

TCS Marking, Assessment and Feedback Policy

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Appendix 1: Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written feedback.

Assessment Excellence Integrity



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy uses recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

All students are given their target grade for each subject. These could be displayed on a tracking sheet, sticker or similar system at the front of their book or folder. Tracking sheets, if used by that department, are to be filled in every time the student completes a formal assessment, a detailed piece of work, or a substantial homework. This is to ensure that progress can be seen at a glance.

All departments will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments (based on examination style questions), peer and self-assessment, and regular marking of classwork and homework.

Formal assessments will take place as calendared (either in the department or on the whole school calendar) and will be marked in detail using examination mark schemes and criteria. These are often referred to as 'End of Topic Tests' or 'Unit Summary Assessments' by departments around the school. These are summative assessments, but time will always be given for students to improve their work using purple pen, where they will add missing detail, make corrections, or re-write parts of the work. Some departments approach this Directed Improvement and Reflection Time (DIRT) in a different way (for example in Art or Drama) but the principle remains the same.

One piece of work will be marked in detail using the Feedback Sticker. This detailed marking will depend on the department, but it is expected that the Feedback Sticker will be used regularly to mark specific pieces of work, completed in lessons or for homework, and be an extended piece of writing, or other significant piece of work.

The feedback sticker looks similar to this:



Testbourne Community School



Student Feedback

Positive features of your learning:

To improve or extend your work your next steps are:

Literacy and presentation comment:

Student – what are you going to do now to improve your learning?

For teacher use only:

Purple Pen improvement completed? Reward given?

The Feedback Sticker

Positive features of your learning: Include specific positive comments explaining why the work was good.

To improve or extend your work your next steps are: write a specific comment about what needs to be done to improve the work, based on specific assessment criteria, objectives or their target grade/level. It is best to write a question here, something challenging that they can work hard on in the time allocated for reflection and improvement.

Literacy and presentation comment: give students specific feedback, referring to the Literacy policy

Student – what are you going to do now to improve your learning: Here they state what they need to do next. This shouldn't be a re-write of the teacher's comment, as mainly the teacher should have written questions above. Students must have the opportunity to comment and act on the targets set. Time should be allocated in lessons for this to take place. It is expected that the student engages with the teacher feedback and their response should be evidenced. This is essential to maximise the impact of marking and in making marking a productive dialogue between teacher and student.

It is important that work is marked for literacy. This could be an extended piece of writing but equally it could be part of a series of questions. This work can be marked using the literacy marking codes (Sp, //, QWC, ?) or using the feedback sticker. Again it is not important how the department completes the literacy marking, but that it is completed regularly and helps drive student progress. The literacy co-ordinator has published a guide to marking for literacy to help teachers mark literacy giving specific targets. This is re-visited during the year during staff CPD time.

Teacher marking should be completed in red or green pen, but not purple. Purple pen is reserved for students to improve their work. Although it is not essential that students complete

improvements in purple pen, but it helps students and teachers easily find re-drafted and corrected work.

Detailed verbal feedback could be acknowledged by a verbal feedback stamp or a student comment noting what was spoken about. If verbal feedback is given briefly it is not essential to record this, as the student will be acting on it immediately (e.g. in PE, Drama or Dance). However, if the verbal feedback was a discussion that may be forgotten by the student it would be wise for the teacher to ask the student to record that in their book or folder.

Homework should be set and marked as per the homework policy. Homework should be labelled H/W in the margin, or labelled in some alternative way. Parents should be kept informed if students do not complete homework as per the school and department's follow-up systems.

Good work and effort should be rewarded using the school reward system. There could be evidence of this in students' books.

All staff should keep records of the progress of individual students. These records should show the results of a range of homework, classwork and assessment tasks and should form the basis for reporting attainment and progress to parents, department leaders and SLT. This may be in teacher planners, mark books, Excel spreadsheets, Show My Homework's Markbook or any other method.

4. Assessment approaches

At TCS we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment at the end of KS4.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At TCS we use the TCS Standard, part of which outlines our approach to formative assessment. AfL should be part of every lesson, and is how teachers ensure they start their teaching with what pupils know. Lessons are adapted as a result of AfL and other assessment, and regular drop-in observations from middle and senior leaders monitor this is happening across the school.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Each Department undertakes formative and summative assessments across Key Stage 3 and Key Stage 4, appropriate to the curriculum area in order to:

- inform teaching
- monitor the quality of teaching and learning
- establish learning targets
- monitor and evaluate pupil progress over time
- To ensure the validity of data moderation within departments takes place after key assessments.

