



Joseph Swan Academy

Marking and Assessment Policy

2018 - 2019

To be reviewed September 2019

Marking and Assessment Policy

Introduction

This policy aims to give all members of the Academy community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Joseph Swan Academy.

Rationale

Joseph Swan Academy is committed to providing relevant and timely feedback to students, both verbally and in writing. Marking serves the purposes of valuing students' learning, helping to diagnose areas for development or next steps, and evaluating how well the task has been understood. Marking should be a process of creating dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in student learning, so this policy is crucial in helping our students to 'Shine' here at Joseph Swan Academy.

At Joseph Swan Academy we aim to:

- Provide consistency and continuity in marking throughout the Academy so that students have a clear understanding of teacher expectations
- Use the marking system as a tool for formative on-going assessment
- Improve standards by encouraging students to give their best and improve on their last piece of work
- Develop students' self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for students
- Be at the level of the student's comprehension
- Not penalise students' attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the student
- Be frequent and regular
- Allow specific time for the students to read, reflect and respond to marking
- Give students opportunities to become aware of and reflect on their learning needs including the use of levelling or grading on appropriate pieces of work
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement linked to the skills descriptors within in progress Ladders or exam board grading criteria where relevant
- Involve students in the same process (whether verbal or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching

- Relate to the learning outcomes/success criteria of the work set linked to descriptors of attainment from Progress ladders/ exam board criteria
- Be consistently followed by teachers across the Academy
- Use the agreed marking code
- Positively affect the student's progress

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for students
- Link marking to the learning outcome and success criteria which may be taken from assessment criteria from exam board descriptors or Progress Ladders. Refer to these when giving written and verbal feedback
- Link marking to targets linked to assessment criteria: individual Special Educational Needs and Disabilities (SEND) groups as appropriate
- Acknowledge verbal comments with the appropriate symbol/stamp

Outstanding Marking at Joseph Swan Academy

Teachers

- Teachers' marking provides **instructions or comments** for improvement of written work and 'next steps' with time built in for work to be improved or developed. This will clearly reference exam board grading descriptors or skills ladders descriptors where appropriate (eg, this is a very good example of work at the top of Level 3, in order to move to level 4 you should...')
- The marking of students' work is exemplary, with teachers providing clear information about why the students have done well and what they can do to improve (this will be linked to assessment descriptors where appropriate)
- The careful marking of work by staff ensures that **misconceptions are identified precisely and addressed swiftly**.
- Teachers provide green pen opportunities for students to reflect and respond to this advice, creating a continuous dialogue that takes learning forward.
- Assessment is used exceptionally well to identify all students' next steps in learning and to plan the curriculum.
- Well-understood systems for sharing targets and regular reminders during lessons ensure that students maintain a very **sharp focus** on what they need to do to improve this will support students to understand their current working at level as well as what is required in order to improve to the next level.
- Where work is all correct, a further question or challenge is presented and a dialogue developed between the teacher and student which promotes students access to higher levels or grades; a single task may be finite but development would be visible over the range of work that a student has produced over time.

Students

- Students have frequent and planned opportunities to assess their own work and that of other students in the class.
- Students have a clear understanding of the challenging targets to which they aspire, these will be linked to their Minimum Expectation (ME) in the first instance and beyond this level once the ME has been achieved.
- Students clearly know their targets, the level that they are working at and what is required to make further progress and can refer to their work in order to support this understanding.

Formative Marking

There are four main types of written feedback that teachers can use and students can expect to see or also use.

1. Acknowledgement marking - checking that the work has been completed and that there are no obvious mistakes that need correcting.
2. Quality teacher marking - WWW/EBI
3. Marking with directs students to Green Pen work (either as an amendment of current work or additional questions or tasks to extend and consolidate skills and understanding)
4. Quality marking by students - Peer and Self-assessment

1. Acknowledgement marking

Light touch/"tick and flick"/checking marking - in order to support the giving of quality of feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through ticks, simple marks or corrections and/or brief attainment based comments.

2. Quality Assurance Teacher marking

Research has shown that grades/scores and a comment do not raise standards alone but students do need to have a clear understanding of the level that they are working at *and what they need to do to improve further*.

