Marking and Assessment Policy

The Eastwood Academy

Believe, Succeed, Together

Date Reviewed	June 2023
Date Ratified by Trust	July 2023

Contents

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

Departments have been afforded a degree of autonomy in terms of their approach to marking and assessment, however, **within this, each department must work within the key principles listed below**:

- 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.

3.1 Key Stage 3

At KS3, departments must adhere to the minimum requirements listed in **Appendix 1.**

3.2 Key Stage 4

At KS4, departments must adhere to the following minimum requirements:

- One piece of formative feedback every 3 weeks.
- Regular verbal feedback.
- One summative assessment 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) and Assessment as Learning

All departments must effectively use self and peer-assessment. This is part of the drive to further develop Assessment for Learning (AfL) and 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 work towards subject targets.

Formative marking is to be completed for each pupil in each subject. Pupils will be given time to reflect upon and respond to the feedback given by the class teacher. The pupil's response will be clearly labelled and evidence progress. At KS3 this will normally be addressed via planned DRAFT (Designated Reflective and Feedback Time) pieces of work.

DRAFT is a 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.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. 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.

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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 (and selected Heads of Department) will complete a QA check on marking across the Academy as part of the termly 'Work Scrutiny'.

- The week of the check will be included in the school calendar.
- Members of SLT and invited HoDs will review books from a range of year groups and departments completing the relevant work scrutiny pro forma.
- Findings and subsequent targets will be collated and addressed at SLT level and then within line management meetings.

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 two Achievement Reports (overleaf) during the academic year. The second report is issued a week before the corresponding Parent Consultation Evening.

During the year, current information relating to attendance and achievement can be accessed by parents through a platform called School Gateway.

The Eastwood Academy

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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 2023

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2023

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2023

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2023

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2024

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2024

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2024

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2024

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2024

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2024

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2024

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2024

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend

Colour	Meaning
	School Closure Periods
	INSET
	Data Entry into SIMS
	Year 7 Transition Evening
	Academic Reports
	Internal Examinations
	Parent Consultation Evenings (PCE)
	Curriculum Pathways (Options) Evening
	Open Evening
	Enrichment Week

Key Dates by Year Group

Year Group	Internal Examinations	Academic Report	Parent Consultation Evening
11	4th December – 15th December	16th November and 19th January	22nd January
10	20th June – 16th July	9th February and 19th July	12th February
9	15th June – 16th July	8th March and 19th July	11th March
8	15th June – 16th July	26th January and 10th May	13th May
7	15th June – 16th July	26th January and 14th June	17th June

Appendix 1 - KS3 Marking Requirements

	English / Maths / Science — 3 — Lessons per Term - 42, 33, 39		PE / MFL* / Geography / History — 2 — Lessons per Term - 28, 22, 26		Stats / Computing / DT / Food / Music / Business / Drama / Art* / Citizenship / RE — 1 — Lessons per Term - 14, 11, 13	
Autumn Term AT 1 – 7 weeks AT 2 – 7 weeks	DRAFT	3	DRAFT	2	DRAFT	2
	Summative Assessment	1	Summative Assessment	1	Summative Assessment	1
	Whole school starter – KK/V	Every lesson	Whole school starter – KK/V	Every lesson	Whole school starter – KK/V	Every lesson
	Verbal Feedback	Ongoing	Verbal Feedback	Ongoing	Verbal Feedback	Ongoing
	Self/Peer assessment	Ongoing	Self/Peer assessment	Ongoing	Self/Peer assessment	Ongoing
	Mark As You Go	Ongoing	Mark As You Go	Ongoing	Mark As You Go	Ongoing
Spring Term Sp 1 – 6 weeks Sp 2 – 5 week	DRAFT	2	DRAFT	2	DRAFT	2
	Summative Assessment	1	Summative Assessment	1	Summative Assessment	1
	Whole school starter – KK/V	Every lesson	Whole school starter – KK/V	Every lesson	Whole school starter – KK/V	Every lesson
	Verbal Feedback	Ongoing	Verbal Feedback	Ongoing	Verbal Feedback	Ongoing
	Self/Peer assessment	Ongoing	Self/Peer assessment	Ongoing	Self/Peer assessment	Ongoing
	Mark As You Go	Ongoing	Mark As You Go	Ongoing	Mark As You Go	Ongoing
Summer Term Su 1 – 6 weeks Su 2 – 7 weeks	DRAFT	2 or 3	DRAFT	2	DRAFT	2
	Summative Assessment	1	Summative Assessment	1	Summative Assessment	1
	Whole school starter – KK/V	Every lesson	Whole school starter – KK/V	Every lesson	Whole school starter – KK/V	Every lesson
	Verbal Feedback	Ongoing	Verbal Feedback	Ongoing	Verbal Feedback	Ongoing
	Self/Peer assessment	Ongoing	Self/Peer assessment	Ongoing	Self/Peer assessment	Ongoing
	Mark As You Go	Ongoing	Mark As You Go	Ongoing	Mark As You Go	Ongoing

Key

DRAFT - Linked to the National Curriculum and Indicative Competencies. Grades are issued by the teacher and then whole class feedback is provided and pupil responses completed in **Green** pen.

Whole School Starter - Key Knowledge/Vocabulary - minimum of 3 questions. # 1 – Based on last lesson. # 2 – Based on work last week. # 3 – Based on work from last term/year. This can be assessed via self-assessment, peer assessment or whole class feedback (e.g. whiteboards).

Summative Assessment – termly summative (end of unit) examination/test.

Verbal Feedback – the teacher clearly signposts when he/she is feeding back on a particular aspect or piece of work. Pupils may take key points down under the heading 'Verbal Feedback' in **Green** pen.

Self/Peer Assessment – with guidance/structure from the teacher, pupils mark their own and/or another pupil's work.

Mark As You Go – teachers, LSAs become more confident in terms of adding initials or comments in **red** pen to books when completing one-on-one discussions with pupils.