All Departments are given performance data such as Key Stage 2 scores and Key Stage 3 performance to use as baseline indicators of a student's academic profile. Assessments are used to determine whether students are on track to achieve their targets. Targets are set by taking into account FFT 20 and KS2 scores. Where students arrive with no KS2 data then evidence from summative assessments and professional judgements of teaching staff may be used.

Data is discussed at whole school meetings, Curriculum Leader meetings, RSL meetings, Line Management meetings and Department meetings. Individual teachers use the data in connection with Performance Management Objectives and Threshold applications.

Moderation is undertaken through department meetings, whole staff meeting and where possible, departments are encouraged to work with local schools or networks. Summative assessments are produced with shared mark schemes and departmental moderation takes place.

Departmental results are reviewed as part of the Departmental Exams Analysis and School Self-Evaluation processes.

For those Departments delivering BTEC Assessments there is an agreed protocol to support effective Internal Verification.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

Assessment data is recorded 3 times per year for each student in Years 7-10 and 4 times for Year 11. Our schedule for data collection is published to staff at the start of the year with consideration given to key events which are directly influenced by report data i.e. the option process.

Records are kept in school on every pupil, including academic achievements. Data is stored centrally using SIMS Assessment Manager and is analysed by Teaching Staff, Middle and Senior Leaders using SISRA. This information is passed on with students if they transfer to another school.

6. Reporting to parents

Assessment data is communicated to parents via Progress Reports and Parents' Consultation Evenings.

Key Stage 3 Progress Reports:

- Attendance
- Testbourne KS3 grade
- Target grade
- Attitude to Learning in class scores
- Attitude to Learning out of class scores

Key Stage 4 Progress Reports:

- Attendance
- Professional predicted grade
- Target grade
- Attitude to Learning in class scores
- Attitude to Learning out of class scores

Information will be provided to parents on a students' strengths and areas to develop.

Assessment data, details of achievements and areas for development are discussed at Parents' Consultation Evenings.

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' educational needs and any requirements for support and intervention. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

7. Training

Training on assessment practice takes place through our CPD programme and WOW Wednesdays. This allows teachers to model best practice and share developments in assessment pedagogy.

Clear documentation is provided when additional analysis needs to be undertaken by Heads of Department, for example, producing exams analysis reports.

8. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

9. Monitoring

Please see separate policy for monitoring.

All teaching staff are expected to read and follow this policy. The SLT member in charge of teaching and learning is responsible for ensuring that the policy is followed.

The SLT member in charge of teaching and learning will monitor the effectiveness of assessment practices across the school, through:

- Curriculum Leaders for each department, and their internal quality assurance
- Moderation across departments
- Lesson observations
- Learning walks
- Teaching and learning and other CPD meetings
- Looking at pupil's books, folders and other work
- Pupil progress meetings
- Pupil voice questionnaires

- Show My Homework reports

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Controlled Assessment policy
- Examination contingency plan
- Homework policy
- Literacy policy
- Monitoring and Evaluation policy

Appendix 1: Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written feedback

Instead of...	The teacher...	The student...
Writing annotations in the body of a piece of work and giving an overall comment for a smaller piece of work	Only writes annotations in the body of the work.	Re-writes the work, adds missing detail or does corrections in purple pen
Writing annotations in the body of a piece of work and giving an overall comment for a larger piece of work	Only writes comments on the Feedback Sticker	Annotates areas of their work with improvements, or re-writes the work, adds missing detail or does corrections
Writing extensive comments	Only writes comments on the Feedback Sticker	Works to show improvements on the one issue identified
Writing “well done you have...” next to good aspects of the work	Puts a double tick next to the best parts of the work	Adds a reason for the double ticks by working out what is good about it in purple pen
Marking every question in detail	Only marks highlighted questions in detail. There is no expectation that all class notes will be marked. Mark tasks where your marking will have an impact.	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a small mistake	Writes WWT(What’s wrong with this?) or (RTQ (read the question) or ? (check this again) or QWC (quality of written communication)	The student makes their own corrections in purple pen
Marking only extended pieces of work	Reviews in class students’ initial plans for this work prior to marking the extended piece of work.	Does not hand in poor work!
Giving back work and moving straight on	Gives students time to write a comment and act on the feedback given. Or allows students to discuss in pairs and identify and write down action points. Identifies a task to enable students to make progress.	Students read and engage with the feedback before beginning the improvement task or completing more work. They have to record what they are going to do on the Feedback Sticker.

Using the Feedback Sticker for every piece of work	Use the Feedback Sticker for larger pieces of work, or for marking books after several lessons	Spends time correcting mistakes or improving work every 4-6 hours of work in the subject
'Flick and tick'	Spend time marking a piece of work where your input will have impact	Improve as a result of your time!
Marking simple answers to short quizzes	Mark in class using self assessment	Becomes used to the idea of correcting their own work