

BROCKINGTON COLLEGE



Assessment & Marking Policy

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness and compassion for individuals and across the school community.

Signature: Date:

Printed Name: Position:

Date of Review	May 2016
Next Review	May 2018
Approval By	Principal
Review Frequency	Two Yearly

Aim:

- To ensure that all our pupils have their work marked in such a way that it improves their learning and builds their self-confidence and self-esteem
- To enable our pupils to be able to say
 - What they are good at
 - How they can improve
 - The level or grade they are performing at

Rationale:

The purpose of the whole school marking policy is to provide clear and consistent information for pupils and parents, in order to promote effective learning.

All pupils' work is of value and pupils must be made aware of this.

The focus of written feedback is on helping pupils to have a clear understanding of what they have learnt and how they can improve on their learning. Marking is one of the forms of communication between pupils and teachers about pupils' work.

Broad Principles:

Marking can be

- written or spoken
- either formative, summative or both
- done by teachers, pupils themselves, peers or external markers

Marking is based on an interpretation of criteria and can serve the following purposes:

- To celebrate achievements
- Diagnostic purposes for the teacher
- To monitor and improve pupil progress
- To set targets
- To correct and comment upon inaccuracies and to help pupils identify inaccuracies
- To consider presentational skills
- To consider literacy skills including spelling, punctuation and grammar
- To enable the teacher to gain insight into the effectiveness of the teaching and learning process
- To evidence pupil progress and learning over time

It is our policy to:

- Mark pupils' work against clearly defined criteria which are differentiated for different ability groups
- Inform pupils of the marking criteria before they tackle work
- Mark pupils' work so they know the standard they have achieved
- Mark pupils' work so that they know what is good; know what needs to be improved and how they can improve it e.g. two strengths and a what next? (see later)
- Provide feedback about presentation to encourage a high standard of work and personal pride
- Mark consistently within departments – this is assured by termly moderation
- Keep thorough records of marking which are used when reporting to parents
- Mark work sensitively

Guidelines:

Teachers should plan for the use of a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback – teacher and pupil;
- Quality focused written marking with time for follow-up;
- Critical friend feedback – pupil and pupil
- Opportunities for discussion either as a whole class or in groups
- Self-assessment using marking criteria

There are 4 main types of written feedback that teachers can use. The frequency of each type that is used will vary between departments. Agreed minimums will be clearly expressed in the marking policies of each department.

- Acknowledgement Marking – checking that the work has been completed, work could be signed, stamped or dated.
- Quality Teacher Marking – Detailed feedback relating to how well objectives have been met and the next steps for improvement.
- Knowledge Exercises – work marked a right or wrong. Questions, assessments etc.
- Quality Marking via self or peer assessment

Acknowledgement Marking: this should happen frequently and individual departments will outline how regularly this should occur. Work should either be signed and dated or stamped to show that it has been checked for completion.

Knowledge Exercises: these should be set as appropriate by each department. If they are assessed this should be shared with the pupils' (and sometimes parents) and recorded by the teacher. Development comments are integral to the work and therefore they should be clearly stated so pupils are able to see their mistakes and know how to improve.

Quality Teacher Marking: research has shown that grades and comments alone do not raise standards. Developmental comments raise standards as they help pupils' to understand the main purpose of their learning and what they need to do to improve. Quality marking should use ***the 'two strengths and a what next?' (SSW) framework or an equivalent to this.*** The strengths and next steps should relate to the success criteria for the piece of work given.

S – Two strengths: positive comments that relate to the learning objectives/success criteria

W – What next? – One area where the success criteria was not met or a suggestion/question to encourage further thinking. Improvements where possible should be curricular relating to a specific aspect of current learning rather than for example presentation.

Pupils must be given lesson time after marking to reflect and respond to the guidance for improvement. In this way marking becomes useful and progress will be made in learning. Departments may choose to show dialogue using different colours pens or on specially made sheets.

Staff should aim to return all written work within a fortnight of collection and good work should be rewarded using either merits; commendations or communication home. Pupils should have their books quality marked every 9 lessons as a minimum and 12 as a maximum (the frequency of the lessons vary between subjects so core subjects will be marked more regularly than foundation subjects).

Quality marking by other Pupils: this can be a useful activity if done in an environment where students have been taught to do this effectively. Pupils will be trained to use the SSW framework against clear and agreed criteria; however, it is not appropriate for pupils' to mark each other's examinations.

Homework:

Learning at home should be evidenced in books / folders where appropriate. It should be marked and assessed in the same manner as class work. Teachers will monitor the completion of homework on every submission date and action the departmental sanctions / contact home if necessary. Homework can be tracked by students, teachers and parents on 'Show My Homework'.

Recording Progress:

Teachers will need to record any levels or grades awarded from assessments. They can also record marks for knowledge tests. Teachers mark books (either paper or electronic) will be kept accurate and up to date.

Effort:

Teachers can record effort grades in their mark books to assist them with Assessment Point Data. This could be written or by giving an A2L code.

