

Assessment, Marking and Feedback Policy

Minimum expectations for *'complete marking'* for KS3, KS4 and KS5¹

1. At least 1 summative assessment and two separate formative assessments every half-term². During short half-terms only 1 formative and 1 separate summative assessment is required; this will be published in advance on the central calendar and communicated to all staff
2. Assessment criteria (student friendly) stuck in books, are understood and used effectively by students (as evidenced in students' interview)
3. Response marking WWW/ EBI with next steps that refer to assessment criteria/ PLCs (purple and green pen) followed by a student response and acknowledgement marking
4. Evidence of literacy marking.
5. Evidence of up-to-date PLCs in books, being used effectively.
6. Evidence of regular reflection time
7. Evidence of effective peer/self-assessment.
8. All the above should reflect 'progress over time' for students.

Teacher Guidance for Student Presentation of Books

1. Up-to-date target sticker on front cover.
2. Literacy code inside front cover.
3. Titles and dates underlined.
4. H/wk and C/wk identified in margin to support clarity on which is which.
5. Assessment criteria (AC) at front of books. The AC must be student friendly and not too text driven.
6. PLC in books linked to half-termly topics/units. These must also be student friendly.
7. Spelling dictionary in back of books.
8. No graffiti.
9. Neat handwriting.

This criteria is also applied to homework. See separate homework policy.

¹ *KS5 additional expectations.

9. All work must be fully referenced using the Harvard referencing system.
10. All work submitted for marking must be the students' own; students should adhere to the research guidelines to avoid plagiarism.
11. It is the students' responsibility to keep all course information in an organised system this includes; relevant section of the course specification, mark schemes, past papers and model answers.
12. The students are responsible for keeping all marked work and feedback in an organised system.

² Where subjects only teach one lesson per week or are project based the following expectations have been agreed:

RPS – Will mark one summative assessment every half-term.

KS3 Design Technology – Work on 10 week projects; with the project they will mark two formative assessments and a summative assessment at the end of the project.

KS3 ICT – Work on termly projects; with the project they will mark one formative assessment and a summative assessment at the end of the project.

KS3 CAPA – Will mark one formative and one summative assessment every half-term

The expectations is that numeracy should be embedded in schemes of work where appropriate with a particular focus in Maths, Science, Technology and Geography.

Aim of The Langley Academy

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Objectives

1. To develop students' independence and encourage high expectations.
2. Assessment should lead to informed teaching that supports student progress overtime.
3. To provide students with feedback which refers to PLCs and subject specific assessment criteria ensuring they understand what they can already do and what they can learn to do to make further progress.
4. To give students the opportunity to assess and reflect on their own and each other's work.
5. To give students the opportunity to respond regularly to the teachers or peers marking/feedback.
6. To give students the opportunity to set their own targets for progress in relation to the PLCs and assessment criteria.
7. To ensure that teachers refine their planning according to assessment outcomes.
8. Assessments should generate valid data that enables judgments to be made on the performance of classes relative to their potential and to compare performance between classes, subjects and other schools and academies.
9. To monitor, evaluate and review students' current stages of progress, and identify their next steps for progress and improvement
10. To give students accurate feedback on their progress and achievement
11. To promote the Academies ethos- Curiosity, Exploration and Discovery and, through this, encourage students to value and take pride in their work.
12. To celebrate and reward students' achievement and progress.
13. To standardise and ensure adherence to the marking procedures throughout the Academy
14. To enable students to self-evaluate their work and take responsibility for setting their own targets
15. To provide evidence of assessment, recording and reporting.

Principles of marking and feedback

To be effective, feedback needs to:

- Close the learning gap for key groups
 - Be fit for purpose – different subject areas and different students require different models of feedback
 - Acknowledge a variety of feedback (detailed below)
1. Marking will be against the assessment criteria and expected progress
 2. Any learning points / misconceptions will be addressed
 3. Students will have the opportunity to reflect on their feedback and question comments
 4. There will, whenever possible, be an opportunity for the student to participate in the process so that there is a shared perspective on feedback, marking and target setting

The Five Main Types of Formative Marking and Feedback at The Langley Academy are:

1. Marking for Literacy Using Whole-Academy Codes
2. In-Depth Teacher Marking (for selective pieces)
3. Peer/Self-Assessment
4. Verbal Feedback
5. Light Touch/Acknowledgement Marking

