



A Foundation School

MURRAY PARK SCHOOL

Title of Policy	Assessment and Feedback Policy
Date of adoption	Autumn 2018
Originator	Nicola Caley
Date of review	Next Review Autumn 2021
Additional information	Data will be processed in line with requirements and protections set in the General Data Protection Regulation Updated January 2021 – Following leaving the European Union policy updated to refer to UK GDPR

Assessment and Feedback Policy

The purpose of assessment within the school is to maximise progress and enable all pupils to become better learners. Assessment involves an understanding of both the formative process, when we ask what, why, when and where do pupils learn and the summative process when we recognise what they have learnt. In order to achieve these aims the Assessment and Feedback Policy adheres to the principles outlined below. These principles recognise the needs of the different groups of people who will be using the system, namely the pupils, teachers and parents.

Whilst different subject areas will have their own particular requirements that determine certain aspects of marking and assessment, there are some common principles and practices to which all departments and individual teachers should adhere.

The Purpose of Assessment and Feedback

The purpose of assessment is to provide objective data which is easily accessible so that: learning is promoted; achievement can be recognised; progress can be measured; targets can be set which are realistic and achievable and it provides data which is transferable.

Common Principles of Assessment and Feedback

- a) It should be regular and frequent;
- b) It should accentuate, where possible, the positive;
- c) It should offer constructive advice which will enable successful future learning and inform decisions about the teaching of individuals and groups;
- d) It should be meaningful to pupils;
- e) It should take account of the needs of pupils at different stages in their school careers.

This document refers to two kinds of assessment:

Summative assessment (Assessment of Learning) is concerned with summarising assessments at a particular point in time and supports a range of further purposes including tracking pupil progress, reporting, evaluation, planning and target setting.

Formative Assessment (Assessment for Everyday Learning)

On-going learning in the classroom is supported by assessment that provides pupils with the information that they need in order to progress and teachers with the information that they need to support this learning. Examples of formative assessment include: written work, homework, questioning, presentations, short recall tests, practical projects, research.

Pre and post testing was trialed by Maths in Autumn Term 1 2018 and was adopted by all subjects and key stages from November 2018. Pre and post testing enables pupils and teachers to understand pupils' knowledge and understanding at the start and end of a topic. This enables teachers to adapt lessons, where appropriate, to pupil need and offer intervention/support for areas which a child still gets wrong during the post test.

Pupils should have an understanding of where they are going in their learning and the standards they are aiming for.

Therefore the expectation is that teachers will share learning objectives, outcomes and success criteria with pupils (verbally, in books and/or on the board). Learning objectives, outcomes and success criteria should be expressed in ways that pupils can understand and lead them to being able to successfully respond to the question: "What are you learning in this lesson?"; know how they will show their learning and recognise what 'good quality' learning looks like.

Marking and Feedback for Formative Assessment (AfL)

The expectation is that teachers will regularly provide pupils with oral and written comments, showing pupils where they need to go next in their learning and allow pupils time, to respond to feedback. Verbal feedback is likely to take place in all lessons for most students as teachers will

circulate while students are on tasks involving assessment. Teachers are likely to question, feedback, redirect learning, facilitate self-assessment, and direct their intervention in a way which takes learning forward. Written feedback on formative assessment should happen a minimum of twice per half term and be returned within a week. Where a formative comment is not used with a piece of student work a tick alongside staff initials and a date should be used to show that the work has been checked.

Formative assessment comments should:

- be linked to objectives, outcomes and success criteria;
- provide feedback which leads to pupils recognising their next steps and how to take them;
- feedback on progress and praise at least 1 aspect of the work in green pen or highlighter **(WWW What Went Well)**;
- Identify at least 1 way in which pupils can improve their work in pink pen or highlighter. **(EBI Even Better If)**;
- be responded to by pupils after they have received and understood them in red pen **(MRI My Response Is)**;

Pupils should reflect on their own and others' learning

This involves pupils using success criteria to assess themselves and each other. The expectation is that teachers will plan for pupils to have these opportunities in lessons. Self or peer review/ marking never replaces the need for the teacher to mark pupils work, it is another tool that helps to inform teachers.

Pupils should regularly:

- have the opportunity to reflect, read through and/or mark their work;
- make use of mark schemes/assessment criteria to evaluate their work, a partner's or as part of a group;
- review work as a whole class e.g. in a plenary.

Summative Assessment

As well as on-going assessment in the classroom every department should assess pupils' work once a half term against national curriculum criteria and KS4 course grade descriptors. For example through: end of topic/unit tests; assessment of practical or project areas; internal school examinations.

Summative assessment must happen at least once every half term for all students. Written feedback to pupils on this should also include a level or grade and be formally recorded at least once every half term.

Departmental Assessment and Feedback Policy

Departmental assessment and feedback policy and procedure will operate within the whole school framework and will be such that:

- Guidance as to how the criteria for marking will be applied should be made clear to students prior to starting a piece of work, using the progress grids in the front of every book. Targets will be highlighted on the grids and dated once met.
- Marking schemes are communicated to students (where appropriate and beneficial) and operated consistently by staff (e.g. moderation/standardisation is carried out at regular intervals).
- Heads of Department have a responsibility for the implementation and regular monitoring of these procedures so that consistency operates and good practice is shared. Marking and record keeping is consistent, valid, fair and sustainable.

In general the assessment criteria for subject areas will be published:

- in the pupil's exercise book in clear language understood by students and parents;
- within the department (on display walls etc.).

Recording

Consistent record keeping, in Go4Schools, by all teachers allows the effective monitoring of student progress and the regular evaluation of teaching content/styles/methods.

