



School Policies

Policy title	Assessment and marking Policy				
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Written on	April 2012	Reviewed on	May 2016	Next review due	May 2018
SLT link	FOS		Governor link		

Copies in	Policies folder	Handbook	Student planner	Website
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This policy has been written in conjunction with the College's Equality policy (Equality Act 2010) and refers to the marking and assessment policy.

Rationale: - "Overall the purpose of assessment is to improve standards, not merely to measure them" (Ofsted 1998).

"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils" (Ofsted, March 2003, "Good assessment in secondary schools").

Aims of the policy

- To provide clear guidelines on the school's approach to assessment
- To establish a coherent approach to assessment across all faculties
- To provide a system which is clear to students, staff and parents
- to provide clear and effective feedback to students
- to develop student skills in reflectiveness and independence as learners
- to identify progress and intervention requirements where there is under achievement
- to promote literacy
- to maintain a reasonable workload for staff

Introduction

Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative.

Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However there is research evidence to suggest that formative assessment or assessment for learning (AfL) has an impact on motivation and attainment. The following guidance is an attempt to: -

- minimise the need for summative assessment.
- provide a structure which students recognise.
- provide a policy which is realistic and attainable for teachers in terms of workload.

Formal Assessment in KS3

As stated previously, teachers are constantly monitoring student understanding and progress through questioning, discussion and observation. What follows is an attempt to quantify formal



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assessment. Feedback from students suggest that they lose interest in their written work if teachers do not collect and mark it.

- **The ARI (Assess Reflect Improve) marking Cycle**

Each subject area will identify at least 3 ARI cycles per year group for moderated and rigorous assessment against recognised standards. This will consist of staff feedback, student reflection and the identification of areas for improvement or development. Achievements and areas for development will be recorded by staff on PLCs (Personalised Learning Checklists) within Doodle.

Each ARI cycle includes mid-point PLC review and an endpoint PLC completion. This allows for formative feedback to help students develop their understanding and staff to identify those requiring intervention.

To ensure consistency across subjects and ease understanding for students all summative feedback is delivered against Flightpath expectations:

- Secure: near the top of the grade and close to achieving the grade above
- Less Secure: some therapy needed
- Not secure: has demonstrated most aspects of the grade but significant therapy needed

- **'Lighter touch' marking**

This balances student expectation about regular marking with staff work-life balance. To this end, work outside of the ARI cycles will be acknowledged as appropriate.

- **Marking practices**

These codes must be used:

- ☺ High standard work produced / progress made
- ? There is something that needs explaining more fully
- ! Something does not make sense
- There is a spelling, punctuation or grammar error

For some learners, staff may feel the need to identify errors. For this, the codes and advice within the literacy marking routines should be used to supplement the codes above.

For 'lighter touch' marking, staff should use their judgement as to the most appropriate marking method.

My Learning Quality & Quantity:

My Learning should be given - in conjunction with merits where appropriate - as follows:

- 4= Exceptional**
- 3= Expected**
- 2= Less Than Expected**
- 1= Unacceptable**

Green Pen Reflection:

Students should respond to the marking - this places the onus on them to identify why their work was effective or how it should be improved.

When marking, staff may identify an extension / development question or activity for some learners.

Faculties have developed Fixit5 slides to support students in doing this.

Evidence of SEND Support: If a student has received SEND/EAL TA support this will be acknowledged with a purple stamp and an indication of the level of TA intervention. This is to support teachers in the accuracy of their assessments.



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TAs will use the following codes to indicate the level of intervention:

1. Explained task. Checked on-task during lesson. Student completed work with no additional support
2. Asked open questions. Constant supervision. Broke task down
3. Differentiated the work. Read for. Scribed. Sentence starters. Cloze.
EAL next to the number if support was bilingual

At an appropriate time during the year, taking into account the ARI cycle:

- The predicted grades generated by Doodle plc's will be professionally moderated at least 2 times per year in SIMS (if staff want to keep a paper copy as well, they may of course do so) to inform parents, enable progress conversations to occur with tutors and to track progress
- My learning grades (effort) should also be recorded for each student. This will assist with the process of monitoring progress and will assist the KSL in identifying both students who are underachieving through lack of effort and those whose effort needs to be commended. My learning grades should be awarded in four areas, Behaviour, Quality Quantity & Depth, Commitment and Attitude as follows: 4=Exceptional, 3=Expected, 2=Less than expected, 1=Unacceptable
- High effort and attainment should be rewarded using the school's reward system
- Teachers are responsible for recording marks or comments for students' work regularly, either electronically or on paper, in accordance with the college assessment for learning policy (even though these might not be written on the students' work) to ensure that written evidence is available to inform discussions with parents

KS4

Students' work should be marked regularly and be a combination of summative and formative assessment and follow the ARI cycle as in KS3.

Students should be given regular verbal feedback on their progress and suggestions to improve.

Staff should where possible mark using assessment criteria set out in specifications or to indicate the grade which work at this level would be likely to gain. A level of security should be considered:

- Secure: near the top of the grade and close to achieving the grade above
- Less Secure: some therapy needed
- Not secure: has demonstrated most aspects of the grade but significant therapy needed

Every half term, feedback should be more formalised. Links with potential grades should be made, bearing in mind all aspects of a student's work - written and oral and cross checked with predictive data to ensure students are performing in line with their ability and potential.

Professional Predicted grades should be moderated in Sims to facilitate monitoring by SLT/KSL/HOF