

# MARKING AND ASSESSMENT POLICY

JUNE 2018

ASPIRE  
ACADEMY  
BEXLEY 

ENDEAVOUR  
ACADEMY  
BEXLEY 

HORIZONS  
ACADEMY  
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## RATIONALE

The purpose of this policy is to make explicit how teachers should mark pupils' work and provide feedback, in addition to how students should ideally present their work.

Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue between the teacher and the learner to ensure that meaningful and rapid progress is being made. It also allows a positive relationship to develop between teacher and learner in regards to their academic and social development. Discussing pupil progress as part of assessment for learning (formative assessment) contributes to the development of a pupil's growth mind set. Further to this, the incorporation of dedicated improvement and reflection time allows a pupil to both solidify and expand on their previous learning, making learning layered and not solely linear. It also provides increased questioning and extension opportunities. In effect, marking and assessment need to be viewed as key aspects of effective and meaningful learning and development.

All members of staff are expected to be familiar with the policy and to apply it consistently.

## WHAT IS THE PURPOSE OF MARKING AND ASSESSMENT:

- To praise effort and attainment.
- To encourage, motivate, support and promote positive attitudes towards learning.
- To promote higher standards and set challenging, but achievable targets.
- To provide constructive feedback, allowing learners to identify "next steps" and subsequently accelerate progress. This should be done through DIRT tasks when feasible.
- To encourage learners to self-assess and reflect so they develop better independent learning skills. This should be done through dedicated improvement and reflection tasks when feasible.
- To correct mistakes and offer encouragement.
- To provide information for assessment which informs teacher planning and targeted intervention for pupils.
- To assess pupils' performance against stated learning objectives.
- To generate data for analysis and help staff plan appropriately and identify gaps in progress.
- To ensure that marking is standardised throughout the Federation, allowing for greater opportunities for cross-moderation and simplify reporting systems and information provided to stakeholders.

## WHY DO WE NEED A MARKING POLICY?

It is essential that we have a consistent approach to marking and assessment to provide clarity to all stakeholders and to provide constructive feedback to pupils which supports their learning and engagement. Involving pupils in their own learning, encouraging pride in achievement and developing their growth mind sets, are major foci for the Federation. Our aim is to re-engage pupils in learning, equip them with the skills and qualifications to widen their future opportunities and close academic and social gaps in their progress due to often disrupted prior educational experiences and undiagnosed special needs. This policy aims to help close the gap for our pupils between what they can currently do and what we would like them to be able to do.

## WHAT ARE THE PRINCIPLES THAT GUIDE THE SCHOOLS' APPROACH TO MARKING?

Marking and feedback should:

- Be accessible and understandable to pupils and manageable for teachers.
- Relate directly to the learning objective(s).
- Achieve differentiated learning outcomes
- Involve all adults working with children / young people in the classroom.
- Give recognition and praise for achievement and clear targets for improvement, development and reflection.
- Allow time for pupils to enter into dialogue with the teacher and respond to the marking / feedback.
- Respond to individual learning needs.
- Inform future planning and contribute to target setting and expected learning outcomes.
- Be seen by pupils as a positive means of improving and reflecting on learning.

### KEY ELEMENTS OF THE POLICY:

- Feedback to pupils is on-going, takes place each lesson and supports pupils in identifying "next steps".
- Marking is regular and follows a consistent approach throughout the Federation.
- All marking recognises what pupils can do, have achieved and what they need to do next.
- Pupils are active participants in their own learning and engage in the marking and feedback process.
- Teachers standardise marking through regular moderation processes.
- Assessment is embedded in the learning programme for every child / young person and contributes to the analysis of data by individual pupil, groups, schools and overall Federation.