1. Marking for Literacy Using Whole Academy Codes

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able students, it will be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

All staff should use the whole-Academy marking codes. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every student. The codes are used age appropriately. The Marking Code is displayed here:

Symbol /code	What does it mean?
Sp	Correct and write out the correct spelling 3 times. Add to your spelling list at the end of your book.
C	Capital letter needed here – why? Correct and write out.
.	A full stop is needed here. Correct and write out the sentence.
,	Incorrect use of a comma. Correct and write out the sentences.
Gr	Correct this grammatical error.
//	New paragraph needed. TIPTOP
Λ	Missing word. Add the missing word.
T	Wrong tense. Re-write in the correct tense.
HWr	Your handwriting is difficult to read. Re-write in your best writing.
X	Incorrect answer. Correct and write out.
✓KW	Good. Key word used correctly.
✓AO	Good. Assessment Objective / marking focus met.

2. In-Depth Teacher Marking

This should result in good quality written feedback and should use EBI (even better if) and WWW (what went well) framework. These are complementary approaches which will provide familiarity to students who move from one phase to the next.

This should be written at the end of the piece of work in a purple pen as follows:

- **Mark or grade where appropriate eg 3b, C1, Step 3...**
- **WWW – positive comment which relates to the assessment criteria/personalised learning checklist**
- **EBI – one area where the success criteria was not met (based on the assessment criteria/personalised learning checklist)**
- **Student Response - a suggestion/question to allow the opportunity for students to move their learning on/address any misconceptions and make further progress.**

This formative marking should take place every 3 weeks or twice a half-term, followed by one piece of summative marking at the end of each half-term. It is this summative marking that will be provided as part of the data drop that will be reported home 3 times a year.

Time should be built into subsequent lessons to allow students to review their strengths and targets and respond to the feedback they have been given. This should take place in their 'reflection time'

Response marking should respond to the previous EBI (next step learning)

3. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where students have been taught to do it effectively. Peer assessment will not be a valuable exercise without the appropriate training. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

4. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some areas may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music and physical education the most effective feedback is often verbal.

Sometimes teachers may feel that it is important to get students to record the verbal feedback that they are given. This can be done by writing a response to a stamp or writing verbal feedback (vf) in the margin.

In written subjects such as English, Humanities, Maths etc. verbal feedback may be identified as having taken place using the verbal feedback stamp although this is not a mandatory requirement. The importance of individual and whole class oral feedback is recognised when teachers see students themselves record what feedback they have been given.

5. Light Touch/Acknowledgement Marking

Teachers carry out light touch marking through the use of ticks, teacher/assistant initials, simple literacy corrections and/or brief attainment based comments.

Acknowledgement Marking will follow students responses to formative comments (WWW/EBI). If students have still not made the expected progress, intervention needs to happen, for example extra homework, afterschool support, parents or informing HoF.

What Constitutes Effective Marking and Feedback?

Foci	What?
<i>Focus 1: Marking for Literacy</i>	<ul style="list-style-type: none"> Do students receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?
<i>Focus 2: Frequency of marking/Feedback</i>	<ul style="list-style-type: none"> Is there evidence of at least 1 summative and 2 formative assessments every half-term?
<i>Focus 3: Monitoring of progress</i>	<ul style="list-style-type: none"> Are students able to track their progress towards their targets using a PLC (yearly, termly etc.)? Are staff and students using the PLC / tracking sheets effectively? Are these kept up to date?
<i>Focus 4: Quality of written feedback</i>	<ul style="list-style-type: none"> Do students receive good quality, constructive written feedback against the relevant assessment criteria? Are students praised for positive aspects of their work? Do students have an opportunity to respond to the feedback/targets?
<i>Focus 5: Verbal feedback</i>	<ul style="list-style-type: none"> Is there evidence of verbal feedback? Is there evidence that students record/respond to verbal feedback?
<i>Focus 6: Peer and self-assessment</i>	<ul style="list-style-type: none"> Are students trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?
<i>Focus 7: Presentation</i>	<ul style="list-style-type: none"> Do students take pride in what they are learning and recording? Is poor presentation and organisation tackled appropriately?

