



South Bromsgrove High
Inspiring Confidence Through Learning

South Bromsgrove High

Marking & Assessment Policy

Adopted by the Governing Body
Reviewed
Next Review
Policy responsibility

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Deputy Headteacher – Teaching & Learning

Marking and Assessment Policy

1.1 Rationale

The marking and assessment framework aims to achieve the following aims.

- Improve student progress by engaging them in reflecting on their work and taking more pride in it.
- Enable students to explicitly understand how their work is marked and assessed, placing assessment at the heart of the learning process.
- Provide students with clear ways in which they can interact with teacher feedback to drive improvements in their work.
- Share best practice and successful ideas between colleagues and formalise the existing practices that exist in many subject areas.
- Allow faculties and subject teams to implement the framework in a way that best suits their context.
- Give staff clear guidance about how they should be checking and assessing students' work.
- Give middle and senior leaders clear guidance about the requirements for quality assurance.
- Consistency with flexibility

1.2 Well-being and Workload

Teachers were involved in the development of our Marking and Assessment Policy and school leaders ensured teachers' workload was given a high priority. Careful consideration was given to ensure that the policy did not impact detrimentally on teacher well-being. Student well-being has also been taken into consideration when planning our assessment policy to ensure students are not placed under undue stress through unnecessary testing.

1.3 Student Voice

Student voice was useful in the development of this policy. By using a shared vocabulary for assessment across the school (see the three strands of the framework, below) students, staff, parents and visitors are able to make sense of the assessment experience and understand expectations about how to succeed and make progress in their learning.

1.4 Key Assessment Record

The Key Assessment Record helps students, parents and visitors to the classroom understand where students are in their learning journey 'at a glance' as it records the grades and marks from assessments. It is in the front of exercise books and folders.

1.5 The Marking and Assessment Framework

There are three strands, or cycles.

Key Assessments:

- take place once towards the end of every half term
- are referenced to NC, GCSE, BTEC (etc.) criteria
- are graded or levelled
- are applied consistently to all students in a year group who are following the same course at the same level/tier of entry
- provide data for reporting to parents

- enable teachers to provide formative feedback to students which they are expected to act upon

Feed Forward Assessments:

- take place once per half term, usually mid-way through the half term
- allow teachers and students to set meaningful targets or strategies for improvement, which refer to learning objectives
- support students in improving their learning before a Key Assessment, so students are expected to act upon the targets for improvement which could involve redrafting work to take account of teacher feedback

Checking:

- allows teachers to ensure that students are completing the class work and home work, that the book is neat and tidy and work is well presented
- occurs at a frequency that will be agreed by Subject Leaders and HoFs in consultation with their Associate SLT link, but it should be more frequent than the key assessments and the feed-forward process
- is often completed during lessons through live marking
- must be done by the teacher but does not need to be time consuming
- may involve the use of stamps, stickers or simply ticks, but there must be evidence of it on students' work
- allows teachers to ensure that students have acted upon the specific targets for improvement that have been set by the teacher during the key assessment and feed-forward assessment

2.1 Marking for Literacy

At South we want to develop a consistent approach to the whole school marking of literacy and students' response to this. The focus is on spelling, particularly of commonly misspelt words and important subject specific words often referred to as tier 3 vocabulary (e.g. cellular in Biology, seismograph in Geography).

2.2 Staff should highlight the misspelt word in blue and students should then correct the word by writing the corrected spelling above. This initiative is commonly referred to as 'Literacy Blues'.

2.3 Every classroom has a 'dictionary corner' with 2 dictionaries so students can independently check how to spell words if they are unsure and correct any misspellings.

Appendix:

Details and examples of the methods of assessment

Key Assessment

Typical examples may be an end of topic test, a substantial piece of written work, a summative assessment, a project, an assessed practical, etc. This assessment does not necessarily need to take place at the end of a half term but will typically do so.

Students should be made aware of the Key Assessments that they will be completing well in advance to allow them to prepare thoroughly. Staff must record the outcome and students should be informed of their current attainment with reference to external assessment criteria.

