

# MARKING & ASSESSMENT POLICY (INC LITERACY)

2015 – 2016 V1



Date approved:

Signed:

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# Whole School Marking and Feedback Policy

## **Purpose:**

Our vision at Ecclesfield School is that all students will have the opportunity to reach their full potential every day. In order to achieve this they need to be part of a system that assesses the work they do and provides them with the skills and information to make improvements. Good assessment strategies enable this to happen.

## **Aims of the policy:**

To provide clear guidelines on the school's approach to marking and feedback.

To establish a coherent approach to marking and feedback across all departments.

To provide a system which is clear to students, staff and parents.

To ensure that all students have their work assessed in such a way that it improves their learning and builds self-esteem.

**Marking and the implementation of this policy is the responsibility of all teachers.**

## **Targets:**

All students will know the current standard of their work in all subjects and how to progress.

Students receive written feedback every **5-6 lessons**. This might include a combination of **teacher and/or self and peer assessment**.

On **one occasion per half term** detailed written feedback from the teacher should be given for assessed pieces of work (see expectations and procedures below).

Students will receive detailed written feedback for assessed pieces of work **once every half term** so that they have a clear idea of their level of attainment and what needs to be done to improve.

# **Expectations and Procedures:**

**Teachers are expected to ensure that:**

## **General**

### **Learning and Teaching**

Written feedback should be predominantly encouraging and constructive.

The learning objectives and learning outcomes are the reference point of written feedback.

Not all pieces of work need to be marked. However, teachers may wish to acknowledge work by using a tick or putting a date or initial on it to say that has been seen or register completion of work. This work could be work completed as a class group or work that has been self or peer marked.

Teachers and departments are encouraged to plan a range of formative and summative assessment approaches within a scheme of work (see appendix B).

Students are told exactly what is expected from their written work and how they can achieve success.

Exemplar work is provided as often as possible so that students are able to understand the standards that are expected.

AFL strategies including self and peer assessment are used regularly within a scheme of work to enable students to become immersed in their learning and the assessment criteria.

## **Feedback**

Feedback is interactive and used by students and teaching staff in future lessons to evaluate the effectiveness of the teaching, including methods and resources.

Verbal and written comments should be phrased as questions/prompts to stimulate each student to take the next steps in the learning process. e.g.

- Reminder prompts 'what else could you say here?'
- Scaffold prompts 'describe the expression on the man's face'
- Example prompts 'Choose one of these or use your own'

Over the course of a half term when marked work is returned to a class, time is set aside to allow each student to respond to the teachers written comments and improve their understanding. Where possible, students may make adjustments to their work in another colour so this obvious.

## **Praise and rewards**

Rewards are given in line with the School Behaviour Policy when students have improved their work and made progress in their learning. It is good practice to use the full range of rewards including merits, certificates and praise postcards etc.

### **Record Keeping**

Teachers keep accurate records of their marking and assessment data. This may be in kept in department records and/or teachers mark book. This assessment data feeds into the whole school monitoring points and reporting cycle to parents.

Exercise books/files/folders/ learning journals must record a student's progress on their trackers in KS3 and KS4. These will show current performance and next steps. KS4 LOP and minimum expected (9-1) grades are visible to the students. Students' progress trackers should be reviewed termly with students and regularly updated.

### **Frequency of marking**

Students should receive written feedback at least **every five to six lessons from either the teacher and /or via peer or self assessment strategies**. Departments need to plan the key pieces that will be assessed within a scheme of work together with their approach to formative feedback.

### **Assessed work**

On at least **one occasion per half term in all subject areas** detailed, written feedback from the teacher should be given to a student for an assessed piece of work. Assessed pieces of work should be awarded against the new KS3 benchmark descriptors/GCSE grade (9-1) and highlight:

- what the student has done well
- suggesting what needs improvement
- explaining how (target for improvement)

### **Formative feedback**

At other times formative written feedback might be given by the **teacher** or through the use of **self and peer assessment strategies**. Written feedback might take the form of levelling, short term targets, steps to improve, WWW/EBI, two stars and a wish etc. The purpose of this assessment is to help students to explore and develop their own learning and understanding.

