected progress are set for achievement at the end of each Key Stage.
- Student targets are based upon all available data and are centrally recorded within SIMS.net.
- Targets are referred to as **expected progress targets**.
- **Expected progress targets** are regularly compared with Teacher Assessed Levels (CWG) and Professional Predictions (PRP - KS4) in order to measure progress

Learning Targets:

All students should know their target level or grade. They will be explained by subject teachers and revisited regularly. They will be marked on students' exercise books or folders and in their planners.

Students need to know what they have to do improve and to achieve the next grade or level.

Progress Checks and Reporting:

Performance data is collected and published six times a year for every student.

Current working grades (Teacher Assessed Levels – KS3/KS4) and professional predictions – KS4 are published to students and parents six times a year through the schools system of Progress Reports.

"Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which the school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve,"

Ofsted CIF, 2015

Assessment in the Academy

Classwork

All day to day classwork across the Academy will be marked/assessed by the teacher denoting the work with four grading criteria: -

- I. Developing (written in books 'Dev or D') – this means the student has not yet reached the desired quality or understanding that their target grade requires as a result is not working at the required target level
- II. Challenge (written in books 'Chal or C') – this indicates that the quality and understanding of work is in line with the expectations of their target grade and is therefore working at target level
- III. Better (written in books 'Bet or B') – this indicates the work is border line to exceeding the target grade but is not consistent enough.
- IV. Aspire (written in book 'Asp or A') – this indicates that quality and understand of the work exceeds the target requirement and is therefore working above target level

Homework

Students are expected to complete regular pieces of homework to ensure progress continues outside the classroom. Staff are expected to provided evidence of at least two pieces of assessed homework or four pieces for double time courses each half term and should be assessed in the following ways: -

- The homework is given a +, these means the piece of work completed is above the expectations of the staff member or target grade.
- The homework is given a =, these means the piece of work completed is in line with the expectations of the staff member or target grade.
- The homework is given a -, these means the piece of work completed is above the expectations of the staff member or target grade.

Formative Assessments

Students are expected to complete regular pieces of assessment to ensure progress continues outside the classroom. Staff are expected to provide evidence of at least two pieces of formative assessment or four pieces for double time courses each half term and should be assessed in the following ways: -

- Key Stage 4 – The dept should assess the work by given either an A-G (Legacy GCSE), Pass-Merit-Distinction (Btec/VCert) or 1-9 (New GCSE grading)
- Key Stage 3 – If the dept is in a position to give a 1-9 (new GCSE grading) then this can be used, alternatively Developing (Dev or D), Challenge (Chal or C), Better (Bet or B) or Aspire (Asp or A) is to be used on formative assessments.

Key Stage 3

Teachers assess the current working level of each student in terms of attainment levels with or without a '-' qualifier, '-' meaning not achieved without intervention. As students improve their attainment through progress, the assessment grade is entered into the assessment manager mark sheet for the class during the open data window. Data is uploaded into SISRA so levels/sub levels of progress from baselines can be clearly seen. Students record their assessment levels in their progress matrix/flight path stored within their planner.

Key Stage 4

Teachers assess the current working level and the professional prediction of each student in terms of attainment levels with a '-' qualifier, meaning not achieved without intervention, or a whole grade meaning solid attainment at that level. As students improve their attainment through progress, the assessment grade is entered into the assessment manager mark sheet for the class during the open data window. Data is uploaded into SISRA so levels/sub levels of progress from baselines can be clearly seen and attainment and progress over time tracked. Students record their assessment levels in their progress matrix/flight path stored within their planner.

CWG – current working grade is the grade that they are working at currently backed up by evidence from assessments, classwork, controlled assessment, practical pieces and exam performance.

PRP – professional prediction is the grade that they will be working at by the end of their course backed up by evidence from assessments, classwork, controlled assessment, practical pieces and exam performance. This is assessed against GCSE criteria and considering the performance of similar students, historically, and the outcome achieved. It is not lower than the current working grade

Life without Levels – The academy is currently involved in a working party across the SPTA developing best practice in an SPTA wide response to the removal of NC levels. **Until such a point where this is rolled out across the SPTA the academy will continue to use levels as necessary.**

“When considering the school’s records for the progress of current pupils, inspectors will recognise that schools are at different points in their move towards adopting a system of assessment without national curriculum levels.”

