

Marking and Assessment Policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement targets against learning outcomes. This enables children to become reflective learners and helps them to close the gap between their current personal learning and expected attainment outcomes.

The Policy must complement and assist the School's aims for pupils to reach the highest possible levels of achievement. Pupils will be stimulated by regular, vigorous and encouraging marking. To work hard at a task in class or at home, and have it quickly and positively marked, maintains a proper teaching and learning momentum.

Purpose of marking

- Pupils
 - To serve as a tool that will encourage and motivate students to learn.
 - To assist students in setting goals for themselves to develop learning strategies.
 - To build positive self-esteem and encourage students to strive for their personal best.
 - To inform students about, and to enable them to monitor, their current level of skill/knowledge mastery and towards 'next steps'.
 - To empower students to be independent, self-reliant and self-critical learners.
 - To demystify assessment practices, grading and marking so that the criteria are transparent and fair.

Teachers:

- To determine previous learning to decide appropriate level of instruction.
 - To evaluate student competency either within a programme and/or outside their age group.
 - To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
 - To provide feedback for students to improve their performance and achieve personal goals.
 - To measure whether the teacher's instruction has been successful.
 - To ensure consistency and inter-rata reliability between teachers.
 - To provide external validations for their practices and judgements.
 - To provide diagnostic information about special needs to contribute to the design of Individual Education Plans.
 - To gauge the academic progress made by students in each programme
- Parents:
 - To determine if their child is learning what is necessary for future success both in school and beyond the school.

- To assist the parent in comparing the performance of their child with students in another setting.
- To help the parent fully understand the strengths, weaknesses, progress, achievements and learning style of their child.

In March 2016, the Marking Policy Review Group (MPRG) concluded that:

- all marking should be meaningful, manageable and motivating
- marking should be seen as one type of feedback and be part of an overarching assessment policy alongside practices that inform teachers, create positive pupil outcomes, and drive future planning

In April 2016, the Education Endowment Foundation reported that there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning.

Assessment for Learning (AfL)

Assessment for learning has been defined as:

The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there

(Creating Effective Learners, DfES 0435-2004 G)

Research has suggested that AfL empowers pupils to become effective active learners and the process helps pupils take greater ownership of learning. It is the process of evaluating ones progress throughout the task and having clear understanding of what is required to raise achievement to the next level. It is therefore imperative that AfL becomes part of the learning process and not seen as an additional add-on to the teaching and learning process.

The School promotes staff to develop their skills in implementing AfL into their practices through CPD and School INSET. Staff will be supported and encourage to work collaboratively with other colleagues in school and with other schools. The document "Pedagogy and Practice: Teaching and Learning in Secondary Schools", Unit 12 Assessment for Learning, provides strategies to develop good classroom practice.

Staff are required to ensure their practices reflect a range of strategies for assessing pupils progress to raise attainment during and after the teaching and learning process has taken place.

Frequency of Marking

Feedback is recognised to be one of the most cost-effective and effective interventions to improve student learning (EEF Toolkit, 2018). Effective marking is regular. At Tawhid teachers are expected to quality mark a minimum of **one piece** of work **every two weeks for KS3 classes** and a minimum of **one piece** of work **every week for KS4 classes**. This work can be in the form of homework, classwork or any other appropriate work (other than a test) which assesses the learning objective. **All other pieces** of classwork or homework should be checked for quality and assessed via peer or self assessment.

Marking Scheme for Classwork and Homework

The following marking scheme is for recording the academic progress of pupils through observation of their performance during and after lessons. Parents need to be informed about the marking scheme and what it means.

Such performance will, to a large degree, be evident in their classwork and homework, respectively.

The award scheme and methods of reporting an award to a pupil can take several forms, based usually on the subject. One system may be suitable for one subject and not another, or, one system may suit a particular task, and another for another task in the same subject area. In due course, with continuous recording of the rewards, an overall picture may be drawn of each pupil's progress. A marking scheme using appropriate systems, as per requirement, in contrast to just using one system (e.g., attainment marks), will better inform parents of their child's progress and possibly indicate problems that may need to be addressed, e.g. a lack of effort due to, perhaps, low motivation.

Attainment (Grade)	Attainment (Marks)	Attainment (%)	Effort
E- Exceeding (a)	10-8	100-80	1: Outstanding
M- Meeting (b)	7-5	70-50	2: Good
W- Working Towards (c)	4-1	40-10	3: Requires Improvement

Pupils must be graded for both Attainment and Effort. This should be recorded as grade for Attainment then grade for effort e.g Meeting 2 (M2).

