

## Assessment and Marking Policy

### **Aims of the policy:**

- To provide clear guidelines on the school's approach to assessment and marking.
- To establish a coherent approach to assessment and marking across all departments.
- To provide a system that is clear to learners, staff and other stakeholders.

### **Assessment:**

Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative. Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However, there is research evidence to suggest that formative assessment, or assessment for learning (AFL), has an impact on motivation and attainment. The following guidance is an attempt to:

- minimise the need for summative assessment.
- provide a structure that learners recognise.
- provide a policy that is realistic and attainable for teachers in terms of workload.

### **Entry Assessment**

Students enter Just Learn throughout the year and they often arrive mid-way through their Key Stage. Prior assessment data is collected using the information from schools and entered onto our database (classroom monitor, an online secure platform).

Students are interviewed in advance of a baseline assessment test. Students will complete baseline tests as well as a set of GL Assessments (NGRT, NGST and CAT4) to assess their reading levels, identify GCSE indicator grades as well as cognitive abilities and preferred learning so an IEP can be created with suitable targets. This program is for both KS3 and KS4 learners.

During the intensive induction program students work with our learning mentor who identifies the students' personal development plans (PDP) and Risk Assessment. The information is stored in the students' personal profiles and is therefore available to staff before they begin their timetable. During a staff student-focussed meeting a new student is discussed, and a global target will have been identified as a result of the outcomes from the induction program. Students who are with us over a long period of time are tested on a termly basis.

The induction process and the assessment data collected, provide the information that enables us to place each student in the teaching group with the most appropriate programme of study. Social needs can also be catered for based on any prior knowledge of the student and their attitude to learning on entry. Staff utilise the entry assessment data to draft **Individual Education Plans (IEP)**. Targets are set with the support of our SEN Consultant, Learning Mentor and Tutors.

## Assessment and Reporting Timetable

There are opportunities for whole school collection of assessment data and reporting.

### Formal reporting system to parents / carers

	Autumn – every half term	Spring – every half term	Summer – half term – end of year full report
<b>KS3</b>	Target Setting Parents Evening Progress Report Teachers input grades on Classroom Monitor during half term	Target Setting Parents Evening Progress Report Teachers input grades on Classroom Monitor during half term	Target Setting Parents Evening Summative Report Teachers input grades on Classroom Monitor on the last week of the academic year
<b>KS4</b>	Target Setting Parents Evening Progress Report Teachers input grades on Classroom Monitor during half term	Consultation evening Parents Evening Progress Report Teachers input grades on Classroom Monitor during half term	Leaving profile Parents Evening Summative Report Teachers input grades on Classroom Monitor on the last week of the academic year All GCSE results will be recorded on a spreadsheet once they have been released to students.
<b>All years</b>	Academic Review Day/IEP review	Academic Review Day/IEP review	Academic Review Day/IEP review

### Formal academic assessment opportunities

	Autumn Term	Spring Term	Summer Term
KS3	Teacher Assessments	Teacher Assessments	End of year exams. Teacher Assessments
On entry	Baseline Assessments		
Yr 11	Teacher Assessments Mock exams	Teacher Assessments Mock Exams	GCSE Exams
On entry	Baseline Assessments	Standardised tests	

### Assessment for Learning (AFL) cycle

Is an ongoing process.

## **Recording and Tracking Learner Data**

### **Academic**

Students' current attainment levels are recorded every half term in order to track progress. At KS3, staff record students based on what they should be achieving and what they are achieving; at KS4 GCSE current attainment grades and progress are measured against targets.

### **Progress Tracker**

Students' progress is tracked via a school devised progress monitor (shared on a secure network). Teachers record assessment grades and input these results which enables progress to be carefully monitored and any concerns are flagged up so support can be put in place.

### **Attendance & Attitude to Subject Assessment**

Attendance and 'attitude to subject' data makes an important contribution to learning and progress within subject areas. Attendance is monitored on a day-by-day basis by our attendance officer. Attendance is also recorded and reported to parents on a half termly basis as a percentage (%).

### **Use of Data**

Students' targets are set using the data collected throughout the assessment cycle. Individual students' progress and attitudes to learning are tracked by their subject teachers. Data and tracking are used to inform the planning of programmes of study for the students and to share progress with all stakeholders.

## **2 Marking of Student Work**

Students will be given written feedback on work. This may be either for formative assessment or summative assessment.

