

Assessment and Marking Procedure

Author	K Read
Date	April 2021
Version	3
Approved Date	March 21
Review Date	April 2023

Rationale	3
Principle and Practice.....	3
Form and Purpose of Assessment	4
Marking Guidance.....	5
Data Collection and Use.....	6
Continuing Professional Development (CPD)	6
Monitoring the Quality and Consistency of Assessment.....	6

Rationale

- 1 Assessment is integral to teaching and is a key component of effective education. Teachers apply a wide range of assessment strategies to promote positive outcomes for students.
- 2 This policy outlines the school's ethos and practice in relation to assessment. Effective assessment is the process of obtaining and interpreting evidence for use by both students and teachers in order to enable a review of learning, leading to further progress. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.
- 3 Assessment is undertaken to:
 - support educational progress through constructive feedback.
 - provide a scaffold for students to make corrections, address mistakes and improve their skills and understanding over time.
 - encourage students to take responsibility for their progress and empower engagement with their learning.
 - inform students and their parents/carers of their strengths and areas for improvement.
 - allow teachers to understand how to shape the next steps of learning for a student or class.
 - inform school leaders where adjustments to the curriculum might be needed.
 - allow school leaders to plan well-informed additional intervention plans within and beyond the classroom to support teachers and students.

Principle and Practice

- 4 Assessments should:
 - give relevant information about students' knowledge, understanding and skills;
 - help students to know and understand what they can do to improve so that they can apply the information gained to their own learning;
 - help the teacher to plan future lessons, ensuring that individual needs are planned for and teaching is adapted with appropriate differentiation, including challenge and support.
- 5 Assessment takes place in a variety of ways in accordance with teachers':
 - subject and pedagogical knowledge and expertise;
 - knowledge of the needs of their students;
 - judgements of the specific demands of the work;
 - planned learning aims, desired outcomes
 - workload manageability
- 6 Teachers will tailor assessments to the needs of students so that all, including the most able, are set challenging goals. All students will be set work that embeds and deepens their knowledge, understanding and skills. The emphasis is upon mastering learning rather than simply undertaking more work of the same difficulty or moving on too quickly to other content. This can only be determined through effective assessment.

- 7 Teachers will check understanding frequently during all parts of a lesson, including during retrieval activities, explanations and practice tasks. Teachers will avoid leaving students to work on their own for too long, without checking to ensure that they are not practising mistakes, and reinforcing misunderstandings.
- 8 Teachers will ask a large number of questions to all students during the lesson, enabling them to resolve misunderstandings indicated by the quality of oral or short written responses, and construct practice activities that deepen understanding at an appropriate pitch. Some strategic questioning will be targeted to specific students to enable teachers to check understanding and provide further challenge.
- 9 Marking is an important aspect of assessment and should be meaningful, manageable and motivating. Subject leaders identify key pieces of work to ensure regular and timely marking. Marking should be completed in a clear and direct way, providing students with clarity, and enabling 'gap' time so they can make corrections and improvements.
- 10 Assessment must be inclusive of all abilities, including low attaining students and those with special educational needs (SEND) in ways appropriate to the individual.
- 11 High expectations apply equally to students with SEND as to all other students and account should be given for the amount of effort the student puts in as well as the outcomes achieved.
- 12 Feedback plays a key role in securing students' learning. It will focus on advice to improve and should be positive and specific, providing enough support to enable the student to respond. This may be reduced over time as students are trained to generate as much self-assessed feedback as possible, with clear references to success criteria.
- 13 Teachers correct literacy both in written and verbal communication. Marking codes for written work are used to support this. (appendix 1)

Form and Purpose of Assessment

- 12 There are three main forms of assessment: formative assessment, in-school summative assessment, and nationally standardised summative assessment.
- 13 Formative assessment is assessment FOR learning, and is used by teachers on a daily and weekly basis. It is used to evaluate students' knowledge, understanding and skills and to tailor teaching accordingly. The on-going nature of this is important so that misconceptions are addressed swiftly and students do not 'practise' errors. Such strategies include:
 - frequent questioning for oral or short written responses
 - quizzing and questionnaires
 - asking students to summarise, add to, correct a comment, agree/disagree with points made
 - probe students to explain, defend their position and think aloud
 - asking students to provide an opinion
 - peer feedback against clear success criteria
 - self- marking against clear success criteria
 - short low stakes class tests

