



KING JAMES I ACADEMY

Marking Policy

Date adopted by Governors: September 2016

Date of Next Review: September 2019

What is Assessment?

- 1.1 We use the general term *assessment* to refer to all those activities undertaken by teachers, and by their students, that provide information to be used as feedback to modify teaching and learning activities.
- 1.2 Such assessment becomes *formative assessment* when the evidence is actually used to adapt the teaching to meet student needs.

[Black, P. & William, D. 1998. *Inside the Black Box: Raising standards through classroom assessment*, King's College, London]

1. Rationale

- 2.1 Assessment is an integral part of effective teaching and learning. It allows progress to be recognised and celebrated and it informs the next steps and priorities of both teachers and learners. It is inextricably linked to the curriculum, which provides the content and context of assessment.
- 2.2 Much assessment takes place in day-to-day teaching where learners receive immediate feedback and where teachers adjust their short-term planning in line with learners' needs. At other times, teachers need to stand back and reflect on the learner's overall performance across a subject or aspect of learning, drawing on a wide range of evidence. This more periodic, holistic assessment provides a clear profile of attainment against recognised criteria. It also helps identify the learner's strengths and priorities for improvement and informs the teacher's medium-term planning. This means the teacher is able to personalise the curriculum for students.

2. How can assessment improve learning?

- 3.1 The research indicates that improving learning through assessment depends on five, deceptively simple, key factors:
 - the provision of effective feedback to students;
 - the active involvement of students in their own learning;
 - adjusting teaching to take account of the results of assessment;
 - a recognition of the profound influence assessment has on the motivation and self-esteem of students
 - the need for students to be able to assess themselves and understand how to improve

3. Types of assessment

- 4.1 Diagnostic (or Baseline Assessment)
 - Diagnostic assessment occurs at the beginning of the teaching/learning cycle.
 - This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

- Diagnostic assessment is conducted prior to and during teaching and learning to determine:
 - What existing knowledge, skills, attitudes, interests, and/or needs students have.
 - the range of individual differences
 - what programme, plans and/or modifications are required to meet the needs of individuals or groups of students

4.1 Summative: Assessment of Learning

- Summative Teacher Assessment
 - This is **assessment of learning**. It is carried out at the end of a unit or key stage to make judgements about student's performance in relation to national standards. Teacher Assessment is rooted in level descriptors and grade criteria provided by the national curriculum or examining bodies. Teachers should take part in standardisation, moderation and internal verification meetings to provide quality assurance. This data should be recorded and used for management purposes. It can be used in a formative manner.
- Summative - External Assessment
 - This provides a standard snapshot of attainment usually at the end of key stage 4 or key stage 5, though external assessment can take place at any time. A student's performance is described in relation to the national standards. This data should be recorded and used for management purposes. It can be used in a formative manner.
 - It is used in combination with data from formative assessment to:
 - describe what students know, can do and value
 - evaluate student growth relative to the purpose of the lesson, activity, unit or programme
 - evaluate student progress relative to national expectations

4. Formative: Assessment for Learning

- 5.1 This is **assessment for learning**. It happens all the time in classrooms by teachers and by their students. It is rooted in self-referencing, a student needs to know where s/he is and understand not only where s/he wants to be but also "how to fill the gap". This involves the teacher and the student in a process of continual reflection and review about progress. When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action. This enables effective target setting. Some Curriculum Areas have adopted the APP approach (Assessing Pupil Progress) which is a National Strategies approach to assessment for learning and offers a very structured model to follow.

5.2 Assessment becomes formative when evidence is actually used to adapt work to meet the identified needs.

5.3 Formative assessment is conducted throughout teaching and learning to:

- keep the teacher and students focused on the purpose of the lesson, activity, unit or programme
- provide information to the teacher and students about the progress being made
- Determine the effectiveness of instruction in helping students to achieve the learning outcomes.

5. **Assessment for Learning.**

6.1 Assessment for Learning has been identified as a key priority for development within the Academy. AfL practice will be monitored throughout the academic year to achieve continuity across and within departments.

- The Big Picture – teachers should ensure they share the big picture for each unit with all students who will have a detailed understanding of how they will be assessed and how this is connected to their learning.
- Objective Led lessons (Learning outcomes) – all lessons should include learning objectives and success criteria that show the students what learning will occur (lesson outcomes), how they will be successful and develop their understanding of how this lesson fits into the big picture.
- Effective Feedback – as well as regular oral feedback all students must receive effective written feedback at least once every half term (“quality marking”). This will include at least one positive comment related specifically to success criteria and one area for development. There should also be evidence that students have addressed the area for development to support student progress. More frequent and less targeted marking will occur fortnightly and will be used to monitor the progress of learners and address any fundamental misconceptions.
- Peer and Self-Assessment – Students must do this at least once every half term in every subject. The modelling of this will be required by the teacher.

