



the *Kind's*
school

specialising in maths and computing

Marking & Assessment Policy



MARKING & ASSESSMENT POLICY

1 Policy Statement

The King's School believes that frequent high quality and appropriate feedback from teacher to student and student to teacher is an essential part of teaching and learning and an effective tool to accelerate student progress. The overall purpose of assessment must be to improve standards, not merely to measure them. The quality of assessment has a significant impact on attitudes to learning and on achievement in schools: by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

2 Purpose

The most important purpose of marking and assessment is to motivate and encourage students by:

- Involving students in the learning process through explaining the reasons for the assessment and its relationship to the course;
- Recording positive achievement which contributes to a summative statement;
- Making sure that students are fully aware of assessment objectives and the criteria for success;
- Discussion of performance and establishing clear, achievable targets for students.

The purpose of Marking and Assessment policy is to:

- Have a positive impact on achievement and progress by responding to strengths and weaknesses, enabling staff to evaluate the effectiveness of teaching and to inform future planning;
- To provide clear guidelines on the schools approach to assessment;
- To establish a coherent approach to assessment across all subject areas;
- To provide a system of assessment that is clear to students, staff and parents.

3 Guidance

Four types of marking and feedback occur during teaching and learning at The King's School:

- **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a student or in on a group basis. For younger students this can be noted down to record the feedback and response process.
- **Light marking** of work, acknowledging and recognising attainment and/or progress, success and/or completion of students' work.
- **Developmental marking** in which incisive feedback on attainment and success is given and response from students is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- **Self-assessment and peer assessment** of the attainment and success of a piece of work.

Assessment may be used in a variety of ways for a variety of purposes at The King's School. It may be:

- **Formative:** recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future.

- **Summative:** recording a student's overall achievement.
- **Diagnostic:** identifying a student's strengths and weaknesses which prompts appropriate guidance and support.
- **Evaluative:** providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies.
- **Informative:** providing information for reports to parents.

4 Scope

This policy is applicable to the whole curriculum and all teaching groups.

5 Responsibility

Teachers will:

- Regularly mark and give feedback to students in line with this policy including all the minimum expectations included in the current Teaching and Learning Pedagogy Pack;
- Assess work against KS3 success criteria and KS4 grade criteria and communicate these to students;
- Record all appropriate baseline data and summative assessment data in their mark books and make use of this data to secure student's progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Provide accurate Realistic Expected Grades and Realistic Expected Levels for grade collections;
- Keep up to date with pedagogical research and "good practice" with regard to formative and summative assessment;
- Analyse students' data to inform planning for progress and intervention.

Students will:

- Regularly review their work and discuss learning targets with their subject teachers and Form Tutors and record the information in their planners;
- Ensure that targets are recorded in their exercise books as appropriate;
- Seek advice about what to do to improve;
- Immediately act upon feedback given by their teacher;
- Re-do poor quality work and hand in to the teacher within a specified deadline;
- Catch up on any missed work and hand in to the teacher within a specified deadline.

Subject Team Leaders will ensure that:

- Assessment is consistent across the department;
- Whole school deadlines and statutory requirements are met;
- Medium/short term curriculum plans include key assessment tasks in line with the school assessment calendar;
- Regular moderation/standardisation is planned for within the subject area;
- Entries for all examinations both internal and external are current and up to date by liaising with the school Examinations Officer;
- There is a full review of exam performance using Examination Board post results services (Edexcel Results Plus and AQA e-aqa);
- Monitor, Evaluate and Review teachers' compliance with this policy.

Senior Leadership Team will:

- Review and ensure statutory requirements are met;
- Report to Governors;
- Consult regularly with appropriate staff to ensure appropriate intervention is in place where under-achievement has been identified;
- Take an evidence based view of progress and attainment through a range of QA activities.

