



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

ASSESSMENT AND MARKING POLICY

INTRODUCTION

Purpose of Assessment

The purpose of assessment is to gather relevant information about student performance or progress. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans - from 'The real purpose of assessment in education'- Mathew Lynch.

The aim of assessment is that it is purposeful, valid and reliable for purpose, along with being fair and valuable to student learning. This means that it is high quality assessment which will link to effective learning. Assessment is designed to inform the learner and teacher, and thus parents/guardians.

Assessment is integral to the process of teaching and learning. The broad purpose of assessment is:

1. to monitor the progress of students, including specific groups of students, both within the teaching group and across the year group;
2. to provide meaningful feedback to students to offer advice on how to improve, support their learning and raise attainment;
3. to enable teachers to plan appropriate work that will support student learning and enable them to make progress;
4. to report to students, parents, colleagues, SLT, Governors and others on attainment and progress;
5. to increase the motivation to learn, raise expectations and to enable staff to reward good work;
6. to select sets;
7. to prepare for public examinations;
8. to identify SEN;

Guiding Principles

This policy will inform departmental assessment and marking policies. There will be a variety of departmental assessment strategies which reflect the different style and assessment needs of curriculum subjects. Marking and feedback should be:

Regular – marking needs to be kept up to date and assessment work should normally be marked and returned within two weeks (not including coursework)

Selective – there is an important balance between time spent marking and time spent planning. Therefore teachers are not expected to mark every piece of work produced by a student.

Effective – it is key that comments are acted upon immediately by the learner to secure immediate improvement and that students are involved in the assessment of their own work.

A **reflective process** – marking should enable teachers to gain a better view of students' strengths and weaknesses in order to inform effective lesson planning.

Shared – marking is an activity to be shared and agreed by departments (not just an individual activity involving a teacher and student). The purpose of individual assessments as well as assessment criteria should be shared with students.

A **positive activity** – it should encourage engagement, enjoyment and progress in learning. There are two forms of assessment carried out by departments, Summative and Formative. **The Process**

Formative and Summative – the format and strategy explained

The two different methods of assessment are explained below in summary, formative assessment is designed to inform us about the learning 'here and now' whilst summative is a conclusion of the learning.

Formative – assessment **for** learning

Summative – assessment **of** learning

Qualitative, low stakes

Quantitative, high stakes

Formative – a means to review the learning 'in progress', thus acquiring information for teachers and students which forms the basis for effective action to improve performance. This type of assessment should form an essential habit in every lesson, and throughout the lesson.

Summative – a means to measure and evaluate student learning and progress at the end of an instructional period comparing against a standard or benchmark. We will assess against the learning aims set at the start of each Scheme of Learning which should be mapped in relation to national standards.

Independent learning tasks, tests, mock examinations, essays, practical assessments (such as performance) and extended pieces of work such as coursework can all be used as summative assessments. Departments are encouraged to use a variety of assessments rather than just rely on one particular type e.g. tests and should seek to minimise the impact summative assessments have on normal teaching. They are graded and form the basis for progress grades reported to students (and parents) on their current attainment.

Frequency of Summative Assessments:

There will be a minimum of two summative assessments (including coursework, internal and external examinations) per term for all year groups i.e. a minimum of six summative assessments over the academic year in Key Stages 4 and 5. In Key Stage 3, the number of summative assessments in each subject will vary due to the timetabled allocated hours but there remains a minimum of six assessments for the core subjects except RS.

Comments

Comments should be **focused** and **targeted**. Comments should identify what is going well and then give one or two focused improvements which should help the student 'close the gap' between what they achieved and what they could have achieved. For example the model of WWW/EBI can be used.

Effort Grades

An effort grade between 1 and 6 should be given, in line with the School's reporting system

1. Exceptional
2. Above
3. Meets
4. Not always
5. Regularly does not
6. Consistently does not

Effort grades should take into account the individual's ability in the subject.

Feedback:

Rationale

This Feedback policy is underpinned by research which suggests that providing feedback is one of the most effective ways of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit found that, on average, the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).

This policy also recognises that 'marking' is central to a teacher's role. It is, however, only one form of feedback. Feedback can sometimes be more appropriate and immediate in other forms and, at its heart, it needs to offer an opportunity for 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (M. Myatt 2013). Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning as "the main purpose of feedback is to improve the student and not the work" (D. William 2015)

Townley's Teacher Toolkit:

"Feedback is regular and provides information about the individual's performance relative to learning goals or outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback should be varied and not be limited exclusively to written marking. Feedback should comment on misconceptions, errors and strengths in equal measure."

Principles

- To deepen learning and allow students to make good progress
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal assessments or regular low stakes testing. This is to ensure feedback is always effective in developing student learning
- Feedback is detailed and personalised, including strengths and target/s for further development. ● In addition to this, written feedback may be employed, when necessary and meaningful, as part of live marking during learning.
- Teachers regularly look at students' books to help 'feedforward' and plan effectively. ● Time is built in to develop student reflection through effective use of self and peer assessment and DIRT tasks.

