

## Assessment Feedback and Marking Policy

<b>Last review date</b>	<b>October 2018</b>	<b>Review period</b>	<b>Annually</b>
<b>Next review date</b>	<b>October 2019</b>	<b>Type of policy</b>	<b>Non-statutory</b>

### Rationale

- To ensure that all staff make accurate and detailed student assessment, providing feedback that enables students to make progress.

### Policy Statement

This policy will be implemented across the school in order to:

- Inform students about individual achievements against clear success criteria / assessment objectives and provide clear advice on next steps needed to make progress.
- To ensure staff have accurate data to monitor and track progress, evaluate the impact of intervention strategies and inform planning.

### Monitoring & Review

Monitoring activities will focus on the impact of marking and feedback in relation to:

- Standards of attainment on entry, including casual admissions.
- Standards of attainment at KS3 and KS4
- Attainment by subject.
- Value-added attainment, year on year progress.
- Specialist subject targets and attainment.
- Progress of different groups of learners, including CLA and PP.
- Quality of assessment and marking.
- Quality of curriculum provision.
- Impact of intervention strategies.
- Strategies to develop independent learning.

## **Subject Teachers' Responsibilities**

- To provide formative feedback to students regularly (at least twice a term formally utilising the teacher feedback sticker)
- To provide a summative level/grade for each subject termly.
- To train students how to peer and self-assess (and evidence at least once a term formally utilising the student feedback sticker)
- To check and acknowledge that class work is completed.
- To keep and maintain records for reporting and provide data for whole school purposes.
- To develop and update student assessment portfolios and displays with appropriate information with regard to targets.
- To track student progress to inform planning/support and interventions.
- To ensure all marking is up to date within one week of lessons/assessments taking place.

## **Senior Leadership Team Responsibilities**

- To report on standards of attainment in a subject.
- To ensure that summative assessment is consistent across subject areas and stands up to external scrutiny.
- To ensure that interventions are in place for students not making expected progress in each subject.
- To satisfy statutory requirements.
- To provide content for reports to the Advisory Board.
- To report test and examination results at the end of Key Stage 4.
- To monitor students' academic progress in their different subjects.
- To make arrangements for public examinations/tests.
- To provide appropriate reports to parents
- To support and make judgments about whether students are reaching their potential
- To support judgments about the schools' effectiveness.

## **Middle Leadership Team Responsibilities**

- To coordinate and partake in a regular work scrutiny cycle.
- To provide regular and appropriate CPD and updates on whole school progress on assessment and marking.
- To provide individual feedback and guidance to teachers and support staff on work scrutiny results.
- To ensure that summative assessment is consistent across subject areas and stands up to external scrutiny.
- To monitor students' academic progress in their different subjects.
- To support the Senior Leadership Team with other responsibilities as and when required.

## **Advisory Board / Parallel Learning Trust Responsibilities**

- To support and make judgments about whether students are reaching their potential
- To support judgments about the schools' effectiveness.
- To challenge the Executive Principal, Principal, SLT, MLT and staff at Inspire Academy to set appropriately demanding targets.
- To ensure targets set are being achieved.

## **Formative marking by teachers**

Assessed tasks should always have clear intended learning outcomes supported by effective success criteria. These are marked by the subject teacher who will indicate the current working level or grade, provide formative feedback and targets for improvement. The grades used will correspond to the stepped grading system, GCSE 1-9, iGCSE G-A\*, P-scales or the grading system of an examination. The formative feedback will reference the success criteria and will consist of praise for aspects of work completed (WWW) followed by a target indicating the next steps needed to make progress their grade (EBI).

All students should be writing in either blue or black pen and all teacher marking should be in pink. All written student responses should be completed in green pen, which enables written progress to be clearly evidenced.

Teachers must provide students with time to read and respond to the formative feedback in lessons, with TA support where necessary.

Each term after the data collection, each student should have a termly summary sheet provided to them in their books/folders. This sheet allows teachers to explain to pupils the grade they are working at overall and why (www), the grade they are working towards and what they need to do to achieve this grade (ebi) and the opportunity for pupils to reflect on their learning over the previous term.

## **Peer/Self-assessment**

Teacher planning documentation should identify opportunities for training students to peer and self-assess effectively. This includes using clear success criteria for the task, assessment/learning objectives and / or exemplar answers.

## **Literacy marking**

It is the responsibility of all teachers/support staff to develop student's literacy skills. Therefore teachers should be regularly using the following literacy codes to support this:

- SP – Spelling needs to be checked and corrected
- FS – Add a full stop
- CL – A capital letter is needed here
- // - A new paragraph is needed here

### **Verbal feedback**

- VF - Verbal feedback given

When teachers/support staff give verbal feedback to a student it is imperative that this is recognised in books, folders or other recording methods using the code VF. This is traditionally used more often in practical subjects but it can be used regularly across all subjects and therefore needs to be acknowledged as evidence of feedback. This is particularly important when a student then responds to this verbal feedback and can clearly evidence their response by writing in green pen.

### **Other methods of recording progress**

Attainment and progress can also be recorded in different ways, for example photographs, video recordings, support staff taking notes of verbal observations children make etc. These can be used as evidence of attainment and progress and can help support different learning styles and student's individual's needs. This evidence can be added to books and folders appropriately. Please ensure that if a student is supported by a scribe or if a support staff takes notes on student's verbal responses to feedback that the following code is put alongside these pieces of work:

- AS – Adult scribed, followed by your initials.

### **Work scrutiny 2018-19**

Regular work scrutiny will take place during the 2018-19 academic year by members of SLT and MLT. This will involve samples of work from each/some subjects each time and will enable teachers to have regular feedback on marking and encourage and support teachers in the use of the Inspire Academy assessment feedback and marking policy. The monitoring will be completed using perspective observation tools and will therefore feed into performance management and CPD will also be provided to support this.