

THE ASTLEY COOPER SCHOOL



WHOLE SCHOOL MARKING AND ASSESSMENT POLICY

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Aim

To ensure that all students receive regular feedback presented in such a way that it

- Identifies achievement
- Highlights areas for development
- Provides challenging targets
- Improves attainment
- Increases aspiration
- Builds confidence

Objectives

- To enable written and verbal feedback to be an effective tool for promoting learning and acknowledging progress for all of our students.
- To inform good, quality planning
- To instigate regular opportunities for good quality dialogue between the teacher and the learner
- To clearly communicate an individual's achievement and progress and provide them with clear, written and verbal advice on how to improve and make further progress
- To provide parents with clear indications of their child's progress and to advise them how they can further support their child's learning
- To provide opportunities for regular monitoring of progress to take place
- To ensure that the development of literacy and numeracy is consistent across the school
- To encourage and highlight active response to feedback

Assessment is most effective when:

- Targets are aspirational and personal
- Progress is clearly tracked and recognised
- All assessments are recorded and commented upon
- Clear instructions and advice are given to move students towards their next learning goal
- There is evidence of peer- and self-assessment
- Standard grammar, punctuation, and spelling are addressed consistently across the school

Marking responsibilities for staff:

- Staff will ensure that all books or folders are marked at least once every three weeks*
- Staff will mark using a colour other than green. Pink or purple are common choices, which are less harsh than red
- Staff will identify one piece of work for 'deep marking', with other pieces of work given more of a light touch
- Light touch marking could include peer and self-marking.
- Deep marking will include detailed correction and analysis, with personalised comments. For an extended piece of writing, staff may wish to deep mark only one page when they feel that marking the whole piece in that manner may affect student confidence negatively
- Marking codes are to be used where appropriate (see examples later in the policy)
- Feedback for deep marking will adopt the Strength, Improvement, Response (S.I.R.) approach. This identifies a strength from the work, an area for improvement, and a question or statement from the member of staff that requires the student to respond. The student response may be, for example, an answer to a question, a reflection, correcting errors, or re-writing a misspelled word. Sentence starters might also be used to prompt the response
- Feedback will be given on the template below and staff will initial and date their marking
- Directed Improvement and Reflection Time (DIRT) must be built into the following lesson to allow students to reflect and respond to the marking
- Students will make corrections and write their response in green pen
- KS4 and KS5 work may be graded where appropriate, but not all work has to be graded, and we are mindful of the grade not distracting from the comment. Work should be graded at least once every half-term and this information should be entered on to the students' tracker, which will be in the front of the book or folder.
- KS3 work will be marked showing progress against the list of skills and elements in the subject spread sheet. There will be no levels or grades for any piece of work or assessment.
- Student trackers for KS3 will be based on the skills being studied in that unit, with students being able to tick off or RAG the skills at the start and end of that unit to demonstrate progress
- Staff must keep a record of marks, grades, or steps achieved and use these to provide summative reports for parents
- Staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English
- Staff will set and mark homework in conjunction with the published homework timetable, and published on Show My Homework that consolidates and extends the knowledge and understanding of students
- Homework that is set for online programmes which are self-marking will be tracked by the member of staff.

** where staff only teach one period every two weeks, books and folders must be marked once a half-term.*

Date: _____

Teacher: _____

Strength _____

Improvement _____

Response task _____

Student response

Date: _____

It is the responsibility of the Subject Leader to:

- Undertake and feedback on a half-termly work check
- Induct new staff into the processes and procedures
- Schedule termly dates for department moderation to take place
- Provide termly written feedback to SLT link about the standard and development of marking and assessment
- Ensure that all reporting deadlines are met by all members of the department
- Establish a centralised system of recording and preserving marks and assessment results and grades awarded by the individual teachers within the department.

It is the responsibility of the Senior Leadership Team to:

- Monitor the implementation of the marking and assessment policy
- Carry out regular work checks with the subject leader which assesses the quality and extent of formative feedback.
- Support and train staff and departments where the approach to assessment is not consistent or effective.
- Evaluate the effectiveness of the policy as a tool for raising standards across the school.

