



Marking & Assessment Policy

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Reviewed / Approved	G.Monaghan/July 2023
Next Review	September 2024

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I. Rationale and Aims

This aim of this policy is to:

- Provide clear guidelines regarding marking and feedback
- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Marking and Feedback

This policy aims to explicitly outline the purpose of marking and the way in which feedback should be given to all learners. It is an expectation that all staff working with the learners in the classroom are familiar with this policy and follow it consistently.

Marking and feedback should help to motivate learners to make progress. This does not mean always writing in-depth comments or being universally positive; short, challenging comments or oral feedback are more effective.

Learners should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.

Assessment

At Horizons assessments guide staff with the planning and sequencing of their curriculum and support learners with progress, ensuring any gaps are identified and addressed.

- Effective assessment should:
 - Support collection of pupil data through an informative and understandable reporting system.
 - Ensure that parents/carers know how well their child is progressing and what they can do to support them.
 - Identify what has not been understood and any misconceptions that pupils may have.
 - Help teachers to support pupils to close knowledge gaps and support progress.
 - Provide opportunities for evaluation of teaching methods and approaches to meeting the individual needs of the pupil
 - Provide evidence of the expert teaching, quality of learning and pupil progress within the school

- Provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised.

2. Expectations and Principles

The expectation is that all teachers will make accurate and productive use of assessment, in particular:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil progress by addressing gaps in understanding and misconceptions
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both verbally and in writing to further their learning and progress
- provide opportunities for pupils to respond to feedback and actively encourage pupils engagement in this process.

Principles:

- Feedback recognises the achievements of pupils and allows teachers to record the way in which they have responded to the set task. It informs teachers of the various gaps in understanding and misconceptions of pupils and informs future planning to meet the needs of individuals and to personalise learning
- By responding appropriately and sensitively to pupils' understanding and work, we provide them with feedback on their achievement, progress and attitude to work and are able to set challenging next steps/targets. Through this constant monitoring and assessment, standards are raised and expectations can be met
- By using regular assessment for learning and lower-stakes summative assessments, we can record achievement, diagnose difficulties and effectively plan appropriately for individuals, vulnerable groups and the whole class.

3. Targeted marking and feedback

The purpose of marking is to close the gap between what the child can do and what the expectation is. Targeted marking is so-called because it is specifically linked to lesson objectives and success criteria. This is applicable to all subjects.

After a key piece of work, **dedicated time for improvement (DIRT time)** should be offered so that the learners respond immediately to marking and can be set on the right track to progress as soon as possible. The redrafted work could also be marked by the teacher to confirm progress in learning.

There are three stages to targeted marking. The key to this sequence is ensuring learners know **HOW** to improve their work and that they have had an opportunity to respond to feedback.

1. What went well (WWW) – use of a green highlighter to identify aspects of the work that will inform the “WWW” comment.
2. Even better if (EBI) - use of a pink highlighter to identify aspects of the work that will inform the “EBI” comment.
3. Next steps - use of a yellow highlighter to identify a space required for the DIRT task created by the next steps comment.

4. Types of feedback

Feedback Type	Identification	Detail
SPaG acknowledgement	Literacy Codes (see table) Ticks	<ul style="list-style-type: none"> ● Marking for Spelling, Punctuation and Grammar (SPaG) ● Student checking work for accuracy and completion of success criteria ● Teachers know their groups, have a responsibility for improving SPaG and should use their professional judgement in the amount of SPaG corrected ● Learners are given time to improve their SPaG
Presentation	Brief comment	<ul style="list-style-type: none"> ● Title (underlined) central ● Date (underlined) top right ● Work written in an appropriate pen ● Books and folders show effort and pride in work ● No graffiti ● A variety of activities/tasks are evident in books or folders. ● Books, folders and efolders are organised and show a record of learners' progress ● Learners are expected to present their best work at all times, regardless of ability. ● <u>Work to be crossed out neatly (example)</u> ● Where possible, diagrams, charts, graphs & tables drawn neatly, labelled and pen/pencil used appropriately and drawn accurately and neatly
Quality first teacher feedback	WWW (what went well) EBI (even better if) DIRT Next steps	<ul style="list-style-type: none"> ● Marking includes questions which prompt learners to think and respond (yellow highlighter box) ● Subject equivalent mocks, exam style questions show high level feedback to ensure challenge. ● It is written in language that the learners can access and understand. ● The Dedicated Improvement and Reflection Time (DIRT) influences the next piece of marking. ● It shows dialogue between teacher and student based on content, SPAG and exam skills.