Marks **should not** be awarded to pupils **all the time** as this discourages them from reading the comments and becoming complacent. Teachers must note grades in their mark books and it is not necessary to share grades all the time with pupils, though there should be opportunities during a long period of work for pupils to benefit from knowing their current working grade.

Ineffective written feedback may include:

- marking that doesn't involve pupils in responding to feedback
- marking that doesn't inform planning

- marking that uses inaccessible language for pupils
- extensive written comments which could be summarised more concisely

Assessment and Recording Policy

Policy

The inter-linked activities of assessment, recording and reporting are important for several reasons:

Assessment: Assessing Pupil Progress (APP)

APP shall be defined as being any activity which could provide parents, students and their teachers with an objective evaluation of their performance or provide the school with information about its own performance both in the classroom and at an institutional level. It is therefore essential that strategies are adopted to be more closely linked to current levels of performance.

Recording - whether this be at the level of individual teachers' marking records or whole-school statistics - is necessary to provide a background of evidence against which to set any advice to individuals or groups with regard to future change. All graded Homework, Classwork and Assessed work should be recorded in the subject specific Sequence for learning assessment grid (**SLG**) (See Exemplar 1) using the 9-1 grade descriptors. It is of paramount importance that teachers are familiar with expected learning outcomes in their subjects for each year group.

Each term staff are expected to record on Assessment Spreadsheet a minimum of three assessment tasks from the assessments carried out during the Term from which the end of term Pupil grade for each subject will be equated. The final end of term grade will be uploaded to the appropriate Assessment Marksheet on Bromcom.

Pupils' grades will be tracked using a traffic lights system. Pupils who are not likely to make a two/three sub-level progress over an academic year will be flagged up for further action.

1. All members of staff are keeping records of:

- student attendance at lessons
- Frequently updated SLG tracking learning objectives.
- marks awarded for tests/projects.
- requirements for school and national statistics are met

Reporting - in all of its forms - is our primary means of communicating with parents and pupils about judgements of current performance and suggestions for ways forward for the future. Staff are required to complete Progress Review Report in October, February and April as well as a full end of year academic report.

EXEMPLAR 1: Science Sequence for learning Assessment grid

Week	Science		EXEMPLAR 1: Science Sequence for learning Assessment grid			Grade		
	Topic Title	Working Towards (c)	Meeting (b)	Exceeding (a)	1	2	3	
		Grade 1e - 1a	Grade 2c - 2a	Grade 3c - 4c	Name	Name	Name	
Half Term 1					Surname	Surname	Surname	
1	Chem	7E: Mixtures and Separation	State the meaning of: mixture, sieving, filtering, insoluble, suspension	Classify mixtures as suspensions, colloids and solutions, based on what they look like and whether they separate on standing	Classify colloids as, foams, emulsions, gels, aerosols based on what they are made up of.			
2	Chem	7E: Mixtures and Separation	Describe what happens when a liquid will not dissolve any more of a solid and use correctly the terms: solubility, saturated solution	Describe how factors affect how much of a substance dissolves.	Plan a fair test to discover how different factors affect the solubility of a substance. Justify the decision to separate a solution in a certain way			
3	Chem	7E: Mixtures and Separation	Give examples of where chromatography and distillation is used, and describe how they can separate mixtures.	Explain how chromatography works, and interpret a chromatogram Explain how distillation works. Identify factors that could affect distillation.	Evaluate the information provided by chromatograms. Explain how fractional distillation is used in making perfumes.			
4	Chem	7F: Acids and Alkalis	Recall examples of everyday substances that are acids Recognise the hazard symbols for: dangerous to the environment, corrosive, toxic, explosive, flammable, caution.	Describe the difference between substances that are corrosive or irritants. Describe how to reduce the risk from acids by dilution. State the meaning of hazard	Describe the use and importance of the Hazchem code.			
5	Chem	7F: Acids and Alkalis	Recall examples of everyday substances that are alkalis and recall the colour changes associated with litmus indicator. Describe how indicators are used to distinguish between acidic, alkaline and neutral solutions.	Use solutions of known acidity/alkalinity in order to deduce a colour chart for an indicator. Describe the use of universal indicator and pH meters to determine the pH of a solution.	Use information about indicator colour changes to design different indicators for different purposes. Apply ideas about the pH scale to explain the changes that take place on neutralisation and dilution.			

