

## **Marking and Assessment Policy**

(updated November 2015)

### **Aims:**

- To use marking and assessment to show the students what they do well, the standards they have attained and enable them to understand what they must do to improve and to make progress;
- To guide staff in the process of planning and differentiating work whilst remaining sensitive to the needs of both groups of learners and individual learners.

### **Marking and assessment at Lawn Manor Academy:**

- Is an integral part of teaching and learning
- Reflects a wide range of students' learning
- Impacts on the planning and development of lessons
- Maximises learners' progress
- Gives helpful feedback for learners and other stakeholders
- Helps to identify clear targets for improvement
- Links to national standards which are consistently interpreted
- Acknowledges and actively promotes peer and self assessment

### **Marking and assessment can take a variety of forms:**

- Written feedback which is learner specific, related to learning objectives and focused on what the learner has done well (What Went Well - WWW) and what she or he needs to do in the future to achieve the next level or grade (How To Improve – HTI);
- Verbal feedback for individual learners or for the whole class which stimulates thinking in a particular and enabling direction, summarises learners' progress and signposts ways forward having gauged where learners are;
- Whole class feedback which provides for collective opportunities to interpret and apply assessment criteria;
- Self-assessment where each learner is familiar with the appropriate criteria and is able to assess her or his own work;
- Peer assessment which involves learners playing an active part in the assessment process using familiar and understood criteria;
- Formative six-times-a-year cycle reports
- Academic mentoring days

### **How the Policy is implemented**

The policy is implemented through the means of:

- Individual written feedback
- Individual verbal feedback-verbal feedback stamp

- Whole class feedback
- Self-assessment and peer assessment
- Reports
- Student/parent feedback at academic mentoring days

### **Frequency of Marking and Feedback**

- All student books, assessments and homework should be marked frequently by teachers to enable students to make good or better standards of progress. There should be clear evidence in all books that the marking and dialogue has effect on future work, with clear evidence of improvement by the students.
- The frequency of teacher marking is supported by regular peer assessment and verbal feedback in all lessons.

### **Individual written Feedback and Dialogue**

- Individual written feedback takes the form of an enabling comment which highlights what has been done well in terms of achieving the learning objectives (WWW) and points out ways in which to improve and to access the next level or grade(HTI);
- Students responding to the comments and improvement target
- Students actively acting upon the HTI in follow up and future work

### **Oral Feedback**

Individual oral feedback:

- Is positive, enabling and focused on learning objectives
- Directs learners to the next grade or band
- Engage learners in a coaching-style dialogue framed around identifying options and best ways forward
- Acknowledges and celebrates success and effort
- Can come from peers
- Can result from learners' reflection on their learning.

### **Whole class oral feedback:**

- Provides enabling feedback quickly and in the most time effective manner
- Identifies strengths and areas for improvement
- Helps learners to identify the defining qualities and merits of successful pieces of work
- Enables learners to have a collective opportunity to contribute ways of improving a less successful piece of work
- Provides learners with opportunities to self-assess and note down points for improvement.

### **Self-Assessment:**

- Is part of learners' every day school experience
- Prompts learners to become fully conversant with assessment criteria
- Enables learners to look at their own work and to identify strengths and weaknesses
- Calls for learners to annotate their own work and grow comfortable with the idea of assessing and taking responsibility for improvement
- Moves learners to be more independently minded and part of the self improvement process.

### **Peer Assessment:**

- Enables learners to apply assessment criteria so that they have clear examples in their mind's eye of what 'good' looks like
- Helps learners to recognise what is 'good' in their own work or in the work of others and to benchmark their own learning and progress
- Encourages learners to use the WWW and HTI model used by staff
- Helps learners gain greater understanding of assessment criteria and learning objectives.

### **Formative Assessment (Cycle Reports):**

- Measures attainment in relation to key assessment tasks, key assessment homework tasks tests or examinations and ongoing work
- Enables teachers and students to identify patterns and trends with regard to attainment, progression towards targets and effort
- Inform planning and learning for differentiation purposes; support and signpost the learning process; help in the process of targeted intervention.

### **Academic Mentoring Days**

Enable staff, parents and students to engage in learning dialogues shaped by assessment data generated from cycle reports, pastoral information, subject teacher observations and mentor oversights.

### **Marking for Literacy**

Literacy is a whole Academy initiative and the literacy marking codes should be used to address mistakes in students' writing. (Appendix 2)

Presentation is important and high standards are expected from all students at all times. The verbal feedback stamp can be used to address issues in literacy with specific literacy targets.

**Policy adopted from Churchfields Academy on 1<sup>st</sup> September 2017**

**Policy Updated Date: November 2015**

**Staff Responsible: Assistant Principal**

**Approved by the Governing Board Achievement committee: December 2015**

**Review Date: March 2017**

## Appendix 1

### Examples of WWW and HTI commentaries

- *WWW -You show a very good understanding of how to interpret information on a chart and your answer is expressed clearly – well done! HTI - use subject specific terminology in your answers such as ‘antagonistic muscles’ and ‘contortions’. Use the vocabulary chart that we are compiling.*
- *WWW -Your vocabulary is impressive and you use sentence structure creatively to achieve interesting effects. HTI - I suggest that you use colons and semi- colons to create even more sophisticated and interesting sentences.*
- *WWW - You show a great grasp of long multiplication and have shown you working outs quite clearly. HTI - To get multiplication secure in your mind, practice long division by completing Exercise 24 in your revision book.*
- *WWW - This is a great answer. You have used quotations to prove your points about the characters and have made some consistently powerful comparisons between the two writers’ uses of language. HTI -How might you, though, develop the idea that both texts were meant to educate their audiences?*

It would not be acceptable to write:

- *You’ve plotted some interesting shapes – well done!*
- *This is beautifully presented but watch your spelling*

## Appendix 2

### Making Progress in Literacy across all subjects

- ✓ To make progress in Literacy across ALL of your subjects, YOU must take notice of FEEDBACK and ACT on it.
- ✓ A teacher may give you verbal or written feedback that is recorded in your work using the symbols below in purple pen.
- ✓ Learn to use and recognise the symbols and ACT on them as instructed below using a green pen.

Symbol	What does it mean?	What action must I take?
Sp	Spelling mistake.	Write the correct spelling out in the margin or at the bottom of your page as directed.
C or P	You are not using Capital letters or Punctuation appropriately	Work out where something is missing or wrong and make the correction.
NP	New paragraph needed	Work out where you should have started a new paragraph and put in the // symbol.
W	Wrong word here.	Change to the correct word e.g. <i>there</i> instead of <i>their</i> .
^	Something is missing here.	Read it back to yourself and add what is missing.
Wiggly Line	This part does not make sense.	Read it back to yourself and make corrections so that it does make sense.
Vt	Your verb and tense are not in agreement	Work out where you should make a change. E.g. <i>The Greeks <u>builed</u> a wooden horse should be The Greeks <u>built</u> a wooden horse.</i>
SV	Use subject specific vocabulary	E.g. <i><u>Stuff</u> from the sea is thrown by <u>the waves</u> and <u>wears away</u> the cliffs could be <u>Sediment</u> is flung by the <u>breaking waves</u> which <u>corrodes</u> the cliffs.</i>

#### Remember '123'

1. Firstly, write in blue or black pen.
2. Secondly, finished work will be checked and marked by teachers using a purple pen.
3. Thirdly, when you check, mark or get your work back, you must always follow **FEEDBACK** with **Fix-its** using a green pen to show you have made progress by improving your work.

Student signature .....