Assessment and Marking Policy

September 2015

1. Whole-school Assessment

1.1.   All assessment and marking is conducted with a view to improving the learning of pupils and support their rapid progress.

1.2.   This policy outlines the expectations and practice of Fortismere School regarding assessment and marking.

2. The Purpose of Marking: Why do we Mark Students' Work?

2.1   There are many reasons why we mark work. Sometimes it is summative: to mark controlled assessments, exam papers and coursework, judging written work against assessment objectives supplied by exam boards. This summative marking can also be fed back to parents as WAGs/WALs to provide feedback about progress against national standards.

2.2   Formative marking is vital for developing learning. We mark to identify what our students have already learned, to identify weaknesses and thus to put in place further support; and to identify successful learning that enables progression to the next stage. We know that peer and self assessment is valuable for developing independent learners who can recognise what they need to do in order to continue improving and achieve their learning goals and meet their targets.

2.3   We assess work to inform planning, personalise learning, and feedback to students. This also helps parents understand the strengths and weaknesses of their child's work and encourage and reward the effort and progress made by students.

2.4   We recognise that some marking is written and some is verbal. Although we do not 'tick and flick' for the sake of appearances in an exercise book, we 'acknowledge mark' and highlight, for example, effort, presentation and spelling. Marking has to be meaningful, and our rationale is to check understanding, progress and thinking in subject specific skills.

3. Assessment for Learning (AfL):

3.1   Assessment for Learning focuses on the learning process and is conducted during daily classroom practice and on-going marking of students' work. This approach allows pupils to progress effectively through on-going feedback that takes several form and ultimately improves learning.

3.2   An AfL based approach to assessment enables the development of independent learners and a facilitates a 'Learning to Learn' ethos in the school. It enables teachers to personalise learning and to plan effectively, taking into account the learning needs of the class and responding to them.

3.3   AfL practice is monitored, evaluated and reviewed across the school in yearly Key Stage Reviews, the Appraisal Cycle and during the school's MER yearly cycle (see point 7).

        Teachers use AfL strategies to support students' learning and progress which can include

        • Questioning and modelling (immediate oral feedback)
        • Peer or self-assessment (peer and/or teacher feedback)
        • Deep marking of work (deep teacher feedback)
        • Acknowledgement Marking (light touch feedback)

3. 4   The frequency that this will happen is laid out in individual Departmental Assessment and Marking policies and is dependent on the number of lessons per timetable cycle taught by departments at different key stages.

3.5   Deep marking: Students get detailed written or electronic feedback from the work they are producing or 'deep marking' in red as part of the cycle of assessment which will enable students to make progress.

3.6   This 'deep marking' takes place in pieces of work chosen by individual departments (can also be for summative assessments) as laid out in individual Departmental Assessment and Marking Policies Cycles.

3.7   When marking manually or electronically, teachers deep mark, identifying successes in meeting Success Criteria and highlighting areas for rewriting /development.

3.8   Success Criteria sheets are embedded in schemes of work enabling students to track their own progress against assessment objectives, reflect on their progress and plan to improve through self, peer and teacher assessment.

3.9   Feedback from deep marking is given using the headings What Went Well (WWW) / Even Better If (EBI) and dedicated improvement and reflection time (DIRT), is given in lessons to guide students to actively act on very specific and manageable next steps for improvement.

3.10   Therefore, pupils respond to and build on their teachers' comments, developing a dialogue with their teacher. Green pens are used by students to record their responses to marking and "next steps" suggested by their teachers. Teachers in turn, mark responses and check understanding, which informs their planning and delivery of subsequent lessons.

3.11   To make marking matter, teachers should ensure that pupils have time to read, respond to and act upon the marking (see DIRT above). Redrafting takes place in

specific feedback time ('DIRT') in class, enabling students to immediately address weaknesses and make improvements in order to enable them to 'close the gap' between their current performance and potential achievement.