There are 8 key principles which underpin constructive written feedback for students. Written feedback should:

- Focus on the learning objectives selectively
- Confirm that students are on the right track
- Stimulate the correction of errors or improvement of a piece of work
- Scaffold or support the students' next steps
- Encourage students to think things through for themselves
- Comment on student progress over a number of attempts
- Avoid comparisons with other students in the class
- Provide students with an opportunity to reflect on or discuss feedback

These principles may also be used by students when they assess their own work, or when they are involved in peer assessment.

## Marking:


At Just Learn we use the 2 stars and a wish marking policy.

Below is a template of what the 2 stars and a wish looks like. This should be stuck into pupils' book before the lesson has started, at the top of a new page. At the start of a lesson every pupil should start a new page, this will help anyone accessing our student books to see that they are clear and concise. This will also help our student when revising for their exams.

This should be stuck into books even when a student is absent with the date and learning intention. If they are absent, please then simply put 'absent' in the two stars box. This will help both teachers and student to reflect back and see which topics students have missed. Please also do this if a student is present at school and has not attended your lesson, again this will help identify areas a student needs to catch up on when revising for exams.

Learning intention should be written clearly for that lesson and should be the same as what is on your planning and on the whiteboard.

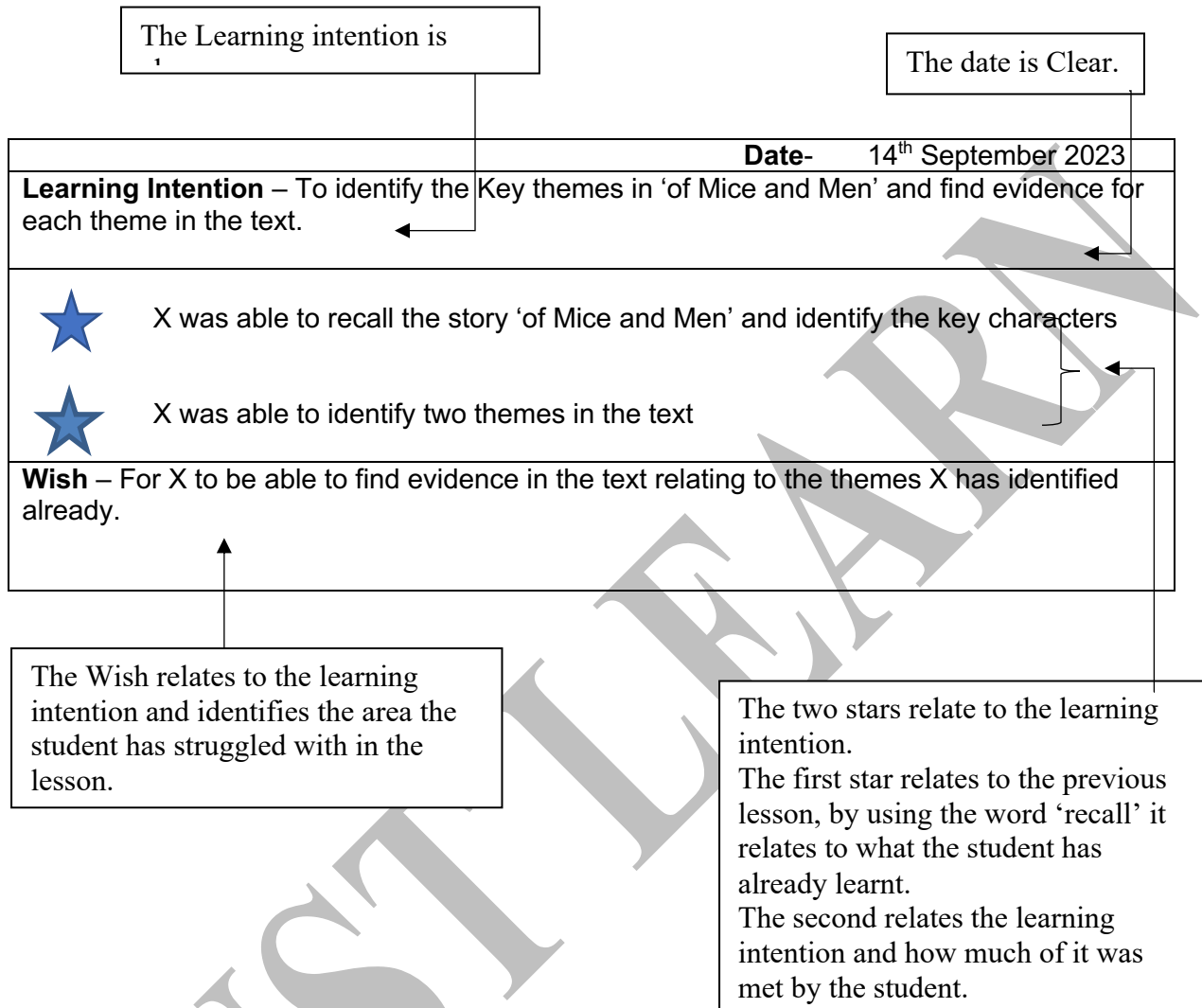
Date must always be written clearly at the beginning of every lesson.