### HOW DO WE MARK PUPILS' WORK?

Marking is part of a continuum of activities for recording achievement and promoting progress, which include:

- CHECKING
- RESPONDING
- DIALOGUE
- ADVISING
- ASSESSING
- REVIEWING
- IMPROVING
- REFLECTING
- REPORTING

The Federation focuses on three forms of marking / feedback:

#### 1. **VERBAL FEEDBACK / DIALOGUE (EVIDENCED EVERY LESSON)**

We recognise the importance of immediate and on-going feedback to pupils. The teacher will initially discuss with the pupil how they have met the learning objective and give feedback on specific areas for improvement. This may be simply praise and

encouragement or may involve correction / guidance in improving understanding or to extend learning. Children and young people of all ages need oral feedback but this is especially important where there are difficulties with reading or low literacy skills and reading of teacher comments needs support.

## 2. **SUMMATIVE FEEDBACK / MARKING (EVIDENCED EVERY LESSON)**

This usually consists of ticks, corrections and stickers, "smiley faces" and should be done by teachers every lesson in the course of checking pupils' understanding against the learning objective of the lesson. Self/peer assessment /marking and checking by the teaching assistant may also be used here.

## 3. **FORMATIVE MARKING / FEEDBACK (EVIDENCED WEEKLY)**

Formative assessment should take place every lesson with assessment for learning. This could be discussion of learning outcomes, incorporation of tasks that allow the teacher to actively and immediately assess development of student understanding, or otherwise. Evidence of formative marking/feedback must be incorporated at least once every week. This promotes accelerated progress and focuses pupils clearly on where they are at (learning outcomes for GCSE/BTEC work based on specification points and learning objectives, which can be in the form of "I can" statements in effective; and learning outcomes in the form of "I can" statements for KS1-3 pupils, linked to National Curriculum objectives), how closely they have met the lesson objective, what they have done well and what the "next steps" should be ("even better if..."). Next steps should link to a task that further solidifies/develops the student's understanding and/or allows for reflection by the student on their learning. Dedicated Improvement and Reflection Time tasks should be done at least once weekly. Progress students have made in regards to success with learning objectives and outcomes should be indicated by the teacher through comments, and reflected on by students when appropriate. This can be done in the margin or on evaluation sheets designed for that subject. In addition, the associated feedback can be qualitative (comments), quantitative (numerical scores/results) or both.

**Annotation of work, marking and feedback should be completed in RED or PURPLE**

**Pupil response to feedback should be written in GREEN if directly on their work or in their normal writing colour if the pupil response is given on a separate evaluation sheet.**

## **MARKING AND FEEDBACK MUST INCLUDE:**

- The Learning Objective(s) and/or learning outcomes must be recorded by the pupil and/or incorporated into handouts with feedback related directly to this/these made by the teacher marking the work (RED or PURPLE).
- Learning outcomes/ "I can" statements – students may comment on their achievement of these, but the teacher is to make explicit what the pupil has achieved with their own comment independently or in response to a student's comment (RED or PURPLE).
- "What went well" and "Even better if" comments can be made in self/peer evaluation of work, or directly by the teacher. Student reflection should be encouraged when feasible though, with "Next steps" given by the teacher and linked to DIRT tasks (RED or PURPLE).

Annotation should include:

- Ticks when an appropriate point / correct answer has been made (RED or PURPLE).

- Smiley faces related to any positive comment (always for PRIMARY, when appropriate for SECONDARY).
- Stars for effort (1=expected; 2=above expected; 3=outstanding effort) (PRIMARY).
- A comment related to effort or incorporation into an evaluation (SECONDARY)
- Marking symbols (see below) as part of the Federation focus on literacy.

| Margin                                   | In the text   | Meaning of code                         |
|--|---|---|
| Sp (or S through word)                   | eg. <u>believe</u> – if using Sp, underline and correct, if using S through word, correct | Spelling error                          |
| CL or directly correct                   | <u>london</u> (two lines) if CL in margin, not required if directly corrected             | Capital letter needed                   |
| PG or NP                                 | //  | Paragraphing error/new paragraph needed |
| P (optional as direct correction needed) | Must be directly corrected  | Punctuation mark incorrect or missing   |
| ?  | <u>He then does do – suggest a correction</u>   | Unclear meaning / expression            |
| N/A                                      | lit^le – use arrow to insert needed letter (direct correction)                            | Letter missing                          |

