

Challney High School for Girls

Assessment, Feedback and Marking Policy



Date Approved by the Governing Body	29 th March 2018
Date For Review by the Governing Body	March 2019
Headteacher Signature	
Chair of Governors Signature	

Challney High School for Girls

Assessment, Feedback and Marking (Policy and Procedures)

Spring Term 2018

Aims

The aim of the School's marking and assessment procedures link closely to the findings of the Independent Teacher Workload Review Group's document entitled 'Eliminating unnecessary workload around marking'. As noted in this report, "effective marking is an essential part of the education process" and it has "the primary aim of driving pupil progress". However, it is imperative that this must be done in a way that is meaningful, manageable and motivating.

As defined within this document:

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

These words underpin the approach to marking at Challney High School for Girls.

Purpose

It is essential that staff and students understand marking in the broader context of assessment. Marking is but one means by which staff understand the progress that their students are making. Students must ensure that they understand that written feedback is only one way in which their teachers will guide and advise them on how to develop their learning.

These procedures intend to establish a broad, consistent approach to the way in which students' work is marked so that students feel valued and have a clear understanding of how well they are doing and what they need to do to progress further.

To summarise:

Students need to know:	Where they are in their learning.
	Where they are going in their learning.
	How to get there.
Teachers need to know:	Where students are in their learning.
	What to do about it.

In creating these procedures consideration has been given to workload impact. Ideas shared in appendix 3 (Tips for reducing workload and increasing the impact of marking by enhancing student engagement with the feedback) are intended to help minimise the workload of teachers to make marking more manageable.

Definitions

Classwork – written work and other work completed within the time of the lesson.

Homework – written work or other directed work to be completed outside of lesson time.

End of Unit Assessments – common tasks for whole groups/cohort of students to particularly assess their knowledge/skills and/or understanding at the end of a unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the department and whole school.

Self-assessment – students complete a piece of work being aware of the success criteria. They then mark their own work according to these criteria and are able to identify positive aspects and areas for development.

Peer assessment – Students are organised in learning pairs/groups within an environment of mutual respect. Using success criteria and mark schemes they mark each other's work and note positive aspects and areas for development. This is completed using red pens and could take the form of two stars and a wish (stickers are available) or as www/ebi.

Self and peer assessment needs to be structured so that students are trained in how to do this and that their skills of assessment are developed. One way of helping this process would be to model examples of appropriate targets or comments.

Teacher assessment – may be formative or summative (see relevant sections below).

Formative Assessment

Frequent feedback is not necessarily formative. Assessment is formative only if the information given to the learner is used by the learner to make improvements. To be formative, assessment must include steps for future action such as a target or a question to help them develop.

Classroom assessment should include:

- Rich questioning
- Feedback to support learners including targets
- Sharing criteria with learners
- Peer and self-assessment
- Sharing an example of good quality work (WAGOLL) and marking that one piece of work for everyone to look at and compare to their own

Summative Assessment

Summative data that supports formative uses is an essential part of the process. Teachers need to know about their students' progress and difficulties with learning so that they can adapt their work to meet the needs of each individual. Teachers can find out what they need in a variety of ways: from observation and discussion in the classroom, and from written work of students whether done as homework or in class. Where appropriate, students will undertake an end of unit assessment. Summative data will allow us to understand where the students are in their learning and allow us to intervene if a student's performance indicates underachievement.

Frequency

It is acknowledged that this will vary across subjects and key stages but the expectation is that marking and assessment is up to date and timely. It is for subject leaders to determine the frequency of marking and assessment within their departments. This will be explicitly stated within the departmental procedures and will tie in with an overall departmental assessment schedule to enable marking to be manageable. This will be clearly linked to schemes of learning. This should outline a combination of formative and summative assessments that sufficiently allow staff and students to have an accurate picture of individual student progress.

Quality of feedback

Formative assessment will vary according to departments but it is imperative that it is meaningful. This could be a combination of light touch marking: ticks, numbers, traffic light system, stars and a wish, stickers, initials etc. and more detailed formative assessment which informs the teacher and student of learning progress and identifies targets to inform further progress. Comments, whether written or verbal, should refer to effort and attainment. Comments should also be made about the presentation of work whenever this is appropriate. All students should receive positive and motivational comments/stickers/stamps. These comments must be legible and age/ability appropriate.

Students will require time to respond to the comments/questions posed by staff. This work is known as 'fix-it' work and should be incorporated as part of a teacher's lesson planning as appropriate. This is part of a lesson where students are given the opportunity to respond to feedback that has been given to them in order to improve their work and make progress. It may alternatively be given as a homework task. This may involve:

- Answering questions asked by the teacher
- Making corrections including spelling, grammar and punctuation
- Redrafting and developing work
- Completing missing work

Fix it time will often last for a short period of time, e.g. 10 minutes. Where appropriate, however, it may last for a large proportion or even the entirety of the lesson. Staff may choose to use the 'fix-it' stamps or relevant stickers as appropriate.