	<b>Date-</b>
<b>Learning Intention -</b>	
	
<b>Wish -</b>	

The Wish should reflect an area they can improve on. (If they have met their targets for that lesson, you can write in the next lessons learning intention.)

The two stars should reflect two areas the student has done well in the lesson.

**A completed example:**



### **Marking For Literacy**

Teachers use the following codes in students' books to mark for literacy. This will help to improve their literacy across all subjects. Student's will be given the opportunity to identify the mistake and correct it.

JUST LEARN

Mark	Teacher	Student
Sp	<b>Spelling Mistake.</b> Your teacher will use this symbol in the margin to identify where a spelling error has been made and underline the incorrect word. Your teacher will then write out the correct spelling of this word in the margin or at the end of your work. Your teacher will correct a maximum of three spellings per page.	Write out the spelling 3 times.  Use one of your corrected words to create a new sentence.  Use the 'look/say/cover/write/check' method to help you to learn the word.
C	<b>Capital Letter.</b> Your teacher will use this in the margin on the line where the capital letter has been missed or misplaced.	Find the missing or misplaced capital letter(s) and correct it/ them.
V	<b>Vocabulary.</b> Your teacher will use this symbol in the margin to indicate where they want you to improve your vocabulary. They will underline or write out the word they would like you to change.	Change the word into a more appropriate or sophisticated synonym e.g.:  'Good' → 'Fantastic' 'Sad' → 'Melancholy' 'Grumpy' → 'Cantankerous'
• , ?	<b>Punctuation.</b> Your teacher will use these symbols in the margin to indicate where a punctuation error has been made e.g. full stop, comma, capital letter etc.	Find the missing punctuation and insert it into your work.
// or NP	<b>Paragraph/ New Paragraph.</b> Your teacher will use this in the margin to indicate where a paragraphing error has been made.	Mark clearly where the paragraph should begin. Explain why there needs to be a paragraph here ( <b>remember TiPToP – Time, Place, Topic</b> ).
Exp ~~~~~ ~	<b>Expression.</b> Your teacher will use this in the margin and a squiggly line to show where your expression or grammar is unclear (doesn't make sense) and needs improving.	Re-write the section making sure that your idea has been expressed more clearly and appropriately.
H	<b>Homophone.</b> You have used the wrong homophone in your work (e.g., there/ they're/ their, two/to/ too and wait/ weight).	Go back and correct your work with the <b>appropriate</b> homophone.
	<b>Wow!</b> Your teacher will double tick insightful	Read what has been double-ticked and

✓✓	ideas or perceptive points that you have made in your work.	write a sentence, in the margin, to explain what it is that you have done well.
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### GCSE Work

For students studying on GCSE courses, formative written feedback should be given on work following the above principles.

Controlled Assessment should be marked in accordance with the specific GCSE Exam Board guidance. Criteria for marking should be shared with the student in advance of the assessment so they are aware of their assessment objectives.

Exam practice work should also be marked according to GCSE criteria. When completing exam practice, in addition to a grade based on the 9-1 grading system, students should also have written feedback, using a **green pen**, according to the relevant grade descriptors, which shows them what they have done well and what they need to do to improve. Teachers will also ask students to feedback on the marking, using a **blue pen** to make sure they have understood what they need to improve and therefore make progress. This will help the pupil progress tracking process. Where a student does not respond to feedback, verbal feedback is given by the teacher to ensure that the student has fully understood the areas of the work which need further development.

As part of the teaching and learning process, GCSE grade descriptors are discussed and examples analysed as a class and / or individually so that students are aware of what is required to achieve different levels and what they need to do to improve. These grade descriptors will be on display within each classroom, so they can refer to them.