3.12 Departmental Assessment and Marking Policies include departmental specific documents enabling feedback to be given.

3.13 Each department has its own subject-specific systems for pupils' recording and tracking of their own progress, which enables individual students to be knowledgeable about what they are able to do and what next steps they need to undertake to progress further. This is also recorded and tracked by Go4Schools.

3.14 When interviewed during Key Stage Reviews, pupils say that they learn best from marking when:

- they are given time to read it comments
- they have to write a response or actively do something in response to the teacher's comment or question
- The next steps are manageable and achievable
- The teacher models how to achieve them

This important feedback is relayed to teachers through the school MER of Assessment and Marking yearly cycle.

3.15 Teachers also give feedback at other times. This may be written or verbal, and takes place through group, pair, or individual dialogue with peers and with the teacher.

3.16 As mentioned above, other types of formative marking that take place are peer and self-assessment, with question stems used to support the giving of effective feedback.

3.17 Detailed formative feedback may be hand written or generated electronically.

3.18 Effort Comment: This is a qualitative comment about the effort displayed by the student to support a growth mindset. The comment may also include how much care and attention the student displays when presenting their work, in accordance with the Fortismere Students Presentation Pledges.

3.19 In conclusion, AfL activities that enable co-construction of learning such as questioning and modelling take place regularly in lessons to enable students to review achievement and progress, and where appropriate, a review of learning at the end of a scheme of work enables students' feedback to teachers, thus enabling progression planning. Summative assessments take place after the AfL process is complete and students understand both their successes and their new learning goals.

4. Acknowledgement Marking

4.1   This is light touch marking of pupils' written work in red and is received by pupils between formal assessments. Acknowledgement marking includes:

- commenting on effort
- commenting on presentation
- commenting on interesting ideas and other relevant skills and knowledge

4.2   Acknowledgement marking will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Not all classwork is expected to be acknowledged marked but acknowledgement marking needs to support the upholding of good standards of presentation and effort.

4.3   Teachers will acknowledge such work in different ways, for example through the use of an effort grade, ticks, stickers, stamps or targeted corrections.

5. Editing Code

5.1   We support literacy across the curriculum and are committed to developing the literacy of our own subjects. For major assessed pieces of work, the following code is broadly used (and at times adapted) to support literacy development. In addition, subject specific editing codes are available from departments.

Editing Codes:

- Sp = spelling mistake
- Exp = expression – incorrect use of English
- // = new paragraph required / jump the line
- C =Capital letter required
- O = circle a mistake – students to correct in green or re-type

6. Presentation Guidelines

6.1   The school is clear about ensuring that all students take pride in their work. That pride can be exemplified through the presentation of exercise books and other pieces of work. All additional work and homework is glued in neatly.

6.2   Standards of presentation are monitored, evaluated and reviewed across the school in yearly Key Stage Reviews, the Appraisal Cycle and during the school's MER yearly cycle (see point 7).

6.3   The following presentation pledges outline expectations of students:

Students' Presentation Pledge

1. I will take pride in my work and present it **neatly**

2. I will treat my books with **respect** therefore **will not**
   a. graffiti
   b. doodle
   c. scribble
   d. tear out pages
   e. leave blank pages

3. I will have a pencil case in my school bag containing at least the following items:

   1. **two** black pens
   2. one green pen
   3. a pencil and sharpener
   4. a rubber
   5. a ruler
   6. a calculator

4. I will **underline the date and title** in my exercise books or folders

5. I will use a **black pen** for writing unless my teacher asks me to write with a pencil

6. I will use a **ruler** for underlining

7. I will use a **pencil** for drawings or diagrams

8. I will use a **green pen to correct** my work

9. I will ~~cross out~~ errors neatly with one line and not use correction fluid

10. I will **glue** my worksheets into my exercise books or store them where my teacher says

7. Summative Assessment and Monitoring Progress

7.1 Each department has its own subject-specific cycle for formal summative assessment of work in that subject which are clearly outlined in each Departmental Assessment and Marking Policies.