Reflection Time (RT) Marking

- As well as providing students with the feedback on the work they have completed and targets for improvements, it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.
- Reflection Time Marking is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our students.
- 'RT' can take as long as you feel necessary, they can form the starter or for longer pieces of work (e.g. controlled assessment) take the whole lesson.
- RT marking should enable students to adopt a more independent and responsible approach to their learning and progress.
- It may be a good idea that students are given at least five minutes. This activity should not be rushed and students may require longer or further teacher assistance.

Examples of RT marking:

- Reflection and responding to precise feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer. Feedback in the form of questions to extend students' understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using RT– writing an appropriate detailed response to teacher feedback
- Drafting and proof reading their books with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case RT marking is about improving extended writing and ensuring students proof read their work automatically.

Teacher Guidance for effective RT marking:

1. Keep it focused

If you simply hand back work to students and tell them to improve it all then the response will invariably be less than successful! They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work in relation to PLCs and assessment criteria.

2. Model and scaffold

Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. DIRT time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

3. Targeted feedback.

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful RT.

4. Utilise verbal feedback to support RT marking.

If we establish a really clear focus for RT, with good quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' whilst RT is taking place.

Quality Assurance

Responsibilities

Heads of Faculty (supported by link director)

- Ensure that PLCs are in place for all KS.
- Ensure that subject specific assessment criteria is in place for all KS.
- Ensure that their Faculty members are clear on assessment, feedback and marking procedures by sharing the Complete Guidance Handout
- Monitor the use of assessment and feedback across their faculty as part of ongoing QA work. This could include joint QA work with other members of the faculty.
- Ensure that assessment data is compiled accurately by members of their team to ensure that students' progress can be effectively monitored and tracked with interventions planned appropriately
- Ensure that reports are completed and checked to ensure a high quality of feedback to parents and students via this medium.

RSL and HoH

- Promote a culture of high expectations and an ethic of excellence in their Year and House.
- Use subject assessment data effectively to track and monitor the academic progress of students in their House, particularly those who are vulnerable or underachieving, and plan interventions accordingly.
- RSL should liaise with HoFs to plan and deliver interventions.
- RSL should support HoFs in QA process.

Tutors

- Promote a culture of high expectation in their Tutor Group.
- Encourage students to take more responsibility for their own learning.
- Use a variety of baseline and assessment data to inform academic monitoring and mentoring.

Directors

- Support the development and promotion of feedback, assessment and marking across the Academy
- Use a variety of QA activities to identify best practice
- Monitor and evaluate the quality of marking and feedback across the Academy
- Use TLCs to provide opportunities for the development of assessment and feedback including the sharing of good practice

First Two weeks of Academic Year

Every year, we will allow the first two weeks of Term 1 as a reasonable period for staff to ensure every book has the target sticker, literacy code, assessment criteria and first PLC. In the third week, leadership will QA books against these expectations.

Whole Academy QA

- Teacher's books will be reviewed in a two-week cycle by the HOF. This QA will occur either on a weekly or fortnightly basis i.e. half the faculty in 1 week followed by the other half of the faculty in 2nd week or all the faculty on a fortnightly basis
- The HOF will QA two books from each teacher recording names and key groups data
- WWW/EBI and RAG spreadsheet to be completed for each teacher that week and sent to TLE, LHU and Link Director by every Friday

- Verbal or written feedback (email) given to staff by HOF (2ic/3ic/UPS teacher where appropriate) with the emphasis on improving practice
- HOF updates the same spreadsheet each week building up evidence of WWW/EBI & RAG for each member of staff over time (this evidence will form part of Performance Management evidence)
- Every other Thursday, the Directorate meeting will QA books across the Academy. The focus here will be on key groups of learners as identified through our self-evaluation process eg disadvantaged and HA
- Faculty Improvement Plans will identify the QA process in their faculties and expected outcomes.
- The use of Tutor Time on Fridays will focus on student progress to help us quality assure the practice in classrooms. Every student will have a progress file in a coloured folder (Ragged to help us identify HA, MA and LA)
- The progress file will ask each student their current grade and what they have to do to improve. This means the tutor can have an overview as will their Raising Standards Leader (RSL). The RSL will QA this process weekly.
- Both formative and summative information should lead to an accurate picture of student progress which should be reflected in our half-termly data drop.
- The Faculty meetings either side of the data drop will be used to help moderate the data.
- Further book scrutiny will/may occur during other self-evaluation processes eg Faculty Reviews, Challenge Partner reviews.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

Review Date: November 2015

Ratified Date: November 2015

Date of next review: November 2016