Signals for written work corrections

SP – spelling correction

- Teachers should identify/correct up to five and allow students to keep record in exercise books using the *Look, Say, Cover, Write, Check* grid
- Priority should be given to subject specific vocabulary and commonly misspelt words

VT – verb tense

P – punctuation error identified

- For weaker students, these would be written in where necessary

NP – new paragraph with // written in to indicate where it should be used.

Underlining – for anything which doesn't make sense.

^ - missing word

C – capital letter

s/s – sentence structure

Gr – grammatical error

Pr – Presentation

H/W - homework



Example of marking codes (AW to provide another example)

Assessment for Learning Targets

Presentation Targets	
P1	Remember to Write in Blue or Black pen.
P2	Remember to use Pencil for all your drawings.
P3	Remember to underline your dates and titles.
P4	Try to present your work neatly at all times.
P5	Cross out any mistakes with a single straight line.

Literacy Targets	
L1	Check your work through for spelling mistakes.
L2	Check your work for correct use of capital letters.
L3	Try to answer all your questions in full sentences.
L4	Check your work for correct use of punctuation.
L5	Correct all spelling mistakes on your correction sheet.

Numeracy Targets	
N1	Check all your weights & measurements before starting practical work.
N2	Make sure you keep to the timings specified for each task.

Subject Knowledge Targets	
SK1	Try to include more technical terms in your written work.
SK2	Try to use descriptive words when evaluating your work or processes.
SK3	Use a range of tools and equipment in practical lessons.
SK4	Read making instructions at least once before starting your task.

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Presentation Policy

Date should be written in full on the top right corner and underlined with a ruler

Indicate when the work is homework or class work

H/W

21st November 2013

Title should be written in the centre and underlined with a ruler

Who should be King?

Any numbering should be in the margin

1.

2.

~~because~~

3.

4.

Answers must always be written in full sentences.

Blue or black ink only

Mistakes should be crossed out with one straight line. Tippex is not allowed to be used.



Colouring pencils should be used in exercise books and folders, unless the teacher specifically indicates that felt tips should be used.

All graphs, charts and pictures should be drawn with a pencil

abc

Students must write on both sides of the page.

Target setting and summative assessment procedures

Introduction

Effective assessment enhances learning and raises achievement. We are committed to ensuring that assessment procedures are in place that maximise student achievement and attainment. We have developed our practices to reflect and embed the principles of assessment for learning so that we:

- Raise standards
- Ensure that assessment is part of effective planning of teaching and learning
- Focus our assessment processes on knowledge about how our students learn
- Provide teachers with the skills and knowledge about effective assessment as central to classroom practice
- Use assessment constructively and sensitively within our framework for constructive pedagogy
- Track progress against targets
- Develop students' capacity for self-assessment so that they become reflective and self-managing
- Develop students' capacity for peer assessment so that they can demonstrate mutual honesty about themselves and others
- Ensure that our practice is practicable and manageable
- Provide accessible information to parents/carers so that they can take a full part in supporting their child's progress.
- Meet the external requirements of examination boards and national legislation
- Provide evidence about standards and improvement to the Governors, the local authority, and other stakeholders

Responsibilities

The data manager under the guidance of the Deputy Head teacher or Assistant Head teacher responsible for data will:

- Provide an analysis of KS2 and other performance indicators to support setting individual targets
- Provide targets for all students in all subjects based on the nationally expected rate of progress for a good school
- Make data available to staff in a format which allows progress to be tracked
- Provide individual students with assessment data to track their performance
- Provide data for reporting to parents
- Provide analysis of progress data for individuals and groups through SISRA
- Provide analysis of school performance for reporting to SLT and Governors

Teachers will ensure that they:

- Diagnose what has been learned and to plan what is to be taught
- Identify students' strengths and weaknesses in order to set appropriate individual targets
- Measure progress to improve student achievement and attainment
- Recognise student improvement
- Celebrate student achievement via achievement points, postcards, phone calls home, etc.
- Prepare students for examinations
- Standardise assessments
- Predict students' future attainment (e.g. in exams)

