

# Lawnswood Campus



## Assessment and Marking Policy

Review Date: Autumn 2019

Please read

Governors as Management Board

Schools as PRUs

Signed by the Chair of the Management Board: ..... Date: .....

# Assessment and Marking Policy

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## *Purpose*

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The policy seeks to:

- ◆ Lay out the principles of assessment and marking within the context of the Lawnswood Campus Pupil Referral Units
- ◆ Lay out the procedures to be used within the Centres
- ◆ To comply with current thinking and advice and guidance in respect of assessment
- ◆ To enable marking and assessment to be an integral part of teaching and learning

*Marking, assessment (Teachers' Standards 6) and implementation of this policy is the responsibility of all teachers.*

## *Definition*

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The term assessment refers to all activities undertaken by teachers, and by students assessing themselves and their peers, which provide information in order to feedback and modify the teaching and learning tasks being delivered. This not only includes academic assessment but also attitude to learning inside and outside of the classroom.

Marking must provide detailed and personalised evaluation points for future developments (*Ofsted: Good Assessment in Secondary Schools*).

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## Aims

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Assessment procedures are designed to enable the development of necessary skills to ensure appropriate progression by:

- ◆ Ensuring early and accurate identification of individual needs
- ◆ Involving all students, parents/carers in the process
- ◆ Ensuring planning for students focus on individual targets and needs
- ◆ Ensuring support strategies are effective and appropriate
- ◆ Setting realistic yet aspirational targets
- ◆ Regular monitoring of progress
- ◆ Acknowledging achievement

## Methodology

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The Government announced in 2014 the removal of the national curriculum levelling system for Year 7, 8 and 9 students. It also introduced a new grading system for GCSEs replacing A\*-G grades with grades 9-1. Following these changes we have developed our assessment processes and now all students attending Lawnswood Campus are graded on the 9-1 scale ((9 being the highest possible grade).

The following grid gives an idea of the equivalencies between the old and new grades.

Current grading structure	A*	A	B	C	D	E	F	G	U	
New grading structure	9	8	7	6	5	4	3	2	1	U

Doddle as an assessment tool is now being embedded into the everyday routine of teacher practice and allows for all staff to assess students on this grading system. The grades are also split incrementally (eg. 2.5, 3.8, etc) which allows staff to assess between each full grade and really focus on the steps to get from one grade to another.

Students functioning at below GCSE levels are graded on the Doddle system as TR4, TR5 and TR6. These levels are also split incrementally TR6.9 being the highest before a grade 1 is awarded.

In order to ensure accurate assessment and reporting it is vital that the course levels are inputted on Doddle following the grid below.

COURSE LEVEL	GCSE GRADE EQUIVALENT	STATEMENT STEP	WEIGHTING
Level 2	A* - C	or 9 - 4	4
Level 1	D - G	or 3 - 1	1
EL3	TR6		TR6
EL2	TR5		TR5
EL1	TR4		TR4

Teachers must input assessment data as RAG ratings into Doodle to show the following:

Secure – no help needed, evidenced on several occasions

Developing – needs some support, some independence evidenced

Novice – Support regularly/consistently needed

## *Procedures*

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The assessment practices adopted in the centres build on the premise that “the purpose of assessment is to improve standards, not merely to measure them” (OFSTED 1998).

In terms of day-to-day, periodic and transitional assessments there are implications for teaching and learning and how assessment evidence is gathered.

Assessment practice	Purpose
Skills audit	To allow all subject staff to establish gaps in learning in order to plan and deliver tasks to address this. On arrival students should be given the opportunity to complete subject specific tasks in order for teachers to gather key information regarding what students can and can't do.
Target setting	Targets for all subjects are set using FFT 50. These are published on SIMs weekly. In the case where FFT data is not available targets are set from a combination of testing, teacher assessment and previous assessment results.
Teachers planning	The teacher's planning should provide opportunities for all students to progress and should be informed by skills auditing, FFT data and ongoing marking.
Marking	It is clear that offering information on how students should improve their work is substantially more effective than simply marking an answer right or wrong. Narrowing the focus of written comments on selected pieces of work is beneficial. Staff should mark less but mark better. The Assessment for Progress guidance should always be adhered to.
Feedback	Please refer to Assessment for Progress guidance.
Student response and	Dedicated time must be provided for students to consider and respond to marking in class. This should be reflected at appropriate