Parents will:

- Be involved in regular communication with the school in order to monitor, support, celebrate and challenge their child's learning and progress;
- Assist their son/daughter in achieving their subject specific action points (ebi - even better if);
- Regularly monitor the use of the planner and their child's school work;
- Attend calendared parent's meetings.

6 Publicity

All new teaching staff recruited to the School will be made aware of the Policy. The Policy will be posted on the Shared (G) drive of the School's IT Network and the School website and made available to visitors on request.

Policy to be read in conjunction with the Target Setting Policy and current whole school assessment calendars and curriculum assessment calendars.

Marking Assessment and Feedback - Minimum expectations

Including quality of presentation of students' work



Quality of presentation of students' work

- There should be a title and a date for every lesson in students' books.
- All writing should be in blue or black pen except where directed by the teacher.
- Graphs or diagrams should be drawn in pencil and any straight lines, including margins, should be drawn with rulers and pencils.
- Students' books should be accurate in spelling, punctuation and grammar.
- Students' handwriting should be clear, neat and legible.

Marking of students' work

- Regularity - All students work should be marked at least every 3 weeks.
- Corrections in students' books should be indicated by drawing one line through.
- SPAG marking should adhere to the school literacy marking policy.
- Poor quality work must be redone and checked by the teacher within a specified deadline.
- All home learning should be acknowledged through either peer or teacher assessment/marketing.
- All students must be supported to catch up on work missed within a specified deadline.
- Other forms of feedback should be used as appropriate ie. Oral feedback, student self and peer assessment. This should be clear to all stakeholders; most departments now using green pens.
- Departments should have a display area where student friendly descriptions of success criteria are visible for reference, linked to examples of work at different levels of attainment.

Assessment

- There should be at least 2 internally assessed pieces of work per subject every half term. (These assessment pieces could be an end of topic test, past exam paper, summative test, Controlled Assessment, extended writing or essay, project work or practical tasks. These must be in school controlled tests).
- Every subject area should have a subject-based system to share the outcomes of internally/externally-assessed pieces of work, with students and parents in students' books.
- Time should set aside in lessons for student interaction with marking assessment and feedback.
- The outcomes of all internally/externally-assessed pieces of work should be in grades/levels.
- All assessments/grades/levels will be clearly recorded in the teacher's planner, in line with departmental and school policy.

Feedback

- Comments should reflect the GCSE grade or KS3 success criteria.
- Tell students what they are doing well and why (www - what went well).
- Leave students with clear subject specific action points they are able to work on to improve (ebi - even better if).
- Ensure constant and active student/teacher dialogue in their books.
- Acknowledge the student response to ebi.
- Establish continuity in comments from one piece of work to the next (closing the feedback loop).
- Adhere to school, departmental and literacy marking policies.

Characteristics of effective feedback

- Feedback should focus on the learning intention of the task and is given regularly while still relevant.
- Comments must focus on the work rather than the student.
- Assessment For Learning should be sensitive and constructive because any assessment has an emotional impact.

- Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm.
- Feedback should be given in student friendly language and avoid technical terms/jargon.
- Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', ie. Students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Students should be helped to find alternative solutions as simply repeating an explanation continues to lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and verbal feedback is as important as written feedback.



Symbol or Abbreviation	Meaning
✓	Good point
✓✓	Very good point
Sp Error underlined	Spelling error Correct spelling given in margin
P Error circled	Punctuation error
Exp Error underlined	Expression Using an inappropriate word or phrase
Gr Error underlined	Grammatical error, e.g. incorrect use of there
? Error circled	Doesn't make sense
//	New paragraph

Errors:

A maximum of three spellings will be highlighted in each piece of work, with the spellings corrected for you to learn.

A maximum of three punctuation errors to be highlighted in each piece of work, with a punctuation rule reminder given for you to learn, e.g. remember capital letters are needed for names.

A maximum of three grammatical errors to be highlighted in each piece of work, with a grammar rule reminder for you to learn e.g. 'their' is used to show possession.