Effective practice:

When giving feedback to students it is worth considering if the feedback is **CRISP**:

- **C**lear – is your point clear to see?
- **R**elevant – is every word of feedback linked to the task?
- **I**n student language – no jargon and able to be easily understood according to a student's age and ability
- **S**uccinct – say what you need and no more
- **P**recise – does it provide a clear path forward?

Things to avoid:

- Marking notes (get students to indicate in the margin if something is a set of notes)
- Marking peer assessed work
- Giving non-specific praise
- Marking every page – avoid tick and flick
- Noting when verbal feedback has been given

Literacy

Literacy should be marked (to an extent) across the curriculum, particularly in subjects where marks are awarded for SPAG in examinations. There are some standard codes in use across the School for use when marking spelling, punctuation and grammar. Staff can use these when marking work to ensure that students understand what is expected of them. The codes can be found on the writing mats in teacher and student planners and are displayed in every classroom. In addition to this, departments may find it of value to develop their own departmental marking codes that will assist the effective marking of student work and enabling students to understand what they are required to do to improve further. If used, these will be detailed in the departmental procedures. Students should be encouraged to respond to these and make improvements such as correcting spelling mistakes three times (for example). Peers can also use these codes when marking each other's work.

Recording of marks

Teachers should record all marks/grades/flightpaths either electronically or manually. Departments often have a departmental tracking system to allow for a clear overview of departmental progress that feeds in to the school's reporting and assessment calendar. Subject teachers will enter an assessment for each student into SIMS as indicated on the school reporting and assessment calendar. The assessment will be the current grade the student is working at and the prediction for the end of KS4 (years 10 and 11).

Attainment

Reference to flightpaths or grades are not always necessary. However, it is important for teachers, parents and students to know, periodically, how well the learning is going and what still needs to be done. Students need to be clear about what to do to progress from one flightpath to the next and equally should be clear about the expected progress they should be making through the key stage.

All students will know their flightpath (and relevant grade at 9-11) and their current working flightpath/grade. These will be displayed on a sticker on the front of student's exercise books. It is the responsibility of the teacher to ensure that these are kept up to date in line with the school's assessment schedule. Students are not expected to learn these by rote but the data should be readily available to them to easily refer to, such as through the use of the stickers on their books.

In order to support this process:

- End of Key Stage 4 target grades, current grades and flightpaths should be discussed with students in Year 9, 10 & 11 and flightpaths discussed in Years 7 and 8. For example, it would be good practice to refer to these when giving feedback and marking class work. These must be displayed on the front of exercise books and on departmental tracking materials (see section on recording of marks below).
- Target setting related to assessment information and on-going marking and feedback needs to be reviewed at least termly by teachers and subject leaders. This will help to identify when intervention is needed.
- Grades and flightpaths as appropriate, as well as success criteria and mark schemes, will be translated and shared with students using appropriate language.
- Key pieces of work will be awarded an attainment grade in terms of an interim GCSE grade or flightpath in years 9, 10 and 11 and flightpath for Years 7 and 8.

Presentation guidelines

- Student work should be completed in blue or black ink
- Teacher marking should be completed in green ink
- Student marking should be completed in red ink
- Any students who have difficulty discriminating between red and green ink will be identified and teachers will mark their work in an alternative colour
- It is expected that student's work will be neatly written in blue or black ink. They should write the date and title and these should be underlined. If work does not meet the appropriate standard for presentation it is important that this is noted by staff and praise given when standards improve

Quality review

To ensure that these procedures outlined above are being adhered to a quality review will be in place. This will take place on four occasions across the academic year as outlined on the school calendar.

Senior and Middle Leaders will be responsible for completing this as determined by the Assistant Headteacher (Teaching and Learning). They may choose to do this via a collaborative approach (appendix 1) at a designated meeting time or on an individual basis (appendix 2).

Collaborative approach

Staff will be asked to bring a selection of books or other appropriate work (usually for three students) to the meeting as outlined by the reviewer. The department will review the full range of books and will collaboratively read an agreement on strengths and areas for development. This will be recorded and the meeting using appendix 1 and the final written record will be shared with the department and Assistant Headteacher (Teaching and learning).

If the department needs support with an area of development they may seek the advice of the Assistant Headteacher (Teaching and Learning). If the review highlights concerns regarding an individual member of staff this should be raised with the Assistant Headteacher (Teaching and Learning) and next steps agreed to support the individual in developing their quality of written feedback.

Individual approach

The reviewer will request books or other appropriate work (e.g. online work, project work) from each team member. The review should be carried out using a minimum of students work from a teacher and the reviewer will complete appendix 2 for each member of staff. If it is difficult for a Head of Department/SLT to reach a conclusion about the quality of marking they may request additional books from the member of staff.

Where the review is overwhelmingly positive, an electronic or written copy of the review will be shared with the member of staff. Where there are some concerns in relation to the review, a discussion should take place regarding the outcomes of the review and the 'next steps' agreed as part of this review conversation be noted on the form. This is to ensure that the review is developmental and helps to support the practice of the member of staff. Where appropriate, the individual undertaking the review may refer the matter to the Assistant Headteacher (Teaching and Learning) who will co-ordinate appropriate support to help with the development of the teacher's practice.