7.2 This summative assessment, marked in red is designed against floor standards and reflects curriculum progression. Like formative assessment, feedback is provided and response to feedback from the pupil is recorded in a teacher/pupil dialogue.

7.3 Summative assessment practice is monitored, evaluated and reviewed (MER) in Key Stage Reviews during the school's MER yearly cycle (see point 7)

7.4 The frequency of summative assessment is laid out in individual Departmental Assessment and Marking policies, and is dependent on the number of lessons per timetable cycle taught by departments at different key stages.

7.5 Each department has its own subject-specific systems for pupils' recording and tracking of their own progress, which enables individual students to be knowledgeable about their summative assessment levels/grade/descriptors. This is also recorded and tracked in Go4Schools for each individual student.

7.6 Go4Schools is used for whole-school attainment and progress tracking and reporting home and electronic markbooks record both formative and summative assessments.

7.7 The school's tracking system works alongside AfL, providing parents with summative and formative data/information regarding their child's progress. Based on student progress, we identify a working at level/grade/descriptor which is shared with parents.

7.8 Reports combine summative and formative assessment, clarifying levels of attainment and progress against targets (end of year / end of key stage) and focusing on personalised, subject-specific action points. These are discussed once a year at DLCs (Deep Learning Conversations), where form tutors coach students in setting learning goals and plan actions needed to achieve them.

7.8 We use WAGs and WALs at the end of a half term recording summative progress across subject skills, basing our judgment on the most recently completed assessment and current in class performance and homework, unless we are recording a WAG based on, for example, a Year 11 mock.

7.9 Full reports give a personalised overview of each pupil's attainment, strengths and areas for development in each subject. As such, they are written clearly, without jargon, are specific to the subject, personalised to the pupil, and use correct spelling, punctuation and grammar.

7.10 Teachers make students aware that achieving learning goals is linked to their commitment to learning and effort both in school and at home.

7.11 Each teacher and each department records, monitors and responds to subject and class-specific records of pupils' progress. This informs their teaching on an on-going basis.

7.12 Each Head of Department/Faculties (or relevant Post Holders) reviews attainment data after it is collected as part of their evaluation of pupils' progress, prompting intervention, standardisation and moderation of assessment where appropriate.

7.13 Head of Departments/Faculty and Head of College will also review and analyse assessment data after it is collected. From this, pupils making slow or no progress can be identified and action taken, monitored and reviewed.

8. Monitoring Evaluation and Review (MER) of Marking

8.1 Marking sits within the school's comprehensive assessment procedures that are carefully linked to ensure that teaching, learning and the curriculum are responsive to students' needs and clearly focused on raising achievement.

8.2 Teacher assessments and students' books are collected six times a year and evaluated by the Senior Leadership Team, Heads of Faculties and Departments. Feedback is provided and departmental time is provided to discuss feedback and respond to it which supports a school led system of self-improvement on marking and assessment.

8.3 Effective assessment practice is underpinned by the advisory and support role of the QTL Team of Lead Practitioners and Associates, high-quality professional development opportunities and reliable data that teachers use confidently to set high expectations that challenge students to achieve their very best.

8.4 The MER follows a yearly cycle as per below:

Monitoring	Date	Lead	Accountability Cycle
Term 1:			
Headteacher - led	End of September	Helen Anthony / SLT / LPs	SLT selects students and communicates names to respective line managed HOF (1 week notice) → Books sent to and reviewed by Helen/SLT - WWW/EBI feedback proforma returned to each Dept. LPs quality assuring. → SLT sends feedback to HODs via HOFs. → HODs Feedback to teachers. LPs to support → Teachers review marking
Appraisal 1	End of October	Appraisers	Pupil Progress Target set and reviewed from previous year + Staff bring books to Review Meeting to review marking + Lesson observation feedback includes explicit feedback on Marking