Feedback Type	Identification	Detail
		<ul style="list-style-type: none"> ● Learners respond to and act upon feedback; impact is evident in subsequent pieces of work. ● It signposts DIRT work which has demonstrated impact. ● It has impact on literacy, numeracy and subject content. ● It is positive and encouraging and pushes learners to the next level. ● Feedback linked to grades and/or success criteria. ● There is evidence that learners have read feedback and further developed their work as a result. ● There is evidence that learners' responses to feedback have been followed up again by the teacher. ● EBI comments become WWW in subsequent pieces of work ● At least once piece of work per feedback cycle must be set to allow learners to show understanding, extend their knowledge, develop thinking and support literacy through extended writing ● Grades/levels/marks given where appropriate ● Personalised learning checklists (PLCs) / I can statements are in the student books
Self and Peer Assessment	WWW (what went well) EBI (even better if) DIRT Next steps	<ul style="list-style-type: none"> ● Structure grids and models help students effectively assess their own or their peer's work to help improve their understanding of their own learning.
Intervention	DIRT	<ul style="list-style-type: none"> ● Working the room – the teacher circulates giving feedback to move student learning forward ● Learners write a response to teacher comments/ statement, demonstrating they understand what they need to do

Feedback Type	Identification	Detail
		<ul style="list-style-type: none"> ● A yellow highlighted box indicates where the learners should improve their work by using the EBI comments ● Learners are given time to read and act on comments for example, redrafting, completing, amending... ● Learners are given next stage challenging to move the learning on in the sequence.

5. Marking for literacy

The following literacy codes will be used when marking all work.

Mark/Sign (in margin)	Means
P and underline	Punctuation error
Sp and underline – spelling to be written out three times by student	Incorrect spelling
C and underline	Missing or wrongly used capital letter
T and underline	Tense error
G and underline	Grammatical error
/	New line
//	New paragraph needed
I	Independent work
T	Worked with teacher
Sc	Scribed by an adult

6. Assessment procedures

It is the expectation that in all subject areas pupils complete termly:

- Two lower-stakes formative assessments that are marked and include a DIRT Task. The first formative assessment should take place in the second or third week of the term (F1). The second in the fifth or sixth week of the term (F2).
- One summative formal assessment in the ninth or tenth week of the term that is marked and includes a DIRT Task (S).
- For our Key Stage 4 Students they will also sit mock exams in preparation for their GCSEs and rounds of Functional Skills Exams to help them secure outcomes.

How is this recorded?

It is expected that teachers keep an electronic record of student progress and should have an excel spreadsheet for each class to record and track progress to inform planning:

Name	AUT			SPR			SUM		
	F1	F2	S	F1	F2	S	F1	F2	S
John									

At Key Stage 1-3:

Traffic Light	Academic
	The student is exceeding the expected levels in this lesson and the work produced is of a consistently very high standard.
	The student is meeting the expected levels in this lesson and the work produced is of a good standard.
	The student is not yet meeting the expected level in this lesson
	The student is below the expected level in this lesson and interventions are being put in place to support their development.

At Key Stage 4:

The Key should be used with the additional GCSE/Vocational grading system to help track progress.

Traffic Light	Academic
	The student is exceeding the expected levels in this lesson and the work produced is of a consistently very high standard.
	The student is meeting the expected levels in this lesson and the work produced is of a good standard.
	The student is not yet meeting the expected level in this lesson
	The student is below the expected level in this lesson and interventions are being put in place to support their development.

7. What does progress look like in pupils' books?

<p>Writing more detailed responses compared to previous work</p>	<p>Using correct and complex subject specific vocabulary</p>	<p>Evidence of application of skills, facts or knowledge</p>	<p>Ability to answer exam questions with increasing confidence and accuracy</p>
<p>A consistent and solid response to teachers' feedback through DIRT.</p>	<p>A reduction in mistakes</p>	<p>Examples of how feedback is consistently applied in all learning</p>	<p>Improved SPaG and presentation</p>
<p>Limited repetition and increased challenge evident in task set</p>	<p>Evidence of early thought processes that lead to better understanding</p>	<p>The content changes and is increasingly challenging</p>	<p>An understanding of exam command words, that is evident in responses</p>
<p>Evidence of understanding misconceptions and DIRT work</p>	<p>Assessment grades are consistent and at/above target</p>	<p>Clear opportunities to respond to and extend comments/answers</p>	<p>Peer marking is accurate and informative, showing understanding against success criteria</p>