creating a dialogue	points in the Medium Term Plans. Students should always respond using purple pen in order to delineate staff and student comments.
Corrections	It is important to make a distinction between a mistake (something a student can do and does normally do correctly) and an error (which occurs when answering a question about something a student has not mastered or has misunderstood). If a student is judged to have made a mistake it should be marked as incorrect but do not provide the correct answer. If an error is made then remind students of a related rule or provide a hint or question that leads them towards a correction of the underlying misunderstanding.
Recording	<p>Accurate data is essential to monitor progress and indicate where areas of weakness occur that need addressing. Staff must routinely review student achievements and record evidence on the Doodle programme. This should be a continuing process to enable regular data capture and analyse progress. Given the nature of the provision within the centres, it is also essential that a record of work done against attendance is kept so that any necessary remedial steps, to ensure coverage of the curriculum, can be taken.</p> <p>This should also take into account the specific demands of accredited courses, especially the paperwork demands of any examination courses being delivered.</p>
Moderation	Provides opportunities within the centres for teachers to develop their confidence and expertise in assessment by sharing and discussing with each other their evidence of students' progress. It also ensures consistency of standards across different classes. External moderation with other educational establishments will be used to enable staff to be more secure in the application of national standards for GCSE, BTEC and OCN qualifications.
Transitional Assessment	Makes full use of all available assessment data, including academic, emotional and social information to determine the student's achievement in relation to national standards.

### *Further information*

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Doddle is also a useful tool for resources including quizzes, guides and tests. These are continually updated from the Doddle team.

Every centre has a least one Doddle 'Champion' who can support and assist with any issues and enquiries. Please ask the Head or Deputy of your Centre to identify these members of staff if support is needed.

To assist with setting up curriculum, accessing parts of the programme, etc. training videos are available on staff shared areas, please consult with your Doddle Champions.

### *Review*

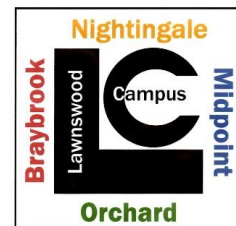
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The Senior Leadership Team, (comprising Executive Head, Heads of Centre and Deputy Heads of Centre), will monitor the effectiveness of this policy and will review, revise and republish as necessary.

This policy is subject to annual review and this will occur in September 2018.

*Appendices*

## Assessment for Progress



### GCSE and KS3

#### Staff marking, feedback & assessment guide

Work needs to be marked with:

- a positive summative comment (how they have met the objectives)
- a formative comment (what the student needs to do to improve; these comments need to be specific and measurable).
- *Staff need to mark in green pen.*
- Between these comments staff need to tick or X work, initial and use a motivational comment.

#### Staff should use:

- Target** End of Key Stage Target -student target based on KS2 data, skills audit, previous data
- WA** Working at -TR/GCSE Level
- WWW** What Went Well -identify where the student is meeting the learning objectives
- EBI** Even Better If -area which the student needs to improve with guidance
- Date** Date when marked -can show progress over time if students return and improve

#### Formative feedback

- Formative marking needs to be done after every 6 taught sessions as a minimum.
- During the lesson following formative marking, pupils must be given the opportunity to read the comments and respond to them, this can be done as a *starter, plenary* or *as Homework*.
- Improvement lessons need to be planned into the scheme so that targets can be addressed and met.

Students need to be encouraged to use:

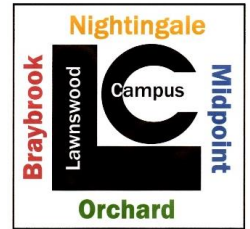
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|--|--|
| <p>ⓐ Self-assessment</p> <p>Ⓟ Peer assessment</p> <p>Ⓥ Verbal feedback</p> | <p>-students comment on their own progress during the lesson</p> <p>-students comment on another students work</p> <p>-students make notes of what was said by their teacher</p> |
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#### Marking Directory

- |    |                |    |                  |
|----|----------------|----|------------------|
| Pu | -Punctuation   | Cp | -Capital letters |
| Sp | -Spelling      | Gr | -Grammar         |
| // | -New paragraph | ?  | -Unclear         |

**BTEC**

**Staff marking, feedback & assessment guide**



- On arrival students should be given a BTEC folder containing an assessment strand and unit tracker sheet.
- During each assignment formative feedback needs to be done every 6 taught lessons as a minimum.
- Once a unit is completed Internal Verification must take place within three weeks.
- Results from the Internal Verification should then be entered on the board tracker to enable students to understand the progress of their coursework.