

Marking and Assessment Policy



Believe, Succeed, Together

Date Reviewed	June 2022
Date Ratified by Trust	July 2022

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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 the Academy's 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 (DRAFT).
- There is regular self and peer assessment.
- Evidence of 'Mark as You Go'.
- Pupils have Forecast Grade recorded in/on their books.
- A minimum of 6 summative assessments per year.
- Pupils respond in one agreed colour.
- Marking across all subjects is quality assured by the Head of Department and SLT Link as part of the termly work scrutiny.

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) and Assessment as Learning

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.

DRAFT is the main 'vehicle' of [self-regulation](#) and a key element of the CREATE curriculum.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Assess	Undertake regular in-class assessment to monitor strengths and highlight specific areas for improvement.
Target	Consolidate identified strengths and develop and overcome areas for improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

All departments must effectively use self and peer assessment as part of learning. This is part of the drive to further develop AfL and encourage Assessment as Learning (AaL) i.e. moving to a position where learners 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

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 Trustees.

8.0 Assessment

8.1 Forecast Grade

The Academy uses Fischer Family Trust (FFT) Forecast Grades (on a scale of 9-1) for individual subjects.

The Forecast Grade is the grade a pupil is forecast to achieve at the end of Year 11 based on national benchmark data provided by the Fischer Family Trust. A pupil's progress is measured against this grade (refer to section 8.5).

8.2 Current Grade

The grade that a pupil is expected to achieve at the end of Year 11 based on a combination of their current performance and a prediction of their achievement over time.

What is 'current performance'?

Recent formative and summative assessment data e.g. a combination of classwork, homework, tests, end of unit assessments.

What is 'prediction of performance over time'?

The teacher's professional judgement about what grade a pupil should achieve at the end of Year 11.

At KS4, published GCSE grade criteria detail what a pupil should demonstrate to achieve each grade. During KS3, it is more difficult to predict a pupil's performance at the end of KS4. To assist in making this judgement, indicative competencies are used to describe what a pupil should demonstrate to achieve each grade at the end of Year 8.

8.3 Predicted Grade (Year 11)

The grade that a pupil is expected to achieve at the end of Year 11.

8.4 Mock Grade

The grade a pupil achieved in a GCSE summative assessment e.g. a past examination paper (usually the previous year).

8.5 Pupil Progress

The progress a pupil makes is determined by comparing their Current Grade with their Forecast Grade.

Progress	Description
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.

8.6 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.

8.7 Reporting Achievement

Pupils receive an Achievement Report (overleaf) the week before their corresponding Parent Consultation Evening and a terminal report in July.

Achievement Report

Surname, Forename

	Forecast Grade	Mock Grade	Current Grade	% Higher	CtL Grade
English Language	5	6	6	18%	G
English Literature	5	6	6	15%	G
Mathematics	4	5	5	27%	G
Combined Science	4-4	4-4	4-4	56%	O
Citizenship	5	5	5	46%	G
French	4	3	4	29%	G
Geography	4	6	5	36%	G
Food Preparation	5	6	6	6%	G
Sociology	4	3	4	32%	G

English and Maths (4+)	Combined Science (4+)	EBacc	Forecast Attainment 8	Current Attainment 8	Progress
Yes	Yes	Yes	45	52	0.7

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.

Current Grade

The grade that Forename could expect to achieve at the end of year 11, based on a combination of his/her current performance and a prediction of her achievement over time.

Reformed GCSEs are assessed on a scale of 9-1, with 9 being the top grade. A grade 4 is a 'standard' pass (broadly equivalent to a C grade) and a grade 5 is a 'strong' pass.

Forecast Grade vs. Current 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.

Mock Grade

The grade that Forename achieved in his/her Year 11 mock examination.

% Higher

The % of pupils in Forename's year group with a higher Current Grade.

Commitment to Learning (Ctl) Grade

O = Outstanding, G = Good, R = Requires Improvement, I = Inadequate

The Commitment to Learning grade criteria are detailed in the Pupil Planner.

EBacc

The EBacc is a key performance indicator which is awarded to those pupils who achieve a grade 9-4 in the following: English Language or Literature; Mathematics; Combined Science; French; and History or Geography.

Attainment 8 and Progress

The average grade achieved in English and Mathematics (double-weighted); the three best grades from Combined Science, French, History or Geography; and the best 3 grades from the remaining subjects. Progress is the difference between the Forecast Attainment 8 and Current Attainment 8.

Support

Further information relating to Revision, Intervention and Subject Enhancement (RISE) can be found at: <http://www.eastwoodacademy.co.uk/index.php/pupils/examinations>

If you have any question or concerns with regards to your child's progress, contact details for curriculum leaders can be found at: <http://www.eastwoodacademy.co.uk/index.php/contact-us/curriculum-e-mail-directory>

September 2022							October 2022							November 2022							December 2022						
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
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5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
January 2023							February 2023							March 2023							April 2023						
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			1	2	3	4	5			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
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30	31																										
May 2023							June 2023							July 2023							August 2023						
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	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
														31													

	School Closure Periods
	INSET
	Data Entry into SIMS
	Year 7 Transition Evening
	Academic Reports and Year 11 Predicted Grades (10 th November)
	Internal Examinations
	Parent Consultation Evenings (PCE)
	Curriculum Pathways (Options) Evening
	Open Evening
	Enrichment Week

Year Group	Internal Examinations	Academic Report	Parent Consultation Evening
11	5 th December– 16 th December	11 th January	16 th January
10	20 th June – 16 th July	8 th March	13 th March
9	15 th June – 16 th July	15 th March	20 th March
8	15 th June – 16 th July	10 th May	15 th May
7	15 th June – 16 th July	25 th January and 14 th June	20 th June
7-10	15 th June – 16 th July	19 th July	-