

ASSESSMENT AND MARKING POLICY

RATIONALE:

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- * be manageable for teachers and accessible to students; relate to the learning intention and comment on previous attainment within the context of the learning intention;
- * give recognition and praise for achievement and clear strategies for improvement;
- * allow specific time for students to read, reflect and respond to marking; respond to individual learning needs, marking face to face with some and at a distance with others;
- * inform future planning and group target setting; use consistent codes across the school;
- * ultimately be seen by students as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

How do we mark students' work?

Students' work needs to be marked in a colour that can be clearly seen.

The school makes use of three forms of marking/feedback:

Oral Feedback

It is important for students to have oral feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. Students of all ages need oral feedback from time to time.

Summative feedback / marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the students, as a class or in groups.

Formative feedback / marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

What is Quality Marking?

Teachers focus first and foremost on the learning intention of the task. The emphasis being on both successes against the learning intention and improvement needs. When 'quality marking' teachers should:

1. Read the entire piece of work;
2. Highlight examples of where the student has met the learning intention;
3. Highlight areas of the work which could be improved;
4. Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.

How will students respond to the comments that have been put at the end of their work?

In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', time should be given during the following lesson for students to read and then make one focused improvement based on the improvement suggestion.

What other styles of marking do teachers use?

A tick and an initial - this might be used when there has been a large amount of teacher input in the lesson or where oral feedback was given.

Self marking - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modelled with the class students sometimes mark work in pairs. This allows them to develop their own critical capacity.

Literacy issues

Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Common spelling mistakes should be noted and students should write the correct spelling in the dictionary sections of their homework diaries.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Maths and Science should assess written work at least every fortnight.

Grading and written feedback

Students should be given information on their progress compared to their Minimum Target Grade (MTG) at least once per term. This should be expressed as a National Curriculum Level or sublevel at KS3 e.g. L5 or L5b. At KS4 and post-16 students should receive this feedback according to the grading structure of the qualification for which they are studying.

Not all work needs to be graded. Assessment for Learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student.

Monitoring

Heads of Department and Faculty are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for School and Faculty Self-evaluation. The views of students about marking and assessment will also be sought as part of a Faculty Review.

Assessment grades are routinely collected from staff to share with colleagues and parents via short reports and full reports.

Parents' Involvement

Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the homework diary and via our Home School Liaison Officer.

Policy adopted by the Governing Body March 2008
Policy Review – March 2010