TAWHID FEEDBACK POLICY

Marking Principles: To ensure that the time we spend on marking is beneficial and promotes teaching and learning.

Marking Tools.

Closing The Gap prompts.

1. **Reminder prompt** (usually for brighter children)
“How do you think felt?”
2. **Scaffold prompts** (more focussed)
“Describe the expression on’s face.”
“He was so surprised he” etc.
3. **Example prompt** (give the words but give a choice.)
“He couldn’t believe his eyes.”
“He jumped for joy.”

Distance Marking (marking done not in presence of pupil)

- Comments can be read by the pupil
- They can understand it
- They have set lesson time to read it (3 minutes)

They have set lesson time to respond to it (5-10 minutes)

Success Criteria.

- Progress will be clear in the pupil’s exercise books and there will be a distinct correlation between feedback and subsequent improvement in pupil’s work.
- Pupil’s self-assessment will move from, for example, “I am proud of this piece of writing because it is neat” to “I am proud of this piece of writing because I used some very descriptive words.” The more children refer to learning objectives in their self-assessments, the more effective teaching is!

Self-Assessment

Pupils assess their own work.

- (E) Means that the pupil coped well with the activity
- (M) Means that the pupil had some problems with the activity.
(Teacher plans follow up work)
- (W) Means that the pupil was unable to cope with the activity.
(Teacher plans follow-up work)

Marking SPAG, Promoting Literacy

The following 10 codes should be used when marking learners’ work.

1. ✓ = good point
2. ✓✓ = excellent point
3. **GW** = good word
4. **W** = use a better word –look in the thesaurus
5. **Sp** = wrong spelling – look in the dictionary
6. **CL** =Capital letters missing
7. **// NP** = new paragraph needed
8. ○ = full stop needed
9. **P** =punctuation needed here
10. - ? = I don’t understand – write more clearly

Key Features of Feedback

- Feedback will consist of information about the learning intention of the task, pointing out two successes (with a ✓) and a maximum of two areas of improvement (with T) against the learning intention.
- Feedback will only be given about what the children were asked to pay attention to – not on what they were not (eg. Presentation, spelling and punctuation, quantity, effort.)

Monitoring

This marking policy will be reviewed at intervals to ensure that it is understood by all members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Evaluation

The SLT will evaluate the success of this marking policy by scrutinising pupils’ work and teachers’ planning on a half termly basis. This will be reported to the School Development Committee of the Governing Body.

Marking Principles

Shared

- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers provide constructive suggestions about ways in which the pupil will improve his work and set targets;
- Teachers follow up the agreed targets with the pupil to see how far they have achieved them.

Teacher-Centred

- Teachers are selective in the aspects they choose to comment on;
- Teachers comment on specific, positive aspects of the work;
- Teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to adjust future teaching plans.

Pupil-Centred

- Pupils are praised when they focus their comments on the learning objectives for the task;
- Pupils are given time to act on the feedback they are given.

Assessment

Guidelines

- The object of any assessment activity should be, as far as possible, clear to both pupil and teacher alike. Similarly, the success criteria must be clearly understood by those making the judgements and by those receiving the feedback. If assessment is to be used to make judgements that will be used when reporting to pupils or their parents then every effort must be made to ensure that the assessment is a reliable tool for that purpose. (Grades to be in line with expected outcomes)
- As wide a variety of assessment procedures as possible should be used. Assessment should not be limited to formal "test" situations. Questioning in class, individual discussions, contributions to debates/role play/group work all allow for assessments to be made. Homework is an important opportunity for assessment; not all pupils respond well to all forms of activity so a range of strategies should be adopted which allow all pupils, across the full ability range, to demonstrate their achievements. Assessment activities should be considered as opportunities for learning in their own right and as a means of providing challenges across the ability range.
- All schemes of work should specify opportunities for assessment. All schemes of work should contain opportunities for standardised assessments across groups and years. Wherever possible assessment should be included as part of the normal, ongoing work. The results of assessment should be used to evaluate the effectiveness of teaching methods.

Monitoring:

SMT are to monitor regularly subject teachers are marking, recording and reporting according to the Whole School / Department Policy

Senior Management to monitor marking and recording of assessments as per monitoring observation cycle.