If formative comments are given verbally by the teacher/students this must be recorded in the students ex book/ file/folder /learning journal etc using the initials **VF** (Verbal feedback) on the work and the student should record the brief notes of the verbal feedback.

### **Note:**

Because of the absence of National Curriculum lessons in PSHE students will peer and self assess themselves against the SEAL learning outcomes every lesson.

In RE at KS3 students receive one lesson a week and so the frequency of marking will reflect this. Teacher assessment will take place at least **once every term** explaining what has been done well and a target for improvement together with assessment against the new KS3 benchmark criteria. At other times formative assessment will take place at least every 5-6 lessons. There is no change to the policy for KS4 RE.

## **Marking for Literacy:**

**Please note this guidance should be read in conjunction with Ecclesfield Schools Literacy Policy. (see....)**

Literacy skills are vital to the learning and progress of all students at Ecclesfield School. Therefore it is important we address literacy through **common marking and assessment procedures** that are used by all staff and understood by all students.

In **writing**, there is a half-termly whole school focus on developing strategies to improve accuracy of spelling; accuracy of punctuation; more developed use of complex sentence structuring; more structured writing and coherence; more focus on layout, audience and purpose when being asked to write. Following the half-termly focus staff are asked to ensure that **where appropriate teaching is explicit and feedback is recorded in a student's book** when common errors are being made that tie into this. Time needs to be set aside in lessons so that students respond to the feedback and act on the advice.

### **Feed Forward**

Where a student's work has been quality marked and frequent errors occur in a student's written communication the marking codes should be used to highlight the mistake (s). Students should receive effective feedback (teacher dialogue or EBI statements) that equips them to rectify the mistake(s). The marking code (see appendix A) should be used by teachers and students to note errors in written communication, this will be in the front of a student's ex book/folder for ease of reference.

It is important to note that not every error needs to be marked, but those that are most frequent and/or tie in with the half-termly literacy focus should be highlighted in any detailed feedback the students receive. High frequency words that are in correctly spelt should be prioritised for correction.

Marking for Literacy will be monitored via the school work scrutiny schedule.

## **In general**

### **Heads of Department are expected to ensure that:**

- The department marking policy enables the Whole School Marking Policy to be effectively implemented.
- All subject areas have agreed assessed pieces of work where detailed written feedback will be given by the teacher. Work will be marked against the new KS3 assessment criteria or using GCSE grades (1-9).
- A balanced marking procedure is developed for a scheme of work after decisions have been made as to the purpose and role of written feedback. Assessment methods will be varied in include formative (AFL) and summative approaches.
- Have a robust tracking system that is regularly updated with agreed summative assessment tasks in order to identify underachievement. Follow up with relevant staff

students who are causing concern and put interventions into place to support those students in making as much progress as possible.

- The impact of the department procedures and whole a marking policy is monitored by conducting regular book reviews (see appendix C WINTs).
- Planned opportunities are created each term to moderate key assessment activities (KS3 and KS4) to ensure consistency.
- Students and teachers have easy access to KS3 benchmark criteria and KS4 grade descriptors that are understood by all students. It is good practice for these to be prominently displayed in classrooms and in the front of exercise books. The more specific the descriptors are to the piece of work, the better e.g. a mini sheet of success criteria for each piece of coursework.
- A well planned system of rewards is used to help motivate students of all abilities to succeed in their learning.
- The marking within the departments motivates students and has a positive impact on self-esteem.

**The Leadership Team are expected to ensure that:**

- They devise and implement a programme to monitor the implementation of the Whole School Marking Policy.
- Work scrutiny is completed in conjunction with departmental reviews to assess the quality and extent of formative and summative feedback.
- They evaluate the implementation of the policy and provide diagnostic feedback on how assessment across the school can be further developed. This will be done as part of the department reviews.

**Linked Policies:**

Learning and Teaching policy  
Literacy Policy  
School Assessment Framework