Non-exhaustive list of examples of feedback

- Whole class feedback sheet/"examiner's report" after assessments with DIRT tasks
- Live marking using visualisers
- Immediate feedback from low stakes tests (e.g. quizzes, mini whiteboards)
- Verbal feedback
- Peer-assessment
- Self-assessment
- Highlighting rubrics/mark schemes/success criteria for strengths/ areas to work on
- Coded feedback e.g. use of colours, stickers, numbers to identify different skills
- Written comments
- Walking talking mocks to focus on key areas for improvement
- Writing exemplars as a class - linked to success criteria/mark schemes/rubrics
- Annotating example answers using rubrics/mark schemes/success criteria e.g. ask AI to write a response to a question and then students can analyse the quality of the response

Follow Up

Students need to action comments in a timely fashion in a purple coloured pen. This should be as soon after the comments have been read as possible. Time should be given during the following lesson for students to read and make improvements to their work based on the improvement comments. This should be reflected in schemes of work. Follow up work should be checked by the teacher to ensure that this has been done and if needs be marked again.

Implementation

- No expectation of written marking in exercise books or folders
- Books and folders are to be checked once per term as a minimum expectation - feedback can take multiple forms e.g. whole class feedback sheets, coded feedback (stickers, numbered guidance etc.), DIRT tasks that target the main misconceptions/areas for improvement. Not all books have to be taken in - a sample group of 6-8 can provide the basis for whole class feedback.
- On summative assessments and final products mark schemes are to be used to award raw grades/percentages. There is to be no expectation of written feedback, however departments can choose to use at their discretion. Alternative approaches to feedback can be used e.g. highlighting rubrics or mark schemes to identify strengths and areas for improvement.
- Students are expected to act on all feedback - this should take the form of DIRT tasks or “feed forward” activities where students apply the feedback to a new question/task. All DIRT is to be completed in green pen so that teachers, students and parents/carers can see the learning that is happening as a result of the feedback.
- Frequency of KS3 assessments: Minimum of 1 per term. These can take a range of formats e.g. essays, projects, exam papers, presentations, questions (department flexibility). These are graded and feedback is given (can use a range of methods). Feedback is to be acted upon - DIRT.
- Frequency of KS4/5 assessments: 2 per term (including official mock exam). These are graded, feedback given (can use a range of methods) and feedback is to be acted upon - DIRT. Departments who typically do more at the moment should turn some existing assessments into other learning and feedback opportunities e.g. walking talking mocks, writing exemplars together, annotating examples.
- Departments should refer to the reporting calendar and plan summative assessments accordingly so that they can inform data for reports
- Departments should also consider the timetable and workload of individual staff members in their department and plan assessments accordingly
- All feedback must make use of the literacy marking symbols (in Staff Planner)

Literacy Marking

- Departments have created bespoke literacy mats, which will be beneficial in aiding with this particular element of assessment. Marking should consider the use of English, particularly

spelling, punctuation and grammar. Significant errors should be corrected. Correcting every error may discourage a pupil.

- Staff should also comment when a student uses language inappropriately or where the quality of language/vocabulary could be developed further (see the School's Literacy Policy for further details).

Marking symbols to be used across the curriculum:

Marking symbols to be used across the curriculum

What will you see written?	What does this indicate?
sp	Spelling error
WO	Word order
P	Punctuation error
A	Word missing
unclear	Unclear
wec	Wrong word
NP	New paragraph
C (circled)	Conjugation error
T (circled)	Tense error
case	Case error
gen	Gender error
art	Article error
agr	Agreement error
acc	Accent missing
gr	Grammar error
inf	Needs infinitive

General

Marking should include various forms of self and peer assessment.

Marking should include the use of House Points for exceptional effort or achievement as an incentive to students across all Key Stages.

Work should be marked using coloured ink (to distinguish it from the student's work).

Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time

Monitoring Assessment and Marking

Heads of Department / Cluster Leaders should regularly carry out book pulls, look through books during lesson observations and inspect mark books to ensure that the policy is being followed and as part of the departmental self-evaluation.

Heads of Department / Cluster Leaders should monitor the consistency of assessment through common summative assessments, departmental discussions, standardisation, and, where appropriate, the use of exemplars of work.

All staff should evaluate their use of assessment in order to improve teaching and learning. Heads of Department should lead the evaluation of the effectiveness of the assessments taking place within their subject area and implement improvements where necessary.

There will be regular reviews to evaluate the effectiveness of the Assessment and Marking Policy and its impact on teaching and learning.

Monitoring of students after each Progress Check:

Learning Manager

Learning Managers will produce a summary after each progress check and August results, providing key data (including ALPS and Raise Online) with a summary and interventions analysis for their year group. These will be submitted and discussed with the relevant Heads of School before being shared with SLT.

Head of Department

Heads of Department will produce a summary after each progress check and August Results, providing key data (including ALPS Reports and internal analysis in 4Matrix) with a summary and interventions analysis for their subject. These will be submitted to their SLT links for discussion at SLT. For August Results GCSE Results, FFT also do a comparison with other Grammar Schools.