### Marking KS3 Work

For students studying at KS3 Level, formative written feedback should be given on work following the grade descriptors and graded using the 9-1 grading system for each individual subject. Any assessments should be marked and contain feedback to indicate to students where they need to improve. Teacher comments will be in **green** and pupil feedback will be in **blue**. Where a student does not respond to feedback, verbal feedback is given by the teacher to ensure that the student has fully understood the areas of the work which need further development.

### Marking Entry-Level Work

Entry-Level work should be marked in accordance with the specific Exam Board guidance. Where the qualification allows, students should be informed of what they have done well and what they need to do to improve their work to the next level – L1, L2 or L3. Where a GCSE course is also running, students on a L3 should be aware of how to move from L3 to Grade 2 or higher at GCSE if the course structure allows.

### Marking for SEN

For disabled pupils and pupils with special educational needs, consideration of how well barriers to their learning have been identified and removed and what further adjustments can be made to promote progress can be especially important. Another key ingredient in an effective tracking process is rigorous and accurate teacher assessment. The Assessing Pupils' Progress (APP) approach provides this as well as giving an ongoing profile of achievement and providing strengths



and areas for improvement. Developing an IEP, set targets and review these targets to ensure progress is being made by the student. Ensuring differentiated work is being given and marked accordingly to support students' individual learning needs.

The learning loop system is used for all students but was developed to support our physically disabled students and students with special educational needs. This system allows students the opportunity to reflect on their work and identify what went well and areas for improvement, with the support of their teacher. Once this has been identified, students are then given the opportunity to complete the same or similar task and work on their areas of improvement. The loop system will continue until progress has been made by the pupil.

### **New Students**

Induction students will be introduced to the 8 key principles of marking. Student work in lessons and homework will be marked in accordance with the principles and discussed with students. Induction students will be introduced to the Just Learn expectations on the presentation of work outlined below.

### **Presentation of Work**

The Just Learn expectations on presentation of work are as follows:

- Student names should be on any work completed on paper.
- All work should have a title and date which is underlined.
- Written work should be in most legible handwriting.
- Typed work should be in an appropriate font and size and spell-checked.
- There should be no graffiti on work
- There should be no Tippex on work.
- Mistakes should be neatly crossed out.
- Straight lines should be made with a ruler.
- Diagrams and drawings should be labelled, or annotated.
- Careful attention should be paid to layout, so that it is helpful for the reader.
- Writing should be completed in blue or black writing pen, unless instructed otherwise.
- First drafts of written work should use appropriate text marking.

### **Student Self and Peer Assessment**

Assessment for learning practice has been developed in line with current QCA guidance<sup>1</sup> and aims to develop critical self-reflection in all of our students. Staff at Just Learn are expected to:

- plan peer assessment and self-assessment opportunities in lessons,
- explain the intended learning outcomes behind each task and how they relate to the learning objectives,
- provide students with clear success criteria that help them assess the quality of their work,
- train students over time to assess their own work and the work of others and develop an appropriate language to do so,
- frequently and consistently encourage student's reflections on their learning,

<sup>1</sup> QCA Secondary Curriculum Review 2007:  
<http://www.qca.org.uk/secondarycurriculumreview/organising/promoting-progress/peer-self-assessment/index.htm>

- guide students to identify their next steps.

### **Self Assessment**

The purpose of Self Assessment is for pupils to reflect on and identify what they did well, and what they need to do next time in order to improve their work. Students should self-assess their work on a regular basis. This can be done verbally through discussion or by using a subject specific self-assessment form.

#### **Students may use the following Self Assessment Effort Grades**

A. I tried my best

- I thought it out – planned it,
- I was thorough – did as much as possible,
- I was careful – checked it through,
- I could not have done any better

B. I tried hard but it wasn't my best

C. I did some of the tasks but I know I could have done better

D. This was not a good try for me. I would not like to be judged on this. I can do much better than this.

### **Peer Assessment**

Peer Assessment, by requiring students to evaluate others on work they have completed themselves provides an opportunity to not only think critically about their own work, but to evaluate other work against clear criteria. This will enhance their analysis skills when assessing and communication skills when giving feedback.

Students need to be given clear and simple criteria for work to be judged.

Students need to be given clear guidance on what constitutes positive feedback.

