



CANSFIELD
ACHIEVING EXCELLENCE TOGETHER

Marking and Assessment Policy

<u>Approval Date</u>	23 rd September 2021
<u>Policy Review Date</u>	September 2022
<u>Chair of Governors</u>	
<u>Headteacher</u>	

1. Principles

Marking and responding to pupils' work is an essential element in the assessment of the performance, progress, and the raising of standards throughout our school. It informs and enables staff, pupils and parents / carers in this process. Providing feedback to pupils on the work they have produced for us is recognised as one of the most positive ways to affect their progress. Every pupil is entitled to be challenged and supported in a manner that addresses their individual needs.

Effective marking provides pupils with precise guidance as to how to improve their work, particularly in light of misconceptions that are identified. Pupils should engage readily with this by acting on the feedback they receive. As a result of effective marking and feedback pupils can make rapid progress. The way in which we respond to pupils' work inevitably communicates signals to them. These signals are likely to affect their own judgements and feelings about their levels of achievement / attainment and the ways in which they are working. All comments and responses therefore, in whichever form they may take, must be constructive and based upon evidence which the pupil understands and can relate to. The most effective comments will be framed positively giving an example of what has gone well and a point for development.

Managing teacher workload is imperative in ensuring that we are prioritising the most important aspects of our role. This means marking should be meaningful and effective – not marking for marking's sake. Our audience is the pupils, their progress is the reason we mark.

2. Marking

Classwork in books should be seen at least every three weeks. This will be responded to by the class teacher with a tick to show that work has been carefully checked or, when relevant, a comment. The comment will be related to the task completed and often provide opportunity for pupils to respond to marking, creating dialogue which should be ongoing.

Notes do not need to be marked. In addition, classwork can be peer or self-marked. However, this should still be checked by the teacher for accuracy.

Class teachers must address literacy and numeracy errors using the relevant marking codes. Pupils must correct these as necessary, for example, copying the correct spelling out three times after teachers have marked this with 'sp'. Please see Appendix 1 for the full literacy marking codes.

- Teachers will mark in red pen.
- Peer / self-assessment will be done in purple pen.
- Pupils will respond to teachers' comments in green pen.

Pupils' work must be presented neatly with date and title / enquiry question written carefully and underlined to organise their work.

3. Formal Summative Assessments

Cansfield only requires that data is entered onto the school system at four entry points. These are a baseline assessment grade out of twenty (usually a peer assessed knowledge quiz) and three formal assessments. These will be organised by the Head of Faculty according to the best