



The English Martyrs School and Sixth Form College

Marking, Feedback and Assessment Policy

Document control table			
Document title:		Marking, Feedback and Assessment Policy	
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Version number:		2	
Date approved:		12 th February 2019	
Approved by:		Senior Leadership Team	
Date of next review:		September 2019	
Document History			
Version	Date	Author	Note of revisions
1	September 2018	Linda Turner	

MARKING, FEEDBACK AND ASSESSMENT POLICY

Rationale

To offer the highest quality guidance and feedback, which will equip students to understand how to make progress. This policy is mindful of the expectations placed on all teachers in the National Teacher Standards with regard to assessment, feedback and marking:

TS2 – Promote good progress and outcomes by students

TS5 – Adapt teaching to respond to the strengths and needs of all students

TS6 – Make accurate and productive use of assessment

Key Principles

- All students will know their target grade and these should be displayed on a sticker at the front of their book/folder.
- All departments will use a range of assessment methods to measure progress and identify targets for improvement.
- The 3 Key tasks per module should be marked and evident in student's exercise books / folders from Y7 to Y13. The first 2 key tasks being formative and the third summative (taking place in calendared assessment weeks).
- In addition to Key Tasks, students will be routinely completing in class tasks, tests, homework - Teachers can make use self and peer assessment to check work.
- **Each department should have an overall record of Key tasks to be set for all year groups.**
- Homework should be written into schemes of work to ensure consistency and should be set as per the department's planning. Parents should be kept informed if students do not complete homework as per the school's systems.
- Good work and effort should be rewarded using achievement points on Class charts.
- Exam Board/OFQUAL regulations must be adhered to when marking coursework, NEA and controlled assessments. (See policies regarding marking external assessments)
- Data drops - All staff should report on the progress of individual students through the calendared data drops . This will be based on the summative key tasks and will form the basis for reporting attainment and progress to parents, department leaders and SLT.
- Assessment data will be used to identify underachievers and intervention strategies should be led in departments.

Marking for Literacy

When marking for spelling, teachers should limit the recording of spelling errors. Errors to be noted should be frequently misspelt words and subject specific key words. Teachers can write the correct spelling at the side of the page near the spelling error. An example of best practice when marking for literacy would be to use the codes below.

Marking for Literacy

sp = spelling error

p = punctuation is missing or incorrect

// = new paragraph needed

gr = grammatical error or unclear sentence

○ = capital letter needed or misused

Assessment approaches

Day to day in -school assessment - Teachers should have an understanding of student's current progress through real time checking of understanding in lessons, via:

Low stakes testing

Effective questioning

Scanning/skimming of books

Verbal feedback

Addressing of misconceptions

Whole class feedback

There will be 3 Modules of teaching in a year, each module will include 3 Key Tasks. The first 2 key tasks being formative and the third summative (taking place in calendared assessment weeks). Departments must consider their rationale for assessing key tasks to ensure students are GCSE ready via progression across the years and there is a consistent approach within the department. Assessment must make effective use of the principles of meta cognition, eg modelling, regular testing, spaced practice and interleaving.

Formative Key Tasks will allow teachers to analyse the quality of understanding of the subject knowledge. Teachers can then effectively use assessment information to inform planning and adapt learning for all students (differentiation). This also checks the student's level of engagement with feedback advice. This work should be assessed with feedback comments eg [www/ebi](#) and does not require a grade.

Summative Key Tasks should give reliable/robust data and therefore a consistent approach is required within a department. Summative tasks should be graded.

There are 3 calendared data drops per year group, these provide an attainment indicator, which enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching

Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Monitoring

Class teachers are responsible for marking and feedback and ensuring that they adhere to the principles of the policy.

Heads of Department are responsible for:

Ensuring curriculum content and assessments are integral to schemes of work.

Developing summative key task assessments which are consistent, rigorous and progressive.

Implementing intervention strategies within departments.

Ensuring staff are fully aware of the assessment requirements of their subject.

Managing moderation/standardisation opportunities throughout the year.

Middle and Senior Leaders are responsible for monitoring the standard of work (including presentation), quality of marking, feedback and assessment via work scrutinies and reviews as per the Monitoring calendar. This will involve looking at a selection of exercise books or work samples to evaluate the effectiveness of this policy. The outcomes of work scrutinies will be shared with subject leaders and individuals.

MCH will monitor the effectiveness of assessment practices across the school.

Directors and School Leaders have based this policy on EEF research findings and national best practice; they will review this policy to respond to changes in required practice. Directors will receive termly reports via the Curriculum and Standards Committee.

LW June 2018

"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning" **quote from OFSTED April 2018**