

Looe Community Academy
April 2013

MARKING POLICY

POLICY AIM

To ensure efficient and effective procedures which enable regular and effective assessment opportunities, inform planning and preparation and generate consistently high standards in student achievement, thus securing progression.

Overview

Self-review, self-evaluation and reflection are essential in ensuring that significant progress is made by all our learners. The Academy's processes of self-evaluation, improvement planning and assessment model, ensure that all parties evaluate current situations, strengths and development points and reflect on how to move forward.

The assessment model will ensure that

All Staff: plan, implement and evaluate regular assessment opportunities which inform planning and preparation for consistent high standards in presentation, student achievement and provide effective feedback.

All Learners: understand explicitly their current strengths and areas for development; where they are in the learning journey; habitually reflect and know how to proactively seek to take action to improve their learning.

All Parents and Carers: regularly receive effective communication evidencing the progress made by learners in line with national trends and expectations.

Leaders of Learning: subject teams will arrange regular and relevant assessment of students' attainment which enables staff to provide an accurate representation of a student's current ability at any point within the year. It is the responsibility of Leaders of Learning to monitor and moderate the recording, accuracy and quality of assessment.

Leaders of Learning should monitor intervention at all phases; initially, wave one¹ intervention should be tracked and communicated (via SIMS) between subject teachers and Leaders of Learning. Additionally, wave two² and wave three³ interventions should be planned, evaluated and recorded to ensure progression that can be monitored.

Monitor/review

Leaders of Learning must regularly monitor assessment records to track progression and as a consequence should plan and implement appropriate intervention as a consequence. Assessment opportunities should be appropriate to the current phase of the learner and be designed to provide an accurate assessment of current ability as well as preparing students for examinations.

Moderation

It is the responsibility of Leaders of Learning and subject area teams to ensure that assessment is accurate. Regular opportunity for moderation of assessments across the cohorts should take place and this should be evidenced in subject area meeting minutes. Moderation and standardisation should utilise expertise and material from examining bodies as well as staff understanding and experience.

Schemes of learning

It is the responsibility of Leaders of Learning to ensure that schemes of learning are designed to facilitate progression, personalise learning and develop transferable skills. Schemes of learning should plan on-going assessment to exemplify learning and progression taking place. Moderation will include regular comparison with Academy, County and national benchmarks, Academy targets and national progress measures.

Expectations of all students and teaching staff are:

Quality of written communication

All students should be expected to present and articulate their written work clearly and appropriately. All teachers are responsible for modelling this high expectation in their own presentations, resource sheets, use of white board etc. Best practice is seen where there is a common approach in a department, eg, standard slides which ensure consistency of presentation of learning objectives, key words and so on.

All students must:

- Put the date and title and/or learning objective(s) for the session
- Complete work, fill pages, glue or staple loose sheets in carefully and take pride in their book, folder, portfolio or planner
- Ensure there is no graffiti on or in books, folders, portfolios or planners at all
- Cover their exercise books in an appropriate way, when required

¹ **Wave one** is the kind of **intervention any child could expect within the classroom** environment; can't see the board? – we'll move you to the front etc.

² **Wave two** is more specialised and is what **whole departments will run** in order to help students: not getting the grade you really need? English intervention class will help etc.

³ **Wave three** is **really specialised intervention** developed through SEN(D) department or outside specialist agencies and is used to help really specific issues

Summative assessment

On a half termly basis, all staff should accurately report in to SIMS current attainment for each student in relation to the relevant curriculum criteria at each Key Stage. The information should be related to appropriate assessments, directly related to the understood criteria and justifiable to parents as necessary. One score based on one assessment is not acceptable; information recorded should reflect the student's full capabilities.

Formative feedback

Throughout schemes of learning, students should have opportunity to reflect on their learning and evaluate progress. It is expected that students will receive two sets of written feedback per half term from their subject teacher. Additionally, feedback should be provided through self, peer and teacher assessment as oral or written feedback. **Feedback should be easily documented, traceable and be accessible to any person reading it.**

All forms of feedback should be evidenced so that it is clear who has marked and how. **'SA', 'PA'** or **'TA'** in a circle e.g. SA = self assessment, PA = peer assessment, TA = teaching assistant, followed by the initials of the marker. Success criteria should be used, where appropriate, to ensure self and peer assessment is meaningful.

Students will be rewarded where work is over and above that which the student would normally produce. This could be for an excellent piece of work (written or oral), piece of independent study, consistently excellent work or progress towards at target, NC level, sub level etc. These rewards should be evident at the end of the student's work.

Written feedback

All staff are required to assess written⁴, spoken⁴, practical⁴ work **at least every three weeks** providing feedback with next steps to aid progression and create a dialogue about learning. This means that work is to be marked at least twice every half term. When students are working on longer term projects teachers should check the work at least every three weeks to assess the individual's progress and offer guidance as often as possible, before the end of the project and its final assessment. Work should be returned within a week of it being submitted.