6. **Objective Led Lessons (Learning Outcomes)**

7.1 Key Points:

- Effective learning takes place when learners understand what they are trying to achieve. This is enabled by sharing learning objectives and success criteria with students, ensuring they are aware of what they are learning and what success will look like. In sharing the learning objectives and success criteria there is a clear focus for the teacher and the student to review progress in their learning within the lesson; both at times through the lesson and within the plenary.
- What the teacher intends the students to learn are called the learning objectives with the success criteria defining what students’ successful engagement with learning will achieve.
- Learning objectives should be set in a learning context and help connect

- current learning with the big picture and end of unit assessment.
- Using stems (*to justify, to examine, to evaluate etc.*) helps to ensure that learning objectives focus on learning rather than on the supporting activities. Using Bloom's will support staff in raising the level of challenge.

7.2 Exemplars

The learning objectives will begin with a phrase such as "we are learning to...", whereas success criteria will begin with a phrase such as "by the end of the lesson you will be able to..."

- Give 8 features of plantation life
- Examine sources to extract information
- Assess 2 sources for reliability and justify your conclusion.

7. Effective Feedback

7.1 Key Points – written feedback

- The success criteria need to be the reference point for a teacher's written feedback. These need to be shared and made clear to students in advance of attempting the task.
- Students should be given written feedback that provides clear evaluation of their strengths and weaknesses, prompts further thought and reasoning, and identifies the next step in their learning.
- Students should be given the opportunity to make improvements that have been identified immediately to ensure they understand the feedback they have received. This needs to be included in the planning to ensure students have the opportunity to respond. If responses are not made the assessment is not formative.
- Within the Academy we have promoted the "write to reply" which provides students with the opportunity to respond to feedback. It is important that the time is provided for students to demonstrate their mastery of skills and knowledge.
- The use of highlighters to support written feedback can help students to focus upon key points and to make the connection between their work and identified success criteria.
- The use of A4L strategies such as "two medals and a mission" / "two stars and a wish" type assessment can prove to be very effective at achieving the correct balance between praise and constructive feedback.
- Efficient marking / assessment is a goal which will be achieved when students can effectively use feedback to improve their performance, and when the teacher considers the impact which their feedback will have upon learners.
- It is critical that all marking is accurate and directly linked to curriculum requirements; the liberal use of "tick marking" provides little which is of value to students and can create assessment "noise" which detracts from the key messages which the teacher is attempting to communicate.
- The key to effective feedback is the use of precise and learning-related feedback which will help a student to progress.

7.2 Exemplar 1

- You have described the importance of William's leadership skills clearly and explained why this was important in helping him to win the Battle of Hastings
- You have classified the reasons why William won the Battle of Hastings.

Area for Development

- Describe the events that took place after the battle in chronological order

7.3 Exemplar 2

- You have examined a number of sources and justified why Indians practiced polygamy.
- You have ranked the reasons why the Indians practised polygamy.

Area for Development

- Assess which differences in American Indian and White beliefs would most likely lead to conflict.

8. Identified Best Practice (Taken from feedback from the Transforming Practice Meeting – January 2013)

- Use of a tracking sheet within the exercise books (past level, target level, working level, merits / rewards)
- Provide an overview / student friendly scheme of work to allow students to understand the context of their learning
- Use of RAG (Red / Amber / Green) rating and colours to highlight specific strengths / the meeting of specific criteria
- Use of "comments" on word documents for coursework / CA practice questions
- Provide prompt questions which promote a student response and improve work:

- Who?
- What?
- Why?
- When?
- Where?
- How?

- Use of oral questioning to amplify points made within students' work
- Students must own the process of making improvements to work and must be encouraged to take pride in their presentation and their learning journey
- Use of "Write to Reply" sheets / processes
- Linking marking to specific success criteria (self and peer marking)
- Planned for, self and peer marking
- Crediting the work only where grading criteria are met
- Use of 'live' case studies, exemplars and model answers

- Building in an understanding of level / grade descriptors to frame feedback (A4L)
- Using realistic and staged targets
- Using praise stickers and well-done cards
- Use of the: "Good" "Improve" "Next Time" format
- Use of positive and subject specific comments
- Fortnightly assessment feedback
- Student voice input - Ask the students which approaches they find most formative / useful

Key Points – Oral feedback

- Oral feedback is the most regular and interactive form of feedback. It should focus on being constructive, specific and informative in order to help students take the next steps in their learning.
- In offering oral feedback the teacher is modelling the language that students can use in giving feedback to their teacher and peers.
- Oral feedback should be developmental. It should recognise students' efforts and achievements and offer specific details of ways forward in relation to the shared success criteria.
- While focusing on specific areas of a response it is important to say when an answer is wrong to avoid confusion or reinforcing misconceptions.