Literacy underpins the curriculum by developing pupils' abilities to speak, listen, read and write for a range of purposes, using language to learn and communicate, to think, to explore and organise. Numeracy also underpins the curriculum and is crucial to a student's ability to function in society, problem solve and think logically. All teachers in the Federation are there to support literacy and numeracy and are committed to developing literacy skills in all pupils with the aim of subsequently improving their progress across the curriculum and equipping them with the necessary skills for future success.

**All work must be clearly coded in RED or PURPLE with the level of support provided using the following codes:**

- I** - Independent work – no support
- S** - Significant support – 1:1 help throughout
- G** - Intermittent guidance and support
- F** - Frequent level of support but not 1:1 throughout

**Note: Primary may reduce these comments to 'independent' and 'with support' for easy understanding by students.**

## **PUPIL ENGAGEMENT IN ASSESSMENT AND FEEDBACK**

Engaging pupils in feedback dialogue allows the teacher to check pupils' understanding and measure progress. It also promotes an open environment in which pupils are encouraged to seek clarity, ask questions and access further support. Students are also able to improve and reflect on their learning through dedicated improvement and reflection time.

Formative marking / feedback must include pupil participation through a system whereby pupils respond to their learning through reflecting on their understanding of learning objectives/outcomes, through production of their own “what went well” and “even better if” statements, production of their own targets/next steps, participation in DIRT tasks and/or commenting on the teacher’s marking. This should take place at least weekly or when any finished piece of work is marked. Teachers may use evaluation sheets to help with this process and/or self-assessment grids in the front of books or folders with “I Can” statements or learning outcomes (GCSE) as part of this approach, combined with the pupils’ own feedback / response on the piece of completed work / task.

## ASSESSMENT

**BASELINE ASSESSMENTS** are completed on entry for all pupils to confirm the information received on referral. For primary pupils at Aspire and Horizons, assessment is undertaken by the class teacher and HLTA during the first week of placement with greater flexibility being given at Aspire who undertake assessments over the first few weeks shaped around the pupil’s needs. This is not feasible at Horizons where placements are time limited. At Horizons (secondary) assessment is undertaken prior to entry through organised assessment and induction sessions with the SENCo and HLTAs. Endeavour completes initial assessments during the first two weeks of entry to the school. Baseline assessments include reading, spelling, English and Maths for all pupils plus Science for KS3 and KS4 pupils. Other subjects must be assessed by teachers within the first two week of placement.

**PRIOR ATTAINMENT** information is sought at the referral stage. For Horizons, referrals are not accepted without full information being provided by the home school. Where a pupil accesses the PRU as a permanent exclusion, immediate contact is made with the excluding school to complete the referral form as part of the handover process. Referrals to Aspire and Endeavour are also accepted on the basis of information being provided to the school and following the pupil to ensure appropriate continuum. Missing information / data will be robustly followed up by the Head of School where there are gaps.

## PROGRESS IS MEASURED USING THE FOLLOWING TIMESCALES:

**ENDEAVOUR / ASPIRE** – termly for all subject areas (using teacher identified assessment tools / tasks), every half term for English (completion of assessed independent work) and Maths (teacher testing methods) plus Science at secondary (teacher testing methods).

**HORIZONS (RESPITE PLACEMENTS)** will be assessed by teachers in English, Maths and Science (secondary only) at the 6 week mid-point and by all teachers on exit through teacher assessment (all subject areas with the exception of English, Maths and Science) and through repeat testing in English, Maths, Science, reading and spelling which is administered by the SENCo and HLTAs through withdrawal re-assessments at Week 11 of the respite placement. In addition, half-termly progress data for each student for each subject, based on national curriculum objectives and/or specification points taught is collected to evidence pupil progress. Progress is measured by comparing before teaching and after teaching attainment steps, as determined by teachers based on diagnostic, formative and summative assessments.