Ofsted Handbook Sec 5, 2016

Roles and Responsibilities:

The role of the Classroom Teacher in assessment:

- Setting and communicating appropriate, differentiated levelled outcomes for each lesson and each unit of work.
- Communicate assessment criteria.
- Provide opportunities for students to engage in peer and self-assessment opportunities.
- Mark and assess work regularly in line with the academy policy
- Assess work **against outcomes** and communicate these to students.
- Give feedback that enables all students to make progress.
- Record all appropriate data and information in a range of ways.
- Provide accurate and informed data for Progress Reports. By ensuring teachers are able to conduct assessment, confidently and competently; access to support and professional development will be provided where required e.g. drop-in sessions with Assistant Principal for Progress and Intervention **(Deep Experience)**.
- Provide data and information for new teachers of student transferring between groups (pass on class profiles, seating plans and exercise books as appropriate).
- Keep up to date with pedagogical research and “good practice”.
- Provide statutory data as required.

The role of the Learning Leaders/Heads of department in assessment:

In the context of assessment all Leaders/Heads of department should provide leadership in ensuring that:

- All teachers plan for formative and summative assessment and identify assessment opportunities.
- An appropriate assessment plan is in place linked to the Scheme of Learning and data windows across the academy
- Assessment for Learning takes place, including appropriate feedback to students.
- A range of evidence is produced to support judgements regarding progress, achievement & attainment and utilising both summative and formative assessment opportunities
- The feedback that teachers give to students is diagnostic, formative and understood by students through work book sampling and lesson observations.
- Regular moderation/standardisation is planned for within the faculty/department
- Whole school deadlines and statutory requirements are met.
- Regular monitoring of the progress of individuals and groups takes place and action is taken to promote achievement and progress.
- Regular analysis of assessment data takes place.
- Liaison with external and internal school Examination Officers re: Entries for all examinations is current and up to date

The role of the Progress Leaders in assessment:

In the context of assessment all Progress Leaders should lead their team in ensuring:

- The use of appropriate assessment data is used to identify students who are underachieving.
- They provide feedback to students and parents whose progress and achievement is particularly good.
- They intervene with support and challenge strategies where a student or group of students is underachieving in relation to expectations.

- Regular liaison with Heads of department/Learning Leaders and Progress Leaders/SLT/Subject teachers concerning individual student progress.

The role of the Data, Assessment and Exams Manager in assessment:

- To liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment and take responsibility for the organisation and invigilation of all internal school examinations
- To ensure that all centrally held data in relation to student's attainment, achievement and progress is kept up to date within SIMS.net.
- To update all data within SISRA and SMID, to ensure as a data analysis tool it remains current. This applies to KS3 and KS4.
- To provide appropriate reports related to the attainment, achievement and progress of individual students, and groups of students across the school.

Quality Assurance

Work in books will be checked during weekly drop-ins and lesson observations as part of the MCA monitoring policy. There will also be **regular cycles of SLT departmental work scrutiny** that will focus on key groups of learners in the academy. This will happen alongside scheduled departmental work scrutiny to develop, identify and share good practice.

Work Scrutiny Process

In line with the whole academy work scrutiny, the following process will be used:

1. Identify a time when a variety of teaching groups/students are active.
2. Collect books or visit all groups within your area during the timeframe that was given to the department/academy
3. Use the template and guidance notes to complete the audit, identifying strengths and areas for development per individual.
4. Ensure all staff have the opportunity for feedback after the audit.
5. Ensure a timeframe has been given to secure improvement and that the member of staff is aware of this.
6. Send results of marking audit to SLT/MLT member responsible.
7. Review these areas on the next audit or during a whole school audit.