Good practice encourages:

- Common assessment marks/grades to be recorded in Go4Schools markbooks.
- Homework marks/grades recorded in Go4Schools markbooks
- Internal assessment/exam marks or grades being recorded in Go4Schools markbooks

Teacher records will inform reporting, both formal and informal, to students, parents, HoD and SLT.

In addition, all books will have front covers which notes the pupils' aspirational target grades and their Current/Predicted grades as they move through the year. Progress grids will be in books and used by pupils to understand how to improve.

Responsibilities

Subject Teachers

It is the responsibility of all subject teachers:

- To ensure that all work is marked regularly according to the school marking policy with work being formatively assessed at least twice every half term and summatively assessed at least once every half term.
- To keep a record of marks and levels achieved in accordance with the school's policy.
- To mark students' work in accordance with the learning objectives and assessment criteria previously explained.
- To ensure that assessment information informs further planning for more learning opportunities.
- To give each piece of work which has been formatively marked a meaningful target and a written comment about the work produced in relation to the learning objectives and assessment.

Head of Department:

It is the responsibility of Heads of Department to apply and embed the principles of the school Assessment and Feedback Policy within their own departmental practice. They should formulate and maintain a departmental policy on assessment and feedback– which correlates with the whole school policy.

- To follow the responsibilities of classroom teachers.
- To be the lead professional, setting and maintaining high standards of assessment, feedback, marking and recording of data.

- To ensure that the department has an effective Assessment and Feedback Policy which is fully understood and adhered to by the department members and reviewed on an annual basis, and that the department's policy fits that of the school.
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades or levels are communicated to students.

To monitor the implementation of the Assessment and Feedback Policy through the review of records, and by work sampling in the department and across the curriculum.

- To support the whole school data collection systems, with grades collected in accordance to the schedule published in the staff handbook and also available via the school management information systems.

Marking for Literacy – Whole School Policy

To support the Whole School Policy for Literacy, departments should be aware of and use the following key principles and marking symbols when marking students' work

Key Principles:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Marking criteria made explicit | <p>When setting a task students should be made aware of what the teacher will be looking for when marking.</p> |
| <ul style="list-style-type: none"> • Prompt and praise | <p>Teachers should draw attention to style in addition to spelling and punctuation. Comments should be constructive and offer specific advice.</p> |
| <ul style="list-style-type: none"> • Active involvement from pupils | <p>Students should self-check work before submitting it for marking. They should respond to teacher advice.</p> |
| <ul style="list-style-type: none"> • The approach to marking is consistent | <p>Staff will all use the school marking code which will be displayed clearly for all students in their books. See Appendix 1.</p> |

In addition to the whole school Literacy Policy, the following symbols will be used when marking students' work:

MARK	MEANS...
//	Mark in where the paragraphs should be.
exp.	Re-write this short section at the end, to improve expression.
√	Well written section.
√√	Striking or imaginative writing.



Appendix 1

Presentation Guidelines:




- Take **pride** in your work!
- All exercise books should be covered.
- Titles should have **capital letters** and be underlined with a ruler.
- The date should be written on the right hand side.
- Handwriting should be neat and **tidy** using blue or black pen.
- Diagrams should be drawn **neatly** in pencil with a ruler.
- Mistakes should be crossed out neatly with a single line.
- Work should be neatly ruled off.
- Label homework tasks **clearly**.



Marking Guidelines:

- Your teacher will give you specific **targets** to work on in **red pen work**. Take note of these targets and act on them to help you make good **progress**.
- When an assessment is complete, leave a space below your work (approximately 4 lines) for your teacher's comments.
- **Please use red pen for all peer and self-assessment marking.**
- Your **effort** will be graded using these codes: EX, VGD, GD, NI or SC
- The following codes will be used to help you **improve** your literacy, aiming to reduce your mistakes over time:

 Marking for Literacy		
Margin:	What it means:	Example:
sp	Spelling error	Dose
p	Punctuation error	Dont
c	Capital letter error	dave lives in london
g	Grammatical error	could of
?	Unclear, poor expression	He home of the day
^	You have missed something out	The cat the mat
//	Start a new paragraph here	//The next day...


Literacy Guidelines:

Every time you finish a piece of written work, use a **red pen** to correct any errors from the list below:



- **Vocabulary:** Have you used words that are appropriate to the task and its audience? Ask your teacher if you are not sure. Are your spellings correct? Begin with the key words from the lesson and then check other tricky words in the dictionary.
- **Connectives:** Have you used a range of connectives to structure your writing? e.g. firstly, secondly, furthermore, although, eventually, next, meanwhile, despite, finally.
- **Openers:** Have you started your sentences off in different ways? Avoid starting with the words 'so', 'and' and 'well'.
- **Punctuation:** Have you used a suitable range of punctuation marks? (?!" ,; () - '...) ***Do all of your sentences (and any proper nouns such as places, dates, names) begin with a capital letter?***
- **Paragraphs:** Have you separated and ordered your ideas into clear, logical paragraphs that help your reader understand what you are writing? You need to start a new paragraph for changes in time, topic, place and to show a new person speaking.
- **Sentences:** Have you written in full and clear sentences? If you are in a creative subject they may need to be varied lengths for effect. Use a range of simple, compound and complex sentences.

Act on these VCOPPS targets set by your teachers:

 Literacy Writing Targets: VCOPPS	
V	Check and learn key vocabulary and spellings <input type="checkbox"/>
C	Use a variety of appropriate connectives to add structure <input type="checkbox"/>
O	Use different openers to start your sentences <input type="checkbox"/>
P_u	Use a range of punctuation for meaning and effect <input type="checkbox"/>
P_a	Start a new paragraph to change time/place/topic/person <input type="checkbox"/>
S	Use a range of shorter and longer sentences <input type="checkbox"/>