The Key Assessment Record which should be easily accessible in the front of the student's book, folder, portfolio, etc.

The teacher should then ensure that the student has acted on their targets. This could be by completing another piece of work to demonstrate an improved understanding, or by replying to the teacher's comment on their work. This engagement by the student in the learning conversation can then be validated by the teacher during the checking process.

Feed Forward Assessment

Best practice in marking across the school has been identified as incorporating the following elements.

- Providing students with specific targets for improvements
- Relating these targets to learning objectives
- Setting targets more frequently than once per half term
- Checking that students have acted on their targets and thus made progress

In addition to the Key Assessment during every half term, staff should proactively plan at least one other opportunity per half term to mark a piece of work in a detailed and diagnostic way. This is called a Feed Forward Assessment.

A Feed Forward Assessment does not need to generate an attainment grade, since research into formative assessment shows that this can sometimes detract from the targets for improvement that are given to students.

Checking

Evidence from student voice shows that students would like all of their work to be marked in detail by every teacher. However, we know that this is unrealistic and would impact negatively on teacher well-being.

Teachers should use frequent light-touch checking of students' work to ensure that class work and homework is being completed to a high standard and to ensure that students' motivation is maintained at a high level.

There should be evidence on students' work of this taking place, although this frequent checking does not necessarily require teachers to provide written comments.

Faculties and subject areas will agree a set of appropriate strategies, including stamps, stickers, ticks, smiley faces and so on. It is expected that this sort of checking can be completed by the teacher during some lesson activities, often referred to as 'live marking'.

Teachers should note that any self and peer assessment should be in addition to this requirement for the teacher to have seen the student's book. For example, a quick vocabulary test could be peer assessed and then the teacher could circulate during the next activity to add a stamp or traffic light colour next to the peer assessed mark.

	Key Assessment	Feed-forward assessment	Checking
Frequency	Once per half term (not necessarily at the end).	Once per half term (ideally as interim assessment between the key assessments).	Twice or more per half term (in addition to the assessments).
How does it improve learning and progress?	Teachers collect attainment data. Teachers identify misconceptions, specific areas for development and common areas of misunderstanding. Students understand their current attainment. Students know how to improve. Parents can see evidence of assessment and targets.	Students know how to improve their understanding and attainment. Teachers can monitor areas that they need to revisit with individuals, small groups or whole classes. Parents can see targets and support their child in achieving them. Students feel that the teacher values their work.	Students know their work is being monitored by the teacher and take pride in completing tasks to the best of their ability. Teacher knows that students are completing tasks. Teacher can identify misconceptions and areas to revisit.
What might it look like?	End of topic test. Coursework essay. Practical project work – outcome and feedback recorded either by teacher or student. Assessed practical activity – outcome and feedback recorded either by teacher or student. Student responds to the comment from the teacher in their exercise book or folder and records their mark or grade on the Key Assessment Record (KAR).	Short test. Detailed piece of homework. Draft essay – feedback recorded either by teacher or student. Student responds to the comment from the teacher. If the student has been given a grade for the feed-forward assessment, it is recorded on the Key Assessment Record.	Teacher circulates at the start of the lesson to stamp students' books if they have done their homework – those who have not will receive a sanction. Teacher collects books at the end of the lesson and briefly checks the quality of class work (should take less than a minute per student). Students peer assess a piece of work and then teacher adds a smiley or traffic light colour. Teacher gives students verbal feedback on a piece of practical or performance work which students then record.
How will the marking and assessment be monitored?	Faculties should have shared spreadsheets for assessment data (aka 'trackers'). Student voice. Whole School Work Scrutiny conducted by Senior Leaders and Heads of Faculty.	Subject Leaders and HoFs will sample work from students. This does not necessarily mean exercise books, when evidence of marking and assessment is visible elsewhere. Student voice. Whole School Work Scrutiny	Subject Leaders and HoFs will sample work from students. Student voice. Whole School Work Scrutiny