Key Points - Peer and Self-Assessment

- To develop skills in peer and self-assessment, success criteria must be made explicit and transparent to students. This will help to ensure that they are able to identify when they have met the success criteria.
- Students develop their skills in self-assessment after initially developing their skills in peer assessment and therefore students need to be taught the skills of collaboration in peer assessment. This will help them to assess their own progress and become increasingly independent learners.
- To develop peer and self-assessment in the classroom, teachers will need to:
 - Plan peer and self-assessment opportunities in lessons;
 - Train students to assess their own work and the work of others;
 - Explain the success criteria behind each task;
 - Frequently and consistently encourage students' self-reflection
 - Guide students to identify their own next steps.

Important points to support peer and self-assessment:

- Student mark schemes.
- Modelling marking
- Students mark the marking
- Marking anonymous pieces
- Student set targets based on peer and self-assessment and teacher feedback
- Measurable, suitable and achievable – checked by teacher

9. Marking for Literacy

- 10.1 Literacy is another key focus for the Academy. Teachers must consider and mark for literacy across all subjects in order for us to contribute to raising levels of literacy of our students.

The following marks are to be used when marking for literacy:

Symbol	Explanation
SP (Word underlined)	Check the spelling of your word
C	Capital letter need to be used
.	Full stop needs to be used
//	New paragraph
~~~~~	Needs to be reworded
✓	Good point or well written
✓✓	Excellent point / writing

## 10.2 Key points

- To ensure self-esteem is not lowered, teachers must not correct every literacy mistake.
- It is vital that students take note of the corrections and show this by setting literacy targets accordingly.
- Staff must ensure that students go over corrections e.g. when spellings are corrected, the teacher should write the most frequently misspelled word correctly at the end of the text. Students should then write the word out to practise spelling it correctly.
- Literacy should be addressed throughout all marking and teachers should use the above symbols to ensure feedback regarding literacy is consistent across all departments.

### 10.3 Marking for Literacy (Additional MFL Department Requirements)

Sp	Spelling mistake. Use a dictionary to check the correct spelling.
Adj	<p>Your adjective is in the wrong place. Remember <i>most</i> adjectives come after the noun e.g. <i>un poisson rouge</i></p> <p><b><u>OR</u></b></p> <p>Your adjective doesn't agree with the noun. Add an 'e' if the noun is feminine and an 's' if it's plural. Check your book for the adjectives that don't follow the rule.</p>
V	<p>Your verb does not agree with the subject (the person or thing doing the action). Check your book for rules on this.</p> <p><b><u>OR</u></b></p> <p>Your verb is not in the right tense. Think about which tense you want to use, then use the rules in your book to make sure you form the tense correctly.</p>
Ac	An accent is either incorrect or missing – use a dictionary to check.
D	<p>You've found the wrong word in the dictionary. Go back to the dictionary and have a good look for the exact word you're looking for. Read the definition carefully, because some words have more than one meaning e.g. saw and saw!</p> <p>If you're looking for a verb, remember you'll need to change it to match the subject.</p>
Eng	You don't get any marks for English words! Use a dictionary or your book to find the French
?	It's not clear what you're trying to say. Have a think and try to make it simpler, using language you know.

### 10. Rationale for Marking Policy 2013

- 11.1 The marking policy is a new policy for the Academy. This new policy reflects the need for consistency of marking and assessment across the Academy to raise standards of teaching, learning and attainment.
- 11.2 The Policy is to be shared with middle leaders within the Transforming Practice Meeting which is scheduled to take place on 16th January 2013 and

to be disseminated more widely, prior to final approval.

- 11.3 Clear examples are given to demonstrate good practice using learning outcomes and success criteria to raise standards.
- 11.4 Peer and self-assessment is explained and clear guidelines are outlined to promote good practice and understanding of these valuable assessment strategies.
- 11.5 Marking for Literacy is also addressed in this policy, in order for us to address literacy needs of our students across all curriculum areas.