			(WWW or EBI)
HOD -led	End of November	HOD + LPs	HOD selects students and communicates names to teachers (1 week notice) → Books reviewed by HODs - WWW/EBI feedback proforma completed for each Dept.LPs quality assuring. → HOF collects Proformas and bring to Marking Review meeting with SLT LM → HODs feedback to teachers → Teachers review marking → (back to start)
Term 2:			
Headteacher -led	End of January	Helen Anthony / SLT / LPs	SLT selects students and communicates names to respective line managed HOF (1 week notice) → Books sent to and reviewed by Helen/SLT - WWW/EBI feedback proforma returned to each Dept. LPs quality assuring. → SLT sends feedback to HODs via HOFs. → HODs Feedback to teachers. LPs to support → Teachers review marking → (back to start)
Appraisal 2	February/ March	KS Review Leads + Lead	KS Marking Review as part of KS Review Report (QTL Led)+ Lesson observation feedback includes explicit on Marking (WWW or EBI)

		Observers	
HOD -led	Early April	HOD + LPs	HOD selects students and communicates names to teachers (1 week notice) → Books reviewed by HODs - WWW/EBI feedback proforma completed for each Dept.LPs quality assuring. → HOF collects Proformas and bring to Marking Review meeting with SLT LM → HODs feedback to teachers → Teachers review marking
Term 3			
Headteacher – led	Early May	Helen Anthony / SLT / LPs	SLT selects students and communicates names to respective line managed HOF (1 week notice) → Books sent to and reviewed by Helen/SLT - WWW/EBI feedback proforma returned to each Dept. LPs quality assuring. → SLT sends feedback to HODs via HOFs. → HODs Feedback to teachers. LPs to support → Teachers review marking
HOD -led	Mid June	HOD + LPs	

			Books reviewed by HODs - WWW/EBI feedback proforma completed for each Dept.LPs quality assuring. . **HOD selects students and communicates names to teachers (1 week notice)** **HOF collects Proformas and bring to Marking Review meeting with SLT LM** **Teachers review marking** **HODs feedback to teachers**
Appraisal 3	June	Lead Observers	<u>Lesson observation feedback includes explicit on Marking (WWW or EBI) – Teacher to bring marked students' work/booked to LO Feedback meeting</u>

9 Marking for Inclusion

9.1   Students with an EHC plan or who receive SEND input have their learning supported and closely monitored by Linc Designated Support Workers (LDSW).

9.2   Support time is planned to enable students to make progress towards learning goals, and activities completed in this time are marked in line with the school marking policy.

9.3   In discussion with subject teachers and students, LDSW monitor and evaluate progress towards learning goals and put in place support to enable this progress.

10 "Life after Levels":

10.1 The changes to the curriculum, assessment and accountability measures require mapping out of the new curriculum with assessment judgements/descriptors linked to assessment objectives that fit the new 1-9 grading scale.

10.2 Each subject will create short, qualitative and concrete descriptors of what pupils are expected to know and be able to do by the end of each year. These should link to the school's curriculum and back to the national curriculum.

10.3 These descriptors need to be broken down into a hierarchy of assessment judgements (using refining measurements) so that they can be used at different points throughout the year to assess progress.

10.4 In this developing context, the school's new assessment processes will be fit for purpose and the new assessment framework will:

- Continue to make assessment integral to teaching and learning
- Ensure that the curriculum is fully covered by meaningful assessment that effectively informs teaching, develops mastery and "next steps" for students and has a maximum impact on learning and progress, especially for the most disadvantaged.
- Be confidently used by staff who would have received on-going staff training so that an on-going process of refinement can occur and a body of evidence to back up assessment judgement in each subject can be used.
- Include a robust standardisation process to ensure that everyone assessing work, at whatever level, knows the floor standards that applies. This in turns, will help maintain the quality of marking over time.
- Include a robust moderation process to ensure that the assessment is reliable and consistent with the required floor standards. This includes internal as well as external moderation.
- Evaluate the new assessment framework by constantly reviewing processes and their impacts on learning.
- Share how students are being assessed with the wider school community including parents and carers.

September 2015