



Granville Academy

Part of the de Ferrers Trust



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Marking, Feedback and Assessment Policy

Co-ordinator: Mrs J Kingswood (Principal)
Start date: 1st September 2017
Review date: 31st August 2018

Links with other policies and documents

'Teaching for Learning' policy
'Managing Behaviour through Rewards and Consequences' policy

Background

This policy has at its heart the principles of Assessment for Learning.

Assessment for Learning is the process of seeking and interpreting evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go next and how best to get there.

Effective and regular marking benefits pupils as it provides written commentary of progress/learning and clearly identifies the next steps required. Effective marking benefits teachers because it can be used to inform future planning, revise schemes of learning, provide assessment information and provide evidence for the tracking and reporting process. Effective marking can also help parents to understand what their child needs to do to improve.

The policy also includes the core features of presentation which should be expected in every subject as this is a key area of our work where improvement is still ongoing. We expect our pupils to have pride in their work. We therefore need to ensure that when we mark, our comments are thoughtful and our writing is legible and neatly presented.

Rationale

By "assessment", we mean the formal and informal judgements made by teachers and students about the standard of work, and where appropriate, measured against nationally agreed criteria. **Assessment should be diagnostic and can be formative, to inform teaching and learning, as well as summative, to award a grade of attainment to a student.** We believe that this Assessment and Marking policy will enable us to assess students' knowledge, aptitudes, understanding and skills in a coherent and consistent way. This will inform students, parents and teachers and facilitate higher achievement.

Work undertaken by students deserves feedback in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding.

The national change of approach regarding student assessment has necessitated a review of the policy as there is no longer a recommended approach. National Curriculum levels have been removed which means that students no longer enter KS3 with levels from KS2, and the concept of making three/four levels of progress from KS2 to KS4 is now redundant. The revised policy takes account of the new accountability measures – Progress 8 and Attainment 8 – as well as the regrading of GCSE qualifications from eight letters (A* - G) to nine numbers (9-1).

The Academy has decided to use a single approach to summative assessment based on the 9-1 gradings across both KS3 and KS4. This system emphasises the continuum of progress, and is easily understood by both students and their parents/carers. Directors of Learning (DLs) have created a descriptor for each grade for each subject.

The Academy is implementing a revised approach to target setting from September 2017. It will now use FFT50 to set targets for students on an individual subject basis.

Aims of Assessment

- To create a balance between Assessment for Learning (formative assessment) and summative assessment.
- To adopt a more collaborative approach by considering the learners' needs in addition to the teachers' obligations to assess.
- To identify and share relevant assessment information with students and parents/carers in order to improve progress in the short term and also achievement over time.

Assessment of this type should:

- Be integral to the planning and delivery of lessons and not always derived from formal testing.
- Be used to inform planning and teaching.
- Be used to inform future learning of students by telling them what they need to do to make progress.
- Be part of the Active Feedback loop to enable students to respond to and thereby learn from marking and assessment.
- Be regularly carried out.
- Be based on an agreed and consistent approach.
- Be reported in terms of grades.
- Be used to track progress against expectations.
- Be understandable to students – so there must be common features across the Academy.
- Be something that students enter into: self-assessment and peer assessment.

Student Tracking

The Academy database is the vehicle for tracking student progress following assessment; it is managed by the Vice Principal – Data and Timetables.

Staff are required to input information directly into the Academy database on 6 occasions each year to record a summative assessment for each half term. This data is used to produce student Academic Summaries which are sent home to parents/carers. It is also used to inform Faculty Progress Meetings.

Staff are provided with time to enter data as part of the meeting cycle – see calendar. This use of directed time improves the consistency and accuracy of data, and enables staff to work jointly in the case of split classes. At Key Stage 3, staff enter an Attitude to Learning (AtL) score and a current working grade based on the 1-9 GCSE criteria. The current working grade may be an integer to indicate secure achievement, or it may be (-) or (+) as appropriate.