- Determine examination entry tier
- Evaluate learning tasks set and resources used
- Inform reports
- Track and monitor their teaching groups' performance every half-term using SISRA or their own more detailed spread sheets
- Use student data to inform planning and differentiation

Parents/Carers will ensure that they:

- Assess their child's progress and to set personal targets for future learning
- Help make decisions about their learning, to select appropriate options and to choose courses in Key Stages 4 and 5
- Attend parents' meetings and review days
- Inform the school of changes to personal circumstances that could affect their child's welfare and progress

Subject Leads will ensure that they:

- Assess student and group achievement regularly across each year group by tests, assignment and/or observation
- Standardise assessments across teachers by moderation and common mark schemes
- Communicate the assessment results promptly and regularly to students in a way that will help them to improve
- Ensure students understand the criteria against which they will be assessed and how to achieve the criteria, both on a short- and long-term basis
- Ensure that Key Stage 3, GCSE and other accredited courses' marking criteria form an explicit part of all schemes of work
- Provide progress grades regularly
- Analyse progress of students and groups of students using SISRA

SLT, Key Stage Leaders, the SENDCO, and form tutors will ensure that they:

- Satisfy statutory requirements
- Provide content for annual reports to the Governors and HCC
- Report progress, test and/or exam results, at the end of each Key Stage
- Set targets for individual action plans under the Special Educational Needs code.
- Make arrangements for public examinations

Senior Staff and Governors will ensure that they:

- Support judgements about whether students are reaching their potential
- Support judgements about the school's effectiveness

Target Setting and Expected Progress

Assessments

Assessments are carried out at least three times a year, and a KS3 step level or GCSE grade is entered into SIMS. The students' information must take into account all tasks completed using agreed assessment methods. In KS3, assessment information will be based on the skills related to the topic being covered, in conjunction with the PiXL KS223 approach. Key Stage 4 tests will be comprised of past paper questions (related to the topics covered) and will be time-adjusted to be a realistic reflection of expected examination performance. The percentage of controlled assessment (where some has been completed) will be factored into the equation to give an accurate grade based on the course completed to that point. The step or grade forms part of a dialogue between the student, their teacher, their form tutor, and their parents/guardians.

When entering steps/grades, teachers understand that they are assessing students' overall progress in their subject.

Staff are required to report progress in KS3 (without referring to steps or levels) and grades in KS4 as well as writing reports by the published deadlines. Staff who fail to meet these deadlines will be failing to meet the Teaching Standards, and this may be used as evidence during their appraisal.

KS4 target setting

Data from MidYIS, KS2, and Fischer Family Trust (FFT) are used as a baseline for subject and whole school targets.

All FFT estimates are taken from Prior Attainment (PA) data, set to the 20th percentile to provide benchmarks. These estimates are based on the students' PA and do not take into account the negative impact of social context, making them more aspirational than FFT 'D'. The FFT 20th percentile benchmark for each individual in foundation subjects are compared with the projection from the method described below and the most appropriate target will be selected. In English and maths the higher of the two methods will be selected.

End of KS4 targets will be created from Year 7, but we are mindful that in the current transition period from A*-C to Progress 8 targets could change year on year depending on the average attainment nationally. The KS4 targets will be used to indicate the level of attainment that will be expected at KS3 through the PiXL KS223 progress trackers. There will be no separate end of Year targets required.

Expected progress for good schools as identified in the school action plan are used in conjunction with FFT benchmark estimates:

End of KS2	End of KS4
<3c	2
3c	2
3b	2
3a	3
4c	4
4b	5
4a	6
5c	7
5b	8
5a	8
6c	9

KS3 reporting progress

The PiXL KS223 spread sheets measures progress by grading steps related to the new GCSE 9-1 model. As students demonstrate competency in higher level skills the spread sheet calculates the progress as numbers from 0-9 to one decimal point. The steps are entered into SIMS at the assessment points in the calendar, which are then uploaded to SISRA.

6th form (KS5) Targets

Data from KS4 attainment is used to set targets using ALPS aspirational targets. These will be used as a baseline for KS5 target setting.

- ALPS reports will also be used to analyse outcomes at the end of the year and may inform future target setting.