



ST IVO SCHOOL

Marking, Assessment and Feedback Policy

Approved: November 2015, Governors Curriculum Committee

Next review due: November 2017

Why we have this policy

1. To enable teachers, students and parents to understand where students are in their learning and what they can do next to improve
2. To enable students' progress in their learning to be tracked. In addition to celebrating outstanding progress, tracking enables teachers and others to intervene, for example where a student is not on track to achieve their Minimum Target
3. To promote rapid progress amongst students in their learning by ensuring an effective combination of high quality teacher feedback and student responses.
4. To develop students' ownership of their own learning by providing regular opportunities for self-assessment; and to activate students as learning resources for one another by providing regular opportunities for peer assessment

What we mean by the words 'Marking' 'Assessment' and 'Feedback.'

Marking

Marking usually involves monitoring students' classwork and homework: drawing attention to strengths in the work (e.g. where a student has met the success criteria) and any significant errors in presentation, spelling, punctuation and grammar; and pointing out gaps in understanding that are evident from looking at the work.

Assessment

Assessment usually involves evaluating how well a piece of work has been done, against criteria that are known to both teacher and student. This is often done formally (e.g. formal tests, mock exams, pieces of extended written work, and practical work/performances) and usually involves judging attainment by awarding a score, level or grade.

Feedback

Feedback, written and verbal, involves providing the learner with information about how well a piece of work (or test/performance etc) has been done and/or providing information about how the piece of work can be improved in the form of a task or question. The key purpose of feedback is to move learning forward (there is a separate guide, 'Feedback at St. Ivo', for teachers on providing high-quality feedback that moves learning forward).

How will marking, assessment and feedback be conducted?

Teachers will use a contrasting colour from the work of students. It is expected that this will typically be red, but discretion exists for educational purposes such as MFL using pencil marking at 'A' level. The key requirement is that teacher marking is in a contrasting colour, and deployed in a clear and respectful

manner. Students will respond to teacher feedback using a green pen, where these are available. This helps to clearly signal that a response has occurred. The key requirement is that a response is provided, thereby creating a dialogue between teacher and student.

The terms 'Strength, Action, Response' will be used for detailed pieces of marking, assessment and feedback. It is expected that teachers will use a 'SAR' stamp for these detailed pieces, but discretion exists if an equivalent thematic tool is more effective e.g. a structured feedback sheet stating 'Strength, Action, Response'.

As students' work can take many different forms, it is not possible to say that work will always receive marking, assessment and feedback in a set way. However, teachers will typically: draw attention to errors such as key spelling, punctuation and grammar errors (see SPaG codes towards the end of this policy); indicate where presentation of student work needs to be improved (see presentation criteria at the end of this policy); draw attention to gaps in understanding that are evident from looking at the work; and provide feedback designed to help the student improve the work, in the form of a task or question(s).

Students often focus on awarded grades rather than on how to improve. Hence, when possible, it is desirable to do the following: Where the teacher assigns a grade or level for attainment to the work, she/he will not share this with the student until the student has had the opportunity to respond to the teacher's feedback about how the work can be improved.

How does praise fit in with feedback?

Praise should not be confused with feedback that moves learning forward. The main purpose of feedback is to close the gap between current performance and the desired performance (usually expressed through the success criteria) and praise will not do that.

Some kinds of praise, such as telling someone they are very intelligent, can actually be counter-productive. Where it is given, praise should be credible – that is well-deserved; contingent – related to what the student has done or how the student has behaved etc; specific – 'You've covered all 5 of the success criteria in that paragraph, Ellen, well done!'; and genuine – when we praise people, we need to mean it.

How frequently will students' work experience marking, assessment and feedback?

KS3 classwork marking:

In subjects with a higher number of lessons, such as English, Maths and Science, students' classwork will be marked at least once per month. In subjects with a moderate number of lessons every 2 weeks, such as history and geography, classwork will be marked at least every 10 lessons. In subjects with significantly less learning time, such as music and drama, classwork will be marked less frequently, although detailed feedback (see below) will be at least once a term.

KS3 homework marking:

Homework will be regularly set and marked according to the homework policy. Homework will be checked for completion on the due date and, where appropriate, taken in for marking. Homework that requires marking will usually be returned to students within a week of being collected by the teacher. It is the responsibility of the student to hand in homework on the due date, unless he or she is absent (when it should be handed in as soon as possible upon the student's return to school). If work is not handed in on time, it may not be marked.