Development comments raise standards as they help students to understand the main purposes of their learning and thereby grasp what they need to do to improve. However, it will be necessary to provide a level/grade on key pieces of work as part of the teaching and assessment sequence so students understand the link between the developments that they need to make within their work and the relationship that it has to attainment and achievement.

Quality marking should include a positive comment about the student's work and give a target for further development and improvement in order to improve to an identified level. The strengths and next steps should relate to the success criteria of set for the piece of work given which may be linked to progress ladders or exam board criteria.

Teachers should differentiate comments as necessary according to the ability of the student. The audience for marking is the student so marking should be legible and relevant and written in a way that the student can understand.

3. Quality Student Reflection Time

We never truly learn anything until we reflect. Reflection time for students should be built regularly into lessons to give them the opportunity to respond to feedback, (this includes completing any assigned green pen tasks). This time will also give students the opportunity to ask the teacher for further clarification thereby "closing the gap" in their understanding of a particular topic. It may also provide the opportunity for teachers to work with small groups or individuals to address areas of understanding which have been identified as key to further progress.

4. Peer/Self-Assessment

Students may be taught to use the WWW/EBI system against clear and agreed success criteria which is linked to progress ladders/exam board criteria. Opportunities should be built into lessons to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to improve.

This technique empowers students in their learning and allows them to become more independent learners. It is useful to share examples of work with students which exemplify specific standards so students have a tangible understanding of how achievement at specific levels is demonstrated. Such work can be sourced from the exam board or may be identified in work produced by other students or classes.

During peer and self-assessment activities, students may be directed to write a positive comment about the piece of work a target for improvement in support of any levelling or grading that they have referred to.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. This type of feedback may be more prevalent in subjects such as Technology, Art, Music and Physical Education due to the nature of these subjects. Verbal feedback involves frequent use of open and probing questions and an on-going dialogue as work progresses to the learning intention/success criteria.

In written subjects such as English, History, Geography, MFL, Mathematics, verbal feedback may be identified as having taken place using a stamp or by writing 'VF', the date and signing the student's work. Best practice requires students to annotate around the stamp so they are able to 'capture' the discussion that they have had with their teacher and refer back to it when required. This also gives teachers the opportunity to capture and correct any misunderstandings which there may have been within the dialogue.

Marking for literacy

It is essential that we all take responsibility across the Academy for correcting and attempting to improve our students' literacy skills.

Teachers are expected to mark/correct every punctuation and grammatical error in every piece of writing. Where spelling mistakes are numerous in a piece of work it may be discouraging to the student to identify every error. There may be a focus on the correction of subject specific vocabulary or pre identified key-words.

Students should be given time to look at any Literacy Codes which have been used in order to and correct their work (in green pen) in order to make this marking meaningful to them.

Presentation of Students' work

The presentation of students' work is extremely important as it tends to reflect their attitude to learning. Therefore, teachers are expected to ensure students set their work out as stated below and carefully monitor the presentation of students' work.

1. Write the date and title on every piece of work.
2. Underline the date and title with a ruler.
3. Write with a black pen (or green when responding to feedback).
4. Draw all graphs, diagrams or illustrations with a pencil.
5. Rule off, if necessary, using a ruler.

Teachers should also ensure tasks are completed by students and time should be given to complete these if necessary. All worksheets should be stuck into exercise books.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of Leaders of Learning, this includes, Heads of Department and designated TLR holders as well as members of the Academy Leadership Team. Further guidance concerning the use of Marking and Assessment for student with SEND can be found in the appendix to this document.

Regular work sampling is calendared to ensure the Academy policy is consistently being adhered to and that Marking and Assessment is being fully exploited as the powerful tool it is in order to support student progress. Findings will be fed back to staff with targets for improvement, if teachers are experiencing difficulty in effectively assessing students work, there are a range of support opportunities which are open to them, ranging from informal support within their peer group or within discussion with the Teaching and Learning team, to more formal support within the department with an identified coach from the department and Teaching and Learning team.

Managing Teachers' Marking Load

To support Teachers with their marking load HoDs are encouraged to review marking processes across their Departments and to share best practice in terms of ensuring that Marking is purposeful and has impact – but is manageable. Training takes place within the Academy PLP programme to encourage staff to develop strategies which maximise impact but which are time effective. There is also one to one support for staff, on an informal basis for colleagues who are referred to the T&L team who need support in order to ensure that marking is smart and purposeful, rather than becoming an unnecessary burden.