Students may peer assess using subject specific guidance, or they may be given the peer assessment sheet below:

My Name:	
Name of Person, whose work I am assessing	
Title of work	
Success Criteria for Work	
1	
2	
3	
4	
5	
Comment on the presentation of this work	
Comment on how well this piece of work meets the success criteria	
What GCSE grade or National Curriculum level do you think you might give this piece of work for quality? Grade/Level =	
What level 8, 7, 5 or 3 do you think this person deserves for the effort which has been put into the work? Effort Level =	
Are there any other comments about the work, which you feel might be helpful for the person	
Signed:	Date:

### FEEDBACK PROMPTS DURING A LESSON

We have enclosed a list of prompts in order to help staff decide how they might help move students forward in lesson. Staff must use Positive Instructional Language at all times.

Spoken feedback needs to be:

- Explicit
- Specific
- Concise
- Instructional
- Supportive
- Honest

Purpose	Example
Correcting an error	Good try, but that's not correct, actually ... That's not right but we can learn a lot from our mistakes, let's look at how you got to that answer... Remind me what the question was ...
Providing information	Yes, that's a good point. What you're talking about is... Yes and for example, in Dickens' other novels we can see .... You are an effective learner – well-done you are actually adding to our knowledge here ...
Appraising and praising	Good thinking ... you are effective learner
Challenging	Try that again. This time include/vary... Can you add some evidence to that? Good – you've given me a one tick answer – now can you add some more detail for a two tick answer...
Seeking clarification	I'm not clear what you're trying to say here so can you try to explain it to me again ... What do you mean when you say xxxxxx?
Encouraging exploration, elaboration or development	Now you need to tell me..... Can you demonstrate that to me? Good thinking – now let's see if we can take that point even further – Kira, could you elaborate on Adam's excellent contribution?
Redirecting learning or activity	You've done that now – I don't think you need to add anything else. Let's see if we can move on to this now, because it's also important. Good – to complete the whole picture now you need to...
Focusing or orienting learning	All this is important, but really it's your use of xxxxxx that will improve your work.
Confirmation and moving learning on	Effective learning – now you can/know ....
Crystallising next steps	OK I need you to review what you've done – look at the success criteria/grade criteria and think of two changes that would improve xxxxxxxxxx
Distilling and summarising learning	OK – Tell me what we've learned so far? Good – let's review that now – who can tell me xxxxxx
Encouraging students to reflect	You've done a good job here. Could you tell xxx how you did this? Why do you agree with this statement then? Can you give me your reasons?
Focusing on learning approaches and strategies	Excellent, now how exactly did you manage to improve on xxxxxxxxxxxx? Good can you explain how you put that circuit together then? Why did you choose that method?

### **Feedback Reflection (DIRT TIME)**

All students are given the opportunity to read the feedback given by their teachers and make comments using a blue pen within their textbooks. This is called DIRT TIME (Dedicated Time for Improvement and Reflection). During this time, students will read the feedback given and be allowed to make comments and set personal goals and targets, to make the necessary improvements on their work. They will adhere to the following system:

- WWW (What Went Well)
- EBI (Even Better if)

Using this method will help students to identify clearly what they have done well and what they can do to improve the quality of their work. Teachers will ensure that students set clear SMART targets to ensure that they can be achieved. Students will then be given another opportunity to complete a piece of work allowing them to develop the identified areas for improvement, which is referred to as the Learning Loop System; where a student has the opportunity to develop skills and complete the same or a similar task.

### **Monitoring Marking and Recording**

Student's work will be monitored by staff. Book sampling will take place termly and will be evaluated using specific criteria and previously set targets. It is an expectation that all work, written and non-written, will be recorded and assessed in accordance with the marking guidance in this document and, where applicable, will have evidence of AFL.

The staff monitor AFL half-termly using medium planning. Further evidence of AFL outcomes is reviewed as part of the school-wide work scrutiny.

### **Policy reviewed and updated: 1<sup>st</sup> September 2016**

**Policy Reviewed and updated: August 2017 – Amendments made to phone number.**

**Review Date: July 2018 – Amendments made to the content of entry assessments; changes to from ILP to IEP; amendments to the student feedback – addition of: If a student does not respond to teacher feedback, verbal feedback should be given by the teacher to ensure the student fully understands the areas which need further development. Amendment to the academic year date. Addition of IEP review when Academic Review Day takes place. Amendment to the marking policy – inclusion of the two stars and a wish marking criteria.**

**Review Date: Autumn 2019 – No changes made**

**Review Date: Autumn 2020 – No changes made**

**Review Date: Autumn 2021 – Information added with regards to DIRT, Learning Loop and GL assessments.**

**Review Date: Autumn 2022 – Further information added with reference to the curriculum.**

**Review Date: Autumn 2024**

**Next Review: Autumn 2024**