Either approach should be seen as a supportive process and may involve good teachers receiving support to develop their teaching as well as those who require improvement.

Copies of all reviews are to be shared with Alison Ross. Following the review period, the strengths and areas for development will be collated to inform departmental monitoring and to assist in identifying any required individual,

departmental or whole school CPD. This information will be shared with department and senior leaders as appropriate.

Roles and responsibilities

Senior Leaders	<ul style="list-style-type: none"> • To ensure that the marking procedures are implemented across the whole School. • To respond to whole school needs and ensure that good practice is shared through CPD opportunities. • To support Subject Leaders where appropriate in the implementation of the School procedures. • To monitor and evaluate the impact of the marking procedures.
Subject Leaders	<ul style="list-style-type: none"> • To ensure that the marking procedures are implemented across all teachers and students in the department. • To monitor the quality and regularity of marking. • To support individual teachers where appropriate. • To ensure that all students in the department are aware of their progress and how to improve. • To facilitate the sharing of best practice within the department. • To create departmental procedures in line with the whole school procedures. • To create, monitor and review a departmental assessment schedule (in line with departmental procedures). • To organise standardisation and moderation of key assessment pieces to ensure consistency. To complete the marking reviews four times a year as outlined on the school calendar and in accordance with the procedures outlined above. • To support or organise/co-ordinate support for staff, in conjunction with the Assistant Headteacher (Teaching and Learning), to help teachers to develop their marking practises, as required.
Class Teachers	<ul style="list-style-type: none"> • To implement these procedures consistently within their lessons, ensuring that their marking is up to date and timely (as per department procedures) and of a high quality. • To record marks as per department procedures. • To share good practice in department meetings.
Support Staff	<ul style="list-style-type: none"> • To read comments made by teachers and to use these to support students in their learning. • To indicate in writing on a student’s work where appropriate, that feedback has been given to a student and to indicate when that feedback has been responded to.
Students	<ul style="list-style-type: none"> • To participate in self and peer marking. • To take account of and respond to feedback given by teachers, support staff and their peers. • To be aware of their flight path and current performance in relation to their flight path/grade/target grade (depending on key stage). • To ensure that they are aware of the success criteria for the work that they are completing and use these to develop their work. • To maintain high standards of presentation in their work.

Monitoring and review of the procedures

These procedures will be reviewed on an annual basis or more frequently if required.

Quality assurance – marking and assessment (collaborative approach)

APPENDIX 1

Year:

Date:

The focus of this QA meeting was to quality assure ...

The discussion in the meeting was centred around the following questions:

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Summary statement:

WWW:

Department Actions (EBI):

N.B. Reviewers may wish to add photographs to illustrate any of the above comments

Quality assurance – marking and assessment (individual approach)

APPENDIX 2

TEACHER NAME:	SUBJECT:	CLASSES:
DATE:	REVIEWER:	NO. OF BOOKS:

Areas for consideration:

The marking/assessment in line with departmental and whole school procedures and is completed according to the frequency outlined in these procedures.

Where peer/self-marking is evident students use success criteria to judge the quality of their own and/or others work.

Marking shows formative comments and next steps.

Marking acknowledges where students do well.

There is clear evidence of students responding to feedback and improving/developing their work.

Marking to support RWCM development is evident. School or department marking/literacy codes are used as appropriate.

Strengths

Areas for development (if appropriate)

Marking review discussion and agreed outcomes, to include teacher comments (if required):

APPENDIX 3

Tips for reducing workload and increasing the impact of marking by enhancing student engagement with the feedback

Contained in the table below are some suggestions that teachers may use in helping to reduce the workload impact of marking. Teachers should use their discretion in deciding if one or any of these methods is appropriate to the work being assessed.

Instead of...	The teacher...	The student:
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work	Writes an overall review highlighting WWW/EBI
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall WWW/EBI	Annotates areas of their work to show WWW and areas for improvement (EBI)
Writing extensive comments	One gives one WWW and EBI	Works to show improvement on the one issue identified
Writing 'well done you have...' next to good aspects of the work	Puts a double tick next to the best parts of the work and/or uses a motivational stamp/sticker	Adds a reason for the double ticks
Marking every question in detail	Only marks highlighted questions or a selected paragraph(s) in detail. Does not mark notes. Marks one piece of work in detail using the 'yellow box' method Does what is required in line with departmental procedures.	Self-marks or peer marks the work before it is submitted, highlighting the two areas they would like most help on
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class and/or provides an overall feedback sticker/sheet for students to stick in	Writes their own correct answer or adds to and develops their previous work.
Writing out a full solution when a student gets a question wrong	Writes a hint, a next step or a question	Completes the correction and develops their work
Correcting work when a student makes a small mistake	Notes the mistake in the margin by using **	The student makes their own correction
Giving back work and moving straight on	Plans for the use of fix-it time to allow students time to respond to comments. Builds time into the lesson for this and role models how to 'fix' work effectively	Responds to comments during fix-it time, seeking clarification as required