It is the DL's responsibility to check the validity of data entered by Faculty staff before it is processed.

Marking Expectations

- In Key Stage 3 **core subjects**, teachers will provide written feedback to pupils **every fortnight**;
- In Key Stage 3 teachers who have **two lessons per week or less** with their classes will provide written feedback to pupils **every four weeks**;
- In **Key Stage 4** written feedback will be provided **every two weeks** for all examination subjects;
- The marking of **BTEC assignments** is an **on-going process** as pupils work towards its completion.
- The improved work should be reviewed by the teacher after completion and a comment provided on whether the student has made the required improvement. If this is not the case, the teacher should decide on the most appropriate strategy for re-teaching.

Presentation

These are the core features that pupils should adhere to in every subject area:

- Use black/blue pen for writing
- Crossing out with a neat single line (no correction fluid etc. to be used)
- Margins to be drawn in exercise books which are without (e.g. maths)
- Date to be written in full on the right hand side of the page, e.g. Monday 8th September 2016
- Date and title to be underlined with a ruler
- Rule of after every piece of work to delineate one piece from another
- Use a sharp pencil for drawings, diagrams, tables and graphs etc.

- Homework must be labelled
- Only use the margin for the above or for question and references
- No graffiti (jotters can be used for doodling)

Unacceptable presentation must be addressed by the teacher and standards must not slip as the academic year progresses.

Principles that guide our approach to marking using RICE

- Written feedback gives pupils meaningful feedback about their learning that helps them to understand what they have done well and what they need to do to improve.
- High quality marking shows pupils that their work is valued and will help to promote their confidence and self-esteem.
- Regular marking informs the teacher of the effectiveness of their teaching and informs future planning.
- Effective marking should create a dialogue between the pupil (using red pens) and their teacher (using green pen).
- Marking will be returned promptly to the pupils so that they are able to connect the feedback to their recent learning.
- Use of 'RICE Time' will allow specific planned time for pupils to read, reflect upon and respond to formative comments.

Marking for improving Literacy

Rationale

Marking for Literacy has at its core the promotion of high standards of accuracy in written and spoken communication, both in Standard English and in other languages studied in school. All staff in all subject areas have a responsibility for promoting the highest of standards. This policy also acknowledges, however, that in some subjects, Literacy will be delivered primarily through spoken instruction, and will be demonstrated by pupils through spoken response. It is therefore acknowledged that Literacy feedback in some subject areas will be delivered primarily at the point of learning through verbal dialogue between pupils and teachers. In these subjects, however, there remains an expectation that Literacy should form an integral part of targets and 'Next Steps' whenever these are shared with pupils.

Marking

Teaching staff in all subjects are required to utilise the Literacy marking codes when assessing pupils' written work. 'Next Steps' targets for Literacy can include, but should by no means be limited to, these targets.

Marking Code	Purpose
SP	Identifies a spelling error.
_____	Underlining a portion of a pupil's work identifies an error in sentence structure or in content. This alerts the pupil to a portion of their work that needs to be revisited.
P	Identifies an error in punctuation. If incorrect punctuation is present, the error can be highlighted or circled. Missing punctuation may also be identified with 'P'.
//	Denotes where a new paragraph should begin.
CL	To highlight that a capital letter has been omitted, or has been used unnecessarily.
	To highlight problems with the pupil's methodology.