- asking students to craft their own questions
 - written or practical responses to a specific question or task
 - desk to desk checking as students practice
- 14 Formative assessment has an overarching purpose in supporting progress:
- to help students to measure their knowledge and understanding against learning objectives and wider outcomes;
 - to allow students to identify where they need to target their efforts to improve;
 - to allow teachers and school leaders to effectively report to parents where their children's strengths and weaknesses lie and what they need to do to improve.
- 14 Summative assessment is assessment OF learning, and enables teachers to evaluate learning at the end of a unit of study or teaching period. These assessments may include resourced projects, research tasks, end of topic or unit tests, end of year exams and reviews for students with SEND, and are scheduled systematically as part of a subject's Long Term Scheme of work. Summative assessments:
- provide students with information about how well they have learned and understood a topic or course of work taught over a period of time;
 - provide feedback to students on how they can continue to improve overall;
 - enable teachers to compare and evaluate individual outcomes with and against whole class outcomes in order to plan for subsequent teaching and learning;
 - provide further information for reports from teachers and school leaders to parents.

Marking Guidance

- 15 Marking is just one aspect of assessment undertaken to support students.
- 16 School marking codes (appendix 1) have been defined and shared, enabling prompt interaction between teachers and students. Students are encouraged to self-mark, peer mark and make corrections in green pen. This means teachers can more readily check student understanding and students can see teacher corrections clearly.
- 17 Marking should be meaningful, manageable and motivating. Practice as a result of marking includes:
- giving live feedback to students at whole class and individual levels;
 - modelling good responses to learning tasks;
 - pointing out pit-falls and identifying essential elements and structures in work;
 - guiding, encouraging and challenging students in real-time discussions;
 - asking and answering questions and differentiating so students can access learning that is appropriately challenging, through teaching strategies and learning resources.
- 18 Marking will vary not just from subject-to-subject but also from teacher-to-teacher and from lesson-to-lesson. It is for the teacher to manage their time in relation to marking but this

should be regular and timely, enabling the student to respond to feedback and inform their next steps in learning. It is acknowledged that the number of students taught by individual teachers will differ as will the marking demands.

- 19 Marking of students' writing or similar work should help to motivate students. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Data Collection and Use

- 20 Most of the information obtained by teachers will be shared with students to aid their understanding of what they need to do to progress. Summative information will be collected at school level and shared with parents in a timely fashion. Parents should be able to see the link between the school's curriculum and the information they receive about their child's attainment and progress. Discussions with teachers should provide further information for parents about what their child knows and understands and should help to clarify how they, as parents, can support their child's continued progression.
- 21 School leaders will use assessment data generated by teachers to initiate appropriate interventions where necessary, identifying and prioritising individual students for additional support.
- 22 Sharing information through the school's data capture routines will help inform school leaders, pastoral staff and others responsible for interventions additional to those managed by class and subject teachers and will enable them to engage in informed dialogue with selected students as necessary.

Continuing Professional Development (CPD)

- 23 Through CPD the school will seek to ensure that all teachers and school leaders are kept up to date with developments in assessment practice. It will provide opportunities for teachers and school leaders to develop and improve their individual understanding and practice as needs arise, including through access to external CPD.

Monitoring the Quality and Consistency of Assessment

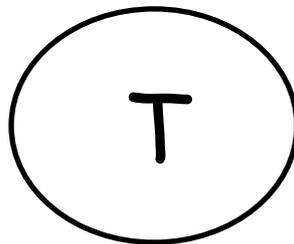
- 24 The quality and consistency of assessment will be monitored by school leaders through lesson observations, work trawl processes and data analysis.

Alderbrook's Marking Codes

/\	A word is missing
//	Start a new paragraph
Gr	Grammar error
Sp	Spelling error
P	Punctuation error - missing or in wrong place.
WO	Wrong word order
WW	Wrong word - linked to homophones (there, their, they're)
WT	Wrong tense
~~~~~	Unclear - does not make sense.
C	Capital letter missing or in wrong place.

TC = TEACHER CHECKED THIS FOR ACCURACY OR CORRECTIONS.

NO ACTION NEEDED BY THE STUDENT.



'T' in a circle means 'Target'. This means you have something to do! Make the correction or improve your work as explained by the teacher. You must act on your targets if you are going to make progress! Use green pen for all your corrections and improvements.