

MARKING AND ASSESSMENT POLICY

In accordance with our mission statement and with particular reference to the FCJ value of 'Excellence' this marking and assessment policy sets out ways in which we promote learning and thereby the excellent progress of all of our pupils and Sixth Form students.

The aims of this policy are to:

- Ensure that through high quality marking and feedback, pupils know what they are successful at and what they need to do to make as much progress as possible.
- Promote a consistent approach to marking, assessment and feedback throughout the school in order to improve standards and not merely measure them.
- Guide staff to ensure that pupils are receiving high quality feedback consistently from all subjects.
- Promote our core values of hope, dignity, justice, gentleness, excellence and companionship.
- Guide Heads of Subject and Faculty in developing their own assessment policies.

Background

- Teacher Standards state that teachers should:
 - ❖ 'guide pupils on the progress that they have made and their emerging needs.'
 - ❖ 'make use of formative and summative assessment to secure pupils progress'
 - ❖ 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

In addition, teachers on the Upper Pay Scale should:

- ❖ 'Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.'
- According to [Hattie and Timperley \(2007\)](#) 'feedback is one of the most powerful influences on learning and achievement'. Research shows that quality feedback is essential to pupil progress.
- Feedback may take many forms including written feedback, peer assessment, self-assessment and verbal feedback.
- In the case of 'written feedback', this can be done by the teacher, peers or self. Not every piece of work will be marked.
- Pupils must receive regular feedback about their work and it must be explicit how the work has been marked. The regularity with which work is marked will be proportional to the number of lessons a class is taught. This should be set out in individual departmental assessment policies which will run alongside the school assessment policy.
- It is up to individual teachers to develop a system that enables them to manage their setting of work so that all pupil/student work is up to date and marked in line with departmental policy.
- It is not necessary to mark every piece of classwork although 'checking' work regularly is important – i.e. to ensure that work is up to date and organised. It is not necessary for teachers to use stamps etc to evidence this checking.
- Monitoring of marking should take place regularly by subject leaders through book scrutinies, whilst observing lessons or on carrying out learning walks.
- Grades from all appropriate assessments should be recorded in pupil books (some departments may call them passports). These guides should also contain information about the baseline targets that the pupils/students should regard as a minimum achievement.
- The roles of the teacher, the learner and the peer are all crucial to high quality assessment. These roles were summarised into the five 'key strategies' of formative assessment (Leahy, Lyon, Thompson, & Wiliam, 2005) as shown below:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1a Clarifying and sharing learning intentions and criteria for success	2 Engineering effective classroom discussions, activities, and tasks that elicit evidence of learning	3 Providing feedback that moves learning forward
Peer	1b Understanding and sharing learning intentions and criteria for success	4 Activating learners as instructional resources from one another	
Learner	1c Understanding learning intentions and criteria for success	5 Activating learners as owners of their own learning	

Teacher feedback

- Feedback is an essential part of formative assessment. However ‘Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance. If the information fed back to the learner is intended to be helpful but cannot be used by the learner to improve their performance it is not formative (William 2011). Therefore the main focus of the marking should be on the quality of the comments given.
- Care must be given when setting work that will be formatively marked. It is important that pupils/students know what is expected of them. Tasks should provide opportunities for pupils/students to be challenged.
- Comments given to pupils/students should focus on how to move learning forward. When used alone, phrases such as ‘Good’ are proven to be of no use to pupils/students. It is however acceptable to use stickers and stamps to add motivational messages to work as long as they are used in conjunction with information about what pupils/students need to do next and *how* they can get there or ideas for extension, in the case of pupils and students who have achieved the assessment focus.
- Comments must contain subject specific advice so that pupils will know how to improve in *specific* areas.
- Opportunities must be given for pupils/students to respond to the comments put into their books. It is important that pupils demonstrate that they have read the comments and have taken them on board. It is useful for them to complete their responses in a different coloured pen so that their comments are explicit if the marking was to be scrutinised.
- Grades do not need to be on all pieces of work. In fact, research shows that once grades are given, learning stops. Grades should therefore be used to see how a pupil/student has progressed in a finished topic. However, on occasion, grades are necessary and be on key assessment pieces so that they can be reported to parents. There should be at least one graded key assessment piece each term. The marks for these will provide the data that is included in monitoring. These grades will be recorded on SIMS and also input into SISRA. This is the record of marks that subject leaders can access and scrutinise to get a picture of progress in their subject at any time by individual pupils or groups of pupils.
- Key assessment pieces should be common to each subject so that all of the pupils/students taking a subject will be assessed in the same way.

Feedback through Peer and Self Assessment

- The ability to peer and self assess work needs to be developed in subjects and planned in schemes of work. The teaching environment should be such that pupils feel comfortable in judging their own learning and the learning of others and can advise ways to improve it.
- Peer and self assessment should provide the opportunity for the teacher to observe and reflect on the learning that has gone on within the classroom. Peer and self assessment can take different forms, e.g. through verbal and written feedback.
- The criteria for evaluating learning outcomes must be clear to the pupils/students. If criteria are abstract/subjective then clear examples should be given, on which pupils can model their practice.
- The criteria for comments given through peer and self assessment are the same as those given through teacher marking. They must give areas of strength and areas for development. The comments must relate to criteria that are understood by all pupils/students and relate to specific areas.
- In order that the skill of peer and self assessing work is embedded, the work that has been peer or self assessed should be read and acknowledged by the teacher to quality assure the feedback given. If the comment given is inappropriate, this should be corrected by the teacher.
- Comments made by pupils when peer/self assessing work will be written in purple pen. This will make it clear to the pupils/teachers/observers what method of assessment has been used.

Monitoring of Progress

- It is the responsibility of every subject teacher to monitor the progress made by each individual pupil. Individual pieces of work will be assessed against explicit criteria so that the pupil knows how to improve.
- If this improvement does not take place it is the responsibility of the teacher to intervene using suitable strategies, e.g. work repeated, additional explanation, further practice examples.
- If the action above does not have the required impact it is the responsibility of the subject teacher to refer the situation to the subject leader and to agree a plan for the pupil. It is essential that any impediment to learning such as a special educational need or difficult personal circumstances have been eliminated. This will necessitate liaison with the Head of Year.

This policy should be read in conjunction with the policy for Tracking Pupil Progress and Reporting Achievement (Attainment and progress) to parents. Each Faculty and subject should develop their own marking and feedback policies which will help students make best progress in their subject. They should have regard to these principles in doing this.

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A Gaunt May 2014

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