Staff failing to adhere to the academy marking, assessment and feedback policy – will be given appropriate support through a notice to improve

Guidance for Marking Scrutiny

- **Is marking up to date?** Staff should be looking at the frequency of marking, in some subjects students may have up to four/five lessons a week, therefore, marking needs to be more frequently reviewed than in a subject that may only have one lessons a week.
- **Is there evidence of the verbal feedback stamp and/or green pen?** Staff could be using the verbal feedback stamp during lessons to demonstrate dialogue with students throughout the lessons, Evidence of green pens will demonstrate students acting on advice and feedback, either from written targets or question in each lesson which is transferred into books/folders, this gives students the understanding of the overall focus of the lesson.
- **Are there comments/targets/Grades to encourage improvement?** Staff should focus comments that are SMART allowing students the chance to demonstrate progress
- **Is there evidence that students are acting on teacher feedback?** Green pens of progress should be evidenced throughout the students work.
- **Is literacy/numeracy marking evident throughout?** Are there a range of literacy and numeracy tasks evident in the books/folders and has marking identifies literacy strands
- **Is peer and self-assessment regular and do teachers monitor this? Do students get the opportunity to mark/assess their own and others work to help with common misunderstandings?**
- **Is there evidence of homework?** What evidence is there to suggest the common setting of homework that links into the work taught in other lessons?

- Is the volume of work consistent with the ability range of the students and across other groups in the subject area?
- Presentation of work. Are the essential/non-negotiable elements evident in the books/folders, such as underlining titles/dates, LQ, drawing in pencil, writing in pen etc...?

Marking, Feedback and Student Response

Rationale:

Marking and effective feedback is a crucial way of closing the gaps between a student's current understanding and their future attainment.

Done well, it offers individual learning pathways for students based on their prior learning. It challenges and stretches students to achieve even better and it builds resilience in learners as they realise that work is not finished until it is excellent.

Expectation:

At Melior, we have high expectation of staff and students, and we see marking and feedback as a vital part of a teacher's role in the Academy. Our expectations are:

- **Work should be marked regularly, and that diagnostic marking is used at least twice every half term** - *Marking should take place regularly enough for students to receive quality feedback that will help the student to progress with their learning. It is recommended that at least two formative assessments take place during a unit of work or half term. It is encouraged that students receive feedback at least once during the unit of work so that impact and progress can be demonstrated through feedback. Work should be marked thoroughly and include detailed feedback*
- **Diagnostic marking should highlight the strength of the work then give guidance on how it can be improved.** It should also give targets for improvement for poor work. *Targets for improvement should be identified in marking with an appropriate acronym – 'T' or 'Tip'*
- **Current working grades should be used to assess work in line with the levelled outcomes**
- **Feedback comments should be specific, constructive and must include a task to demonstrate the improvement.**
- **Students should be given opportunity to respond to the feedback and the response must involve them demonstrating their improvement.** *In the case of verbal feedback, students need to keep a record of verbal targets and advice in workbooks and planners. Staff can stamp a student's book/folder with the 'Verbal Feedback Given', who in turn can summarise the conversation had underneath. This ensures staff can document when conversations are taking place within lessons whilst demonstrate quality dialogue.*
- **All marking must be linked to progress.** It should be clear that marking is having an impact
- **Responses to marking by students should be done in green pen, and then the response is also responded to.**
- **Targets given should be linked to the lesson outcomes.**
- **Praise should be effectively used.** It should spell out what was good about the work so it can be repeated.
- **Challenges should be set for the most able students to further advance their progress.** *Targets for challenge should be identified clearly in marking.*
- **Lesson planning should be based on the marking done.**
- **There is an expectation that work is well presented, and where it is not, this is challenged** (see sticker guidelines)
- **All teachers are responsible for promoting literacy, so literacy marking is expected within books** (See below)

From the literacy Policy:

Assessment

- Departments will comment on the literacy skills demonstrated by students as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to students
- Departments will take students' literacy skills into account when giving feedback to parents
- Departments will demonstrate high expectations over the standard and presentation of all written work

- Assessment of students' literacy skills will feed into future planning

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Deploy a Literacy Representative from each department who will be responsible for disseminating strategies within their own department and also providing feedback at cross-curricular meetings
- Indicate in schemes of work where skills will be explicitly taught
- Mark for literacy where appropriate, commenting on the skills demonstrated by pupils and identifying next steps/how to improve. See Appendix for common literacy marking guideline

Marking Code:

To ensure a consistent approach to marking across the whole school, all staff should use the following codes when marking literacy errors:

Sp = spelling

P = punctuation

G = grammar (e.g. tense change & subject/verb agreement – e.g. 'we were' not 'we was')

NP = new paragraph

CL = capital letter

? = something doesn't make sense

^ = omission

Presentation:

Student Guidelines:

- All work should be dated.
- Write in black/blue pen or pencil if appropriate.
- Diagrams should be in pencil or pen if appropriate.
- Label homework clearly.
- Keep your book graffiti free.
- Glue in loose sheets.
- Keep your folder organised.
- Always present your work to the best of your ability.
- Always underline with a ruler.