- Up to 5 incorrect spellings (where appropriate and necessary) should be annotated with the appropriate code. Pupils should then be given time, when work is returned, to seek out the correct spelling and write out the correction to learn. We ask staff **DO NOT** correct spelling for pupils deemed capable of rectifying a particular issue. Please make the use of dictionaries an active task. This is of paramount importance for all subjects. (You will need to use your professional judgement here as some pupils will not be able to locate a spelling in a dictionary. Please decide on a strategy as not one size fits all)
- Teachers are not expected to correct pupils' work by inserting all full-stops if they are missing. However, if this is found to be the case, then an appropriate target for development should be set and issues with punctuation should be marked with the punctuation annotation.
- The annotation for new paragraphs should be applied in order to advise pupils of the need to structure their work appropriately. Pupils can also be encouraged to use this annotation themselves if, when reviewing and reflecting upon their work, they become aware of the need for a new paragraph to be used.
- Up to 5 uses (or indeed misuses) of capital letters (as appropriate and necessary) should be annotated in a piece of written work, to include proper nouns and the starts of sentences.
- This is to highlight presentation of a question, whole methodology is incorrect and needs to be re-written.

Marking for improving Numeracy

Marking for Numeracy has, at its core, the promotion of high standards in the use of mathematics across the curriculum. There is an expectation that staff use every opportunity to support and enhance numeracy within their lessons.

At the basic level staff need to ensure that pupils are using numbers appropriately within their lesson including, but not exclusively to:

- Writing the date, reading and writing the different size numbers correctly e.g. 4.67 is four point six seven not four point sixty-seven, 8.3 million is 8,300,000, BC is before Christ, a decade is 10 years
- Using different measures appropriately
- Creating diagrams and graphs correctly
- Using mental and written calculations, estimations and calculators to solve numeric problems

In addition to the above, staff need to ensure that they are making mathematical links explicit to pupils (mathematical processes and calculations or words. Initially by ensuring that pupils draw the Numeracy symbol (see below) within their books when they are using Numeracy within their work and staff should use it within any presentations to highlight Numeracy being used.

Responsibilities

It is the responsibility of **all pupils** to bring their books to school at all times and to hand in work when requested to do so.

It is the responsibility of **all parents** to support their children by helping to provide an appropriate space and time for completing home learning tasks and by looking through their books with them to see what the written feedback is suggesting the pupils should focus on.

It is the responsibility of pupils to record all homework in their planner and for parents to check and sign this each week.

It is the responsibility of **all teachers** to mark their books according to this policy.

DL's will monitor and evaluate the quality of the marking within their area and offer support if it is needed. It is also the responsibility of line managers to take any major concerns to the link SLT member during their link meetings.

Learning scrutinies will take place according to the Academy Quality Assurance Calendar and also more informally during Learning Walks. Written feedback will be given.

All books will be monitored for the following:

1. Impact of marking on pupil progress
2. Literacy/numeracy
3. Next steps for improvement with symbol (specific developmental feedback)
4. Positive, specific and personalised comments (strengths)
5. Clear evidence of reflection
6. Presentation of work:
 - a. Full date on the top right
 - b. Underline the date and title with a ruler

- c. Write in ink (blue or black)
 - d. Crossing out with a single line
 - e. Title
 - f. Stay out of the margin
 - g. Diagrams and illustrations in pencil
 - h. No graffiti in books/work
7. Use of grades where appropriate
 8. Evidence in books matches factual records
 9. Has scheme of work been followed?

Moderation of marking and sharing of good practice will also take place under the direction of the DL. Examples of standardised work should be retained and shared with pupils as part of the learning process and can form part of the faculty's evidence folder for reviews and inspections. Where possible, cross subject or external school to school moderation will be built into the quality assurance process to ensure consistency and rigour.

The Pastoral Team (Tutors, House Leaders and Assistant House Leaders) are responsible for ensuring that each and every pupil is supported throughout their time at school so that they are prepared to learn and develop the organisational skills necessary.

The Senior Leadership Team are responsible for monitoring the quality of marking across the whole school, identifying where development is needed and providing the appropriate support, coaching and mentoring to ensure that all pupils receive the highest quality feedback from all of their teachers. DL's will be required to share summaries of work scrutinies at link meetings. SLT members will also carry out their own sampling of books in line with the QA calendar.

The Governing Body has a statutory duty to monitor that the principles and processes in this policy are consistently applied and that the school is therefore addressing all pupils' needs.