**HORIZONS (LONG TERM PLACEMENTS)** will be reported half termly in all subjects as part of the feedback to stakeholders (schools, parents / carers and pupils) through the half termly review

meetings and reports. Diagnostic, formative and summative assessments are expected in all subjects for each topic covered within that subject to inform assessment of pupil progress. In addition, half-termly progress data for each student for each subject, based on specification points taught is collected to evidence pupil progress. Progress is measured by comparing before teaching and after teaching attainment steps, as determined by teachers based on diagnostic, formative and summative assessments.

## REPORTING ON PROGRESS

Reports are produced three times per year (December, March and July) for pupils at Endeavour for both individual pupils / families and in a group analysis form / report for the Governing Body. The summer report summarises the whole year in terms of progress and achievement. At Aspire, yearly reports are produced as well as annual reviews.

Reports are produced six times per year for long term pupils at KS4 Horizons in line with the review process and partnership working with home schools. For respite, the system is on-going to correlate with the different entry and exit points associated with a respite placement. Reports are produced at Week 6 and Week 11 to support schools organising personalised programmes for reintegrating pupils in conjunction with the Outreach Team.

Reports to Governors are produced termly by the Head of School, giving headline figures and analysis of data by different cohorts as well as whole group / school.

## PRESENTATION OF WORK

Taking pride in work is expected in all Federation schools. Staff feedback demonstrates that staff value pupils' efforts and recognise success. This, in turn, encourages pupils to take pride in their work, improve their presentation and raise their own standards.

Therefore, it is expected that

- all books are well looked after and presented with name, class, subject and teacher clearly written on the front.
- Any graffiti must be removed where feasible and discouraged with written teacher comments when present. Should graffiti be offensive (e.g. include swearing, insults, etc.) the book must be covered if graffiti is on the front, or the comment covered if inside the book, or a new book purchased by the pupil. Pupils should do the covering, and not the teacher.
- All work should be dated.
- All work should be underlined, and comment made by the teacher when not underlined.
- Margins must be used where applicable.
- Rulers must be used to draw straight lines and pencils for drawings. If not, teachers should comment on this to encourage use of rulers in future.
- Pencil may be used by younger children and blue or black pen by secondary pupils. Other colours may be incorporated in note-taking and project work at the teacher's discretion, particularly when important concepts need highlighted or for flow diagrams, concept maps, etc. However, completion of tests must be done in blue or black. Practice examinations should be done in black pen, as this is required by all boards when sitting examinations.
- Cursive handwriting should be encouraged.

## EVIDENCE OF PROGRESS AND EFFECTIVENESS OF MARKING / FEEDBACK

Samples of pupils' work should be copied and filed in the individual pupil's file every term (Endeavour, Aspire, KS4 Horizons) as evidence of up to date work and how the pupil has responded to feedback in terms of progress made.

For all reintegrating pupils, a file including samples of work in English, Maths and Science should accompany the pupil back to their home or reintegrating school.

## HOW IS WORK STANDARDISED?

Each school publishes a schedule for work / book scrutiny, planning scrutiny, and lesson observations / learning walks annually.

Each school in the Federation is responsible for organising cross-site moderation meetings and establishing links, when appropriate, to local mainstream schools to ensure that marking is accurate and validated.

## LINKS TO OTHER POLICIES:

- Teaching and Learning
- Behaviour Policy
- Admissions Policy
- Curriculum Statements/Reports for each school

## DOCUMENT REVISION

| <b>Date</b>      | <b>Who</b> | <b>Description</b> |
|------------------|------------|--------------------|
| <b>Jun 2017</b>  | LSW        | Reviewed           |
| <b>Jun 2017</b>  | Governors  | Approval           |
| <b>Dec 2017</b>  | JH         | Re-formatted       |
| <b>July 2018</b> | Governors  | Approved           |