Marking, Assessment and Feedback Policy

Highworth Warneford School – Marking, Assessment and Feedback Policy

Rationale

'Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it'. (Eliminating unnecessary workload around marking, 2016)

Marking, assessment and feedback informs teacher planning and intervention and informs students how to improve and make progress.

Effective and regular marking is critical to pupil achievement and the development of independent learning skills inside and outside of the classroom.

Policy

Highworth Warneford School is committed to using and promoting effective marking, assessment and feedback processes that enable teachers to:

- identify each pupil's potential;
- communicate this to pupils, their parents and other staff involved;
- have an on-going dialogue with pupils about how they can further develop their knowledge and skills to make progress
- share the responsibility for managing learning with pupils

Linked Policies and Practices

See policies concerned with teaching and learning and Special Educational Needs.

Marking, Assessment and Reporting: Key Areas of Focus

When assessing pupils through their teaching and tutoring, teachers are expected to take into account the following areas of focus:

1. Relating assessment to planning and schemes of work
2. Whole school marking policy
3. Peer and Self-Assessment
4. Use of school assessment data
5. Departmental marking and assessment Guides
6. Quality assurance through monitoring and evaluation

1. Relating assessment to planning and schemes of work

Teachers need to identify opportunities to carry out **assessment for learning** when formulating their short, medium and long term teaching plans. This allows teachers to assess whether the key learning intentions have been met through the outcomes. **Assessment for learning** involves identifying the next steps for learning as well as having a clear understanding of the errors pupils make and the difficulties they experience. The key activities teachers need to carry out to fulfil **assessment for learning** are:

- providing effective feedback to pupils

- actively involving pupils in their own learning
- adjusting teaching to take account of the results of assessment and in class learning reviews;
- recognising the influence assessment has on the motivation and self-esteem of pupils, both of which are crucial to learning;
- considering the need for pupils to be able to assess themselves and their peers, and to understand how to improve.

2. Whole school marking policy including correction policy

Teaching staff should apply the following principles when marking pupils' work:

- Pupils should receive feedback on their work at least every 6-8 lessons. This can be through a combination of teacher-, self- and peer- marking.
- Teachers should mark key pieces of work at least once per half term (milestone assessments), allowing them to assess the level of understanding achieved and provide formative, individual feedback written in red ink.
- Follow the department specific marking and assessment guides for staff to follow in relation to subject specific requirements as well as agreed consistency of practice.
- Teachers should plan for sessions which will allow them to give regular, verbal feedback to pupils on how they are performing and what they should focus on next.
- Teachers' efforts are best placed in making formative comments i.e. constructive criticism that helps students understand the success criteria, engages them in thinking about their current performance and advises them how to improve their work. To have the most impact, written formative comments should be reinforced with regular individual discussion with the pupil.
- Three areas will be commented on in key pieces of work and students will be familiar with this consistent approach and use of language in feedback:
  - (i)   What is good about the work – ***What went well (WWW)***
  - (ii)   How the work could be improved – ***How to improve (HTI)***
  - (iii)   Where appropriate the pupil is set a target, question or extension task and provided with directed improvement and reflection time (students to respond in green pen) – ***Make a Change (MAC)***
- A summative attainment grade at the end of several pages marking is to be avoided, as it does not relate directly to any particular task and distracts students' attention from the formative comment.
- Critical comments that damage self-esteem should be avoided as they are unhelpful and de-motivating.
- Teachers should refrain from continuously correcting mistakes during the marking of exercise books or assessments. This model of marking is onerous for staff and research suggests that the majority of students do not respond to general 'corrections' of this type.

3. Peer and Self-Assessment

Activating pupils as owners of their learning and as instructional resources for others, through peer and self-assessment, has many benefits. Research shows that self-assessment improves perseverance, self-belief and achievement which all help to develop life-long learners. Therefore, teachers need to:

- Provide structured opportunities for students to work in pairs or groups.
- Ensure students have opportunity to think about their own/others' learning.

- Provide opportunities where students apply evaluation criteria to a peer's work, before reflecting on their own learning.

4. Use of school assessment data

At Highworth Warneford School we collect and maintain the following assessment data:

- Individual teachers hold records of subject progress (homework and class marks) within their mark books or electronically and use this information to report to parents and inform their planning.
- Departments maintain databases of the results of common assessment tasks that inform staff how pupils are progressing. This database is also used to compare the performance of groups of pupils and provides information that is used to review and adjust the curriculum. Departments are required to provide the central database with the current progress for each pupil at each of the data input times indicated in the school diary.
- Staff are provided with set lists at the start of each academic year which contain relevant available baseline data (e.g. previous Key Stage results, targets, estimates, progress and so on). This data is maintained centrally.
- At Key Stage 4, students are given a GCSE or equivalent target grade. This involves using national, value-added information and baseline information for that pupil. Targets are discussed with each pupil, are recorded in the central database and are made available to tutors, parents, and subject and pastoral leaders.
- To help pupils understand the skills, knowledge, and concepts required for each unit of work, both pupils and staff use Personal Learning Checklists (PLCs). These checklists support pupils in monitoring their progress and identifying areas where improvement would be beneficial.

5. Departmental Assessment Policy

Each subject area will have in place its own interpretation of the Marking, Assessment and Feedback Policy. This details the practices used to implement this whole school policy.

6. Quality Assurance through Monitoring and evaluation

The effectiveness of this policy and the consistency of its implementation are monitored in the following ways:

- As part of the school's self-evaluation (Teaching & Learning) programme, a selection of lessons are observed, and exercise books are examined. Pupil and parent perceptions about how the school uses assessment can also form part of the programme.
- Subject leaders carry out their own programmes of self-evaluation to monitor how well the principles of this policy are being implemented (following their Department Marking and Assessment Policy).
- Subject teams undertake standardisation exercises to compare and evaluate each other's marking. These opportunities also allow the subject leader to monitor the consistency to which this policy is being applied.

Role of SLT in overseeing marking and feedback

- To co-ordinate and monitor the development and effect of marking, assessment and target setting across the whole school.
- Inform relevant governor committees on all quality issues.

- To review and advise Subject Leaders with regards to such issues as information on class/pupil organisation, marking strategies, assessment strategies and departmental management issues.

Curriculum Leaders:

- To work with their teams to develop, implement, monitor and review a Department Assessment Policy which follows whole school policy.

Teaching staff:

- To implement their Department Assessment Policy, seeking guidance from their Subject Leader or SLT if clarification of marking or assessment-related issues are needed.

Processes for policy reviews

This policy will be initially reviewed at a Senior Staff meeting at the end of the academic year. A thorough review will be undertaken to include seeking the views of all staff and a representative selection of pupils throughout the year with the focus of each year group as well as specific pupil attainment groups.