KS3 feedback:

Teachers will provide each student with at least 1 piece of detailed feedback per half term, typically using the SAR (Strength, Action, Response) system. For subjects where students have significantly less learning time, detailed feedback will be less frequent, but at least once a term.

Exam classes in KS4 and KS5:

The completion and quality of classwork can be monitored at more flexible times during modules/units, although every 10 lessons is a minimum expectation. This approach recognises the increased additional need for detailed teacher feedback about important and often lengthy pieces of work such as major assessments, essays, exam-style answers, and mock exams. One piece of detailed feedback per half term is required using the SAR stamp system, but more than one piece is desirable.

Feedback across Key Stages:

This may be recorded on an appropriately significant piece of: homework; classwork; a performance; practical work; a formal assessment; a piece of coursework if permitted; an end of module test; mock exams etc.

Assessment of students' progress:

This will be assessed formally at least once per term in each subject, although, as a 'live' system, Go4Schools allows for the recording of the outcomes from assessments at any time and in practice many teachers will record more than one mark for attainment per term on Go4Schools. Formal assessments such as end-of-module tests or 'mock' exams usually include a grade or level for attainment, and feedback in the form of a task or question(s) designed to move the learning forward. In order for the assessment to be used formatively, it is desirable, when possible, that the grade or level for attainment should be withheld until the student has had the opportunity to respond to and thereby improve the assessment as a result of the teacher's marking and feedback. Teachers will then monitor whether improvement responses have occurred. However, due to workload constraints, there is no expectation to re-mark and re-grade the work.

Overall, each individual student will experience a combination of marking, assessment and feedback during each term. The above are statements about minimum requirements. All staff should focus on achieving the desired end point: all students need to have their work marked regularly, with feedback that moves learning forward, and opportunities for student responses.

Will there be opportunities for self and peer assessment?

Teachers will provide students with regular opportunities to assess both their own work and the work of others, against clear success criteria. Students will typically use the terms WWW (What Went Well) and EBI (Even Better If).

How is students' progress tracked over time?

Teachers update the school's online tracking system, 'Go4Schools', at least once per term with information about: each student's attainment in key pieces of work such as formal tests; and the teacher's assessment of the student's Attitude to Learning. Go4Schools enables the school to track students' progress over time. Teachers will record data to show whether the student is currently on-track to meet their Minimum Target in the subject, currently on-track to exceed their Minimum Target in the subject or not currently on-track to meet their Minimum Target in the subject.

Monitoring how well this policy is being implemented

- There are 3 whole school MAF work scrutiny checkpoint weeks, one per term, spaced across the school year.
- Heads of Department will monitor implementation at least once per term, checking a sample of books (or work folders etc) for each teacher, sampling work from a minimum of 3 classes; and checking that each teacher is updating Go4Schools (part-time staff, and those teaching across subjects will be proportionally monitored in each area). In a large department – English, Maths, Science – this may be jointly done by the Head of Department and a nominee (e.g. KS3 coordinator)
- Heads of Year or Assistant Heads of Year will select 5 students once per term and review all of their books and folders
- Senior Leaders, once per term, will select and check a sample from teachers in their line managed departments, and comparatively check a batch of work from individual students across their subjects.
- The Assistant Head with responsibility for Go4Schools will check regularly that departments are using Go4Schools appropriately.

Literacy marking: SPaG codes

Teachers will draw attention to errors in the first instance, rather than correcting them, as this is much more likely to result in student progress. The codes are:

Sp	You have made a spelling error
P	There is an error in your punctuation
G	You have made a grammar error
//	You need to start a new paragraph here
^	There is a word or words missing here
?	Your meaning is unclear here. You need to re-write this phrase / sentence to make it clearer
Wavy line	Expression issue here: look at this phrase / sentence. Think about how you can improve the way you have expressed yourself

Numeracy marking:

Teachers should draw attention to errors related to numeracy e.g. correction of calculations, graphs.

Presentation of work:

Teachers will indicate where presentation of student work requires improvement. This is designed to ensure students take pride in their learning and facilitate improved understanding and progress. Guidance on presentation expectations is provided on a sticker for every student book or folder. The current expectations stated on the sticker are:

- Write neatly along lines in black or blue pen.
- Diagrams, drawings, graphs in pencil.
- Date and title underlined with a ruler.
- Label work as classwork or homework.
- Check spelling, punctuation, grammar.
- Take responsibility and pride in my learning.
- Follow extra specialist rules for all subjects.