Summative assessment work and feedback should be evident in exercise books or folders, and some form of recording and tracking of levels/grades throughout a course should be evident to make progress transparent to pupils, parents and other observers.

Marking should be easily distinguishable from students' work. Marking should be personalised, positive and focused on the shared success criteria. Marking and responding to students' work which is done online or electronically should be saved so that a record of the ongoing dialogue can be demonstrated and its impact on student progress identified.

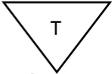
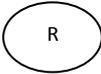
⁴ *The work to be assessed will vary from subject to subject and depend upon the scheme of learning. Leaders of Learning are responsible for ensuring that assessment and feedback accurately reflect the learning and activities in the area.*

We are aiming for parents to be clearly informed and involved and so exercise books/folders should be seen by parents on a regular basis. Obviously where examination boards' criteria do not allow work to go home, in the case of controlled assessments for example, this should be explained.

Principles of effective Marking/ Feedback

- it should be clearly distinguishable from students' work
- it should explicitly relate to clear and shared learning objectives/success criteria
- it should be student friendly and include rewards for outstanding work/performance
- it should identify strengths, including positive recognition of how previous targets have been achieved, as well as next steps /new targets (T)
- it should be prompt to allow students to immediately implement the advice given
- it should be recognised by students as valuable, requiring reflection, and where appropriate a response and ongoing dialogue(R).
- it should include marking for literacy and numeracy where appropriate

Guidelines for **next steps** approach:

1. All marking should include focused and positive recognition of how previous targets and criteria have been achieved.
2. **Next steps** should be focused, linked explicitly to the shared criteria and accessible for the student. Phrases such as 'add more detail' or 'expand your points' are too vague for students to act upon. Staff must be explicit in what they are asking students to do.
3. All marking should be acknowledged by the students and explicitly acted upon.
4. The use of codes  helps to identify the target and  indicates a response or reflection following feedback is required.

Literacy across the curriculum

In order to respond to Spelling, Punctuation and Grammar (SPG) in a consistent manner across the curriculum, the following coded system should be used within the Academy across all subject areas and throughout all the Key Stages. In this way a coherent approach, which is helpful to students as they review their work, will be possible.

<u>Teacher advice</u>	<u>Code</u>
Check your spelling*	<u>Sp</u> (margin)
Grammatical error	<u>gr</u> (margin)
Word missing	^
Begin new paragraph	//
Punctuation mark missing	O
Idea/sentence is unclear	?
Excellent word choice/idea	✓✓

All subject-specific words should certainly be marked, as should common words which are mis-spelt and grammatical errors frequently made. It is accepted, though, that some individual students' hard work could be devalued if every possible mistake were to be identified all the time. It is important, therefore, that each individual student's work should be considered in the light of his/her individual needs.

Numeracy across the curriculum

It is the collective responsibility of all staff to aid the students in their skills in numeracy and to ensure that there is an expectation across all departments to provide a consistency across all curriculum areas when marking student work.

<u>Teacher advice</u>	<u>Code</u>
Use the correct two decimal place notation when writing money in pounds and pence	£
Add units to an answer or use correct units	units
Use the correct scale on a graph	scale?
Error has been made using a piece of measuring equipment	measure?
Presentation requires use of pencil	pencil?
Presentation requires use of a ruler	ruler?

Oral feedback

It may be appropriate to provide oral feedback to support the progression of the learner. This must provide next steps (following the written feedback guidelines) and must be recorded in some form in the student's workbook. This may include:

- Podcasts of the feedback
- A summary of the feedback noted in the workbook, eg, OF 12.03.13 + oral feedback received 12 March

There must be evidence of reflection and action from this feedback



Learning dialogue

Students should be encouraged and expected to regularly record reflection following feedback. This should demonstrate understanding of the learning objectives, necessary key words, targets and how students are progressing.

Monitoring/intervention

Staff should use formative and summative assessment to monitor and track progress of each learner in order to personalise planning, guided group work and intervention to ensure progression for all learners. Where assessment highlights concerns, staff are required to report this information to the appropriate Leaders of Learning.

Communication

Staff are required to engage in dialogue with parents and carers through the use of accurate reporting. In addition to this, planners should be used to highlight any achievements made by students or to highlight any concerns. Where necessary, parents should be contacted directly to discuss any concerns regarding progress and a note of the conversation recorded.

Key Stage 3

Levels reported should be a true reflection of the student's current ability. If the student significantly underperforms in an individual assessment, their overall level should not be significantly swayed.

Key Stage 4

Staff are required to provide an accurate representation of a student's ability and likely outcome for the course. Therefore, staff need to report the predicted/likely grade of the student.

Predicted/likely grade: this is the grade that the student is likely to achieve if they continue to work in the way that they are currently working taking into consideration controlled assessment, coursework or any other contributing factors. (In SIMS this is known as the predicted grade aspect).

Approved by Full Governing Body Meeting: Summer term 2013. To be reviewed July 2014