

# Marking and Assessment Policy



*Believe, Succeed, Together*

Date Reviewed	June 2018
Date Ratified by Trust	July 2018

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## **1.0 Marking in the Context of Assessment**

The Marking Policy sits within the Academy's comprehensive assessment procedures and is carefully linked to ensure that teaching, learning, assessment and the curriculum are responsive to pupils' needs, with a focus on raising achievement. Regular summative assessments are included within the departmental schemes of work and assessment calendar. Appropriate data is recorded by the teacher, department and Academy and is used to contribute to the reports sent to parents.

## **2.0 Aim**

The Academy's aim is to establish a consistent approach where marking:

- Encourages pupils to feel valued.
- Includes incisive feedback that contributes to pupil progress e.g. clear evaluations and sensible advice.
- Is understood and commented on by the pupil.
- Shows pupils what they need to do to improve.
- Informs the teacher of how they might improve future planning, teaching, learning and assessment as a way of ensuring that all pupils meet or exceed targets.

## **3.0 Principles**

The key principles that all subjects work within are:

- A minimum of one piece of formative feedback every 3 weeks.
- Pupils have time to reflect upon and comment on formative feedback.
- There is regular self and peer assessment.
- Evidence of 'Mark as You Go'.
- SPaG which adheres to agreed codes (see Marking for Literacy).
- Pupils have Forecast Grade recorded in/on their books.
- Pupils have an ongoing record of their subject specific targets in their books.
- A minimum of six summative assessments per year.
- Pupils have their own record of the grade from the most recent summative assessment.
- Pupils respond in one agreed colour.
- Marking across all subjects is quality assured each term.

## **4.0 Departments**

### **4.1 Teaching Staff**

All subject teachers must mark in accordance to the key principles listed in this policy and follow the agreed departmental approach. If a colleague is, at any point, unsure regarding any aspect of marking they should, in the first instance, see their Head of Department.

Marking, Feedback, AfL and Marking for Literacy training are included within the Academy's CPD programme. Further support/time is always available if requested through the line management system.

## **4.2 LSAs**

Other adults in the classroom also play a key role with regard to supporting pupil progress via feedback. LSAs are expected to support relevant pupils within the class and are able to provide feedback i.e. written or via stickers e.g. to identify where verbal feedback has been given, highlight strengths or suggest areas for improvement.

## **5.0 Assessment for Learning (AFL)**

Formative marking is to be completed for each pupil in each subject (i.e. adhering to the minimum requirement within the subject). Pupils will be given time to reflect and then comment upon the feedback given. This dialogue is to be recorded by the pupil. This continuous dialogue is key to an overview of individual progress within a subject. This is addressed via agreed Designated Reflective and Feedback Time (DRAFT) pieces of work within schemes of work.

All departments must effectively use self and peer assessment as part of learning. This is part of the drive to further develop Marking for Literacy and Assessment for Learning and encourage Assessment as Learning (i.e. moving to a position where learners are in a position to assess their own work and make accurate judgements with regard to how they can further improve towards subject targets).

## 6.0 Marking for Literacy

All staff have responsibility for the development of literacy. One part of this is the use of the agreed codes when assessing Spelling, Punctuation and Grammar. The codes listed below are to be used when marking for literacy.

SP – Spelling

Gr – Grammar

P – Punctuation

H – Homophone

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NP – New Paragraph

WW- Wrong Word

? – Unclear meaning

T – Tense Error

R – Repetition

SL – Slang

## 7.0 Quality Assurance Processes

Once a term, the SLT will complete a QA check on marking across the Academy.

- The day of the check will be agreed by the designated member of SLT and allocated HoD.
- The relevant HoD will arrange for all (or the requested) subject books, folders etc. to be collected and left in individual teaching rooms.
- The designated member of SLT and HoD will review marking across the department using the relevant pro forma.
- Any missing sets of books will be requested and seen.
- Findings and subsequent targets will be collated and addressed at SLT level and within line management meetings.
- A report summarising findings will be produced for the Principal and Directors.

## 8.0 Assessment

### 8.1 Forecast Grade

The grade that <<Forename>> is forecast to achieve at the end of Year 11 based on national benchmark data provided by the Fischer Family Trust (FFT). <<Forename>>'s progress will be measured against this grade.

Exceeding	The pupil's Current Grade is above their Forecast Grade.
Expected	The pupil's Current Grade matches their Forecast Grade.
Emerging	The pupil's Current Grade is below their Forecast Grade.

### 8.2 Current Grade (Year 7 and 8)

The grade (9-1) that <<Forename>> could expect to achieve at the end of Year 8, based on a combination of their current performance and a prediction of their achievement over time.

### 8.3 Current Grade (Year 9, 10 and 11)

The grade (9-1) that <<Forename>> could expect to achieve at the end of Year 11, based on a combination of their current performance and a prediction of their achievement over time.

### 8.4 Commitment to Learning (CtL) Grade

Grade	Description of Pupil
1 Outstanding	I always have an excellent attitude and commitment to learning and achieving. I always work very well with others and respect their feelings and values. I always work very well on my own. I always enjoy being challenged and always ask questions to move my learning forward. I always take advantage of the learning opportunities during the lesson. I always complete homework on time.
2 Good	I have a good attitude and commitment to learning and achieving. I usually work well with others and respect their feelings and values. I usually work well on my own. I usually enjoy being challenged and stretched and usually ask questions to aid my understanding. I usually take advantage of the learning opportunities during the lesson. I usually complete homework on time.
3 Requires Improvement	I have an inconsistent attitude and commitment to learning and achieving. I occasionally work well with others and respect their feelings and values. I occasionally work well on my own. I occasionally enjoy being challenged and stretched and occasionally ask questions. I occasionally take advantage of the learning opportunities during the lesson. I occasionally complete homework on time.
4 Inadequate	I have a poor attitude and commitment to learning and achieving. I rarely work well with others and do not generally respect their feelings and values. I rarely work well on my own. I rarely enjoy being challenged and stretched and avoid asking questions. I rarely take advantage of the learning opportunities during the lesson. I rarely complete homework on time.

### 8.5 Reporting Achievement

Pupils receive an interim academic report the week before their corresponding Parent Consultation Evening and a terminal report in July.

September 2018							October 2018							November 2018							December 2018						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
																	1	2	3	4						1	2
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30
							29	30	31												31						
January 2019							February 2019							March 2019							April 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6					1	2	3					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30					
May 2019							June 2019							July 2019							August 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

	School Closure Periods
	INSET
	Data Entry into SIMS
	Year 7 Transition Evening
	Academic Reports (including Predicted Grades on 16 <sup>th</sup> November for Year 11)
	Internal Examinations
	Parent Consultation Evenings (PCE)
	Curriculum Pathways (Options) Evening
	Open Evening

Year Group	Internal Examinations	Academic Report	Parent Consultation Evening
11	10 <sup>th</sup> December – 20 December	18 <sup>th</sup> January	21 <sup>st</sup> January
10	21 <sup>st</sup> January – 30 <sup>th</sup> January	1 <sup>st</sup> March	4 <sup>th</sup> March
9	31 <sup>st</sup> January – 8 <sup>th</sup> February	15 <sup>th</sup> March	18 <sup>th</sup> March
8	4 <sup>th</sup> March – 12 <sup>th</sup> March	3 <sup>rd</sup> May	7 <sup>th</sup> May
7	29 <sup>th</sup> April – 3 <sup>rd</sup> May	14 <sup>th</sup> June	17 <sup>th</sup> June
All	-	19 <sup>th</sup> July	-