However, it is expected that when communicating about effort with pupils that a dialogue would be held with them and would be used along with other materials such as stamps; smiley stickers or other symbols e.g. stars

Editing Codes:

In order to ensure consistency across the school the following annotations should be used

Annotation	Means
✓	Correct
X	Incorrect
Sp (+ incorrect word underlined)	Incorrect Spelling
NP (+ // in work)	Start a new paragraph
^	Omission
P	Faulty punctuation

Where appropriate, staff will take into account the needs of pupils with literacy difficulties/dyslexia when marking work. This may involve limiting marking to a few spellings and/or marking for content. Every effort will be made to support pupils to develop appropriate strategies to improve their literacy at all times. Departments will encourage the use of spellcheckers, keywords lists and the proof reading of written work. Suggestions for improvements can relate to literacy.

Monitoring:

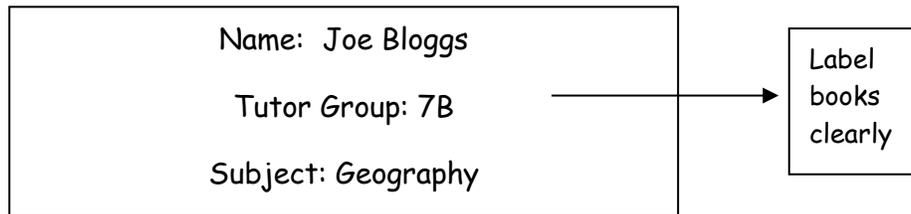
1. To encourage best practice and consistency, monitoring will take place termly by the Head of Department.
2. The Senior Leadership Team will also review marking through the school quality assurance review cycle and address any issues with the Head of Department.
3. Each year an external school improvement advisor is employed to perform work scrutiny of all marking

Consistency of Expectation:

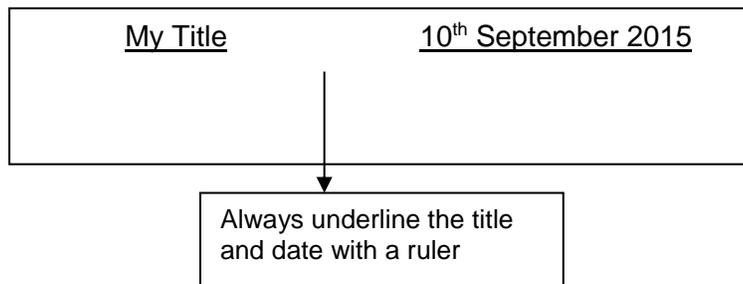
All staff should follow the agreed format for presentation of work as follows. This information will also be displayed in classrooms and should be used by staff as an aide memoire as and when needed.

Presentation of Work

Pupils' should remember to complete the front of their exercise books in the following way:



Always complete written work in the following way using BLUE or BLACK pen:



REMEMBER:

- Always write in pen. Draw in pencil and use a ruler used for straight lines.
- Always read through a finished piece of work to check for mistakes.
- Always rule off work using a ruler when it is finished.
- Graffiti or doodles should not be seen on work
- Improvements can be shown in a different colour when your book has been marked

Marking Policy – Guide for Parents

Aim:

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- To enable our pupils to be able to say
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The marking of your child's work will be undertaken in a variety of different ways. The following table gives you a guide as to the type of marking you and your child should see in their books.

The frequency of each type of marking will depend on the subject. Those subjects which only have 1 lesson a week (Music, Drama, Art, ICT and RS) will only give written feedback once per term. This is due to the fact that staff in these subjects may teach over 600 pupils a week and are unable to provide feedback to pupils as frequently.

	Type of Marking	What it looks like
1	Acknowledgement	Work stamped or signed and dated. It means the work has been checked for completion.
2	Quality Teacher Marking	<i>Two strengths and a what next?</i> This is detailed feedback and relates to how well the learning objectives have been met in class or for homework. It gives the next step to improve the work. Staff will identify up to 2 aspects of the work your child has done well and an area they should focus upon in order to improve. Pupils will have the chance to respond to the areas for improvement either through written work or questioning.
3	Knowledge Exercises	Results from tests e.g. tests marks out of 20 It could also be an assessment which may be given a level or grade
4	Quality Marking by Pupils	Peer or self- assessment that includes positive comments and suggestions for improvement from given criteria

The most important marking is Quality Teacher Marking. Pupils should have their books quality marked once every 9 lessons as a minimum and 12 as a maximum (the frequency of the lessons vary between subjects so core subjects will be marked more regularly than foundation subjects).

Please note: Not all work will be set in exercise books. Extended pieces of work may be done as a separate document. Some subjects set on-line tasks which can be accessed by pupils from home and which give an analysis of their strengths and weaknesses.

A homework timetable is published annually and can be found on the school website. It gives the frequency of homework and the approximate length of time pupils should spend on their work. This can be seen on 'show my homework'.

Effort:

Pupils may be rewarded for their effort with a variety of stickers/stamps or comments in their books to acknowledge the effort they have put into their work.

They may also receive merits; commendations and communication home which reflect either effort and/or achievement.

Monitoring:

Senior and middle leaders check the frequency and quality of marking each term in order to ensure that the marking policy is adhered to by all teachers. Any issues regarding marking will therefore be dealt with quickly.

A copy of the full policy can be found on the school website