This Policy should be read in conjunction with the academy Teaching and Learning Policy

Key Points:

- A “Learning Question” must be shared with the students at the start of every lesson
- **Levelled Outcomes** must be set at the start of each lesson
- Success criteria related to levels/grades must be shared with students.
- Ensure that success criteria are shared and modelled throughout lessons.
- Skilful questioning must be used to assess attainment (using, for example, Bloom’s Taxonomy) and set targets for further progression
- Hot spot marking and Verbal feedback stamps can be used as appropriate to support practice
- Learning objectives and learning outcomes are used as the benchmark for oral and written feedback. They should be shared and made clear to the students in advance of attempting a task.
- Students should receive regular and detailed feedback on their work, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve.
- Assessed written work and feedback on oral work should be returned in line with academy expectations and quality class time should be dedicated to its return, discussion and student reflection.
- All students’ work should be acknowledged and marked in accordance with the guidance provided
- Teachers are required to comply with the Academy marking, feedback and assessment policy
- Teachers are responsible for recording marks or comments for students’ work regularly to ensure that written evidence is available to inform discussions with students, parents and colleagues.
- Work should be marked regularly, and that diagnostic marking is used at least twice every half term
- Diagnostic marking should highlight the strength of the work then give guidance on how it can be improved.
- Current working grades should be used to assess work in line with the graded levelled outcomes
- Feedback comments should be specific, constructive and must include a task to demonstrate the improvement.
- Students should be given opportunity to respond to the feedback and the response must involve them demonstrating their improvement
- Responses to marking by students should be done in **green pen**, and then the response is also responded to
- Targets given should be linked to the lesson outcomes.
- Challenges should be set for the most able students to further advance their progress.
- There is an expectation that work is well presented, and where it is not, this is challenged
- All teachers are responsible for promoting literacy, so literacy marking is expected within books
- Work in books will be checked during weekly drop-ins and lesson observations as part of the MCA monitoring policy. There will also be a calendared fortnightly cycle of SLT work scrutiny that will focus on key groups of learners in the academy. This will happen alongside scheduled departmental work scrutiny to develop, identify and share good practice.
- Performance data is collected and published six times a year for every student.
- Current working grades (Teacher Assessed Levels – KS3/KS4) and professional predictions – KS4 are published to students and parents six times a year through the schools system of Progress Reports.
- **Key Stage 3-** Teachers assess the current working level of each student in terms of attainment levels with or without a ‘-’ qualifier, ‘-’ meaning not achieved without intervention. As students improve their attainment through progress, the assessment grade is entered into the assessment manager mark sheet for the class during the open data window. Data is uploaded into SISRA so levels/sub levels of progress from baselines can be clearly seen. Students record their assessment levels in their progress matrix/flight path stored within their planner.
- **Key Stage 4** -Teachers assess the current working level and the professional prediction of each student in terms of attainment levels with a ‘-’ qualifier, meaning not achieved without intervention, or a whole grade meaning solid attainment at that level. As students improve their attainment through progress, the assessment grade is entered into the assessment manager mark sheet for the class during the open data window. Data is uploaded into SISRA so levels/sub levels of progress from baselines can be clearly seen and attainment and progress over time tracked. Students record their assessment levels in their progress matrix/flight path stored within their planner.
- **CWG** – current working grade is the grade that they are working at currently backed up by evidence from assessments, classwork, controlled assessment, practical pieces and exam performance.
- **PRP** – professional prediction is the grade that they will be working at by the end of their course backed up by evidence from assessments, classwork, controlled assessment, practical pieces and exam performance. This is assessed against GCSE criteria and considering the performance of similar students, historically, and the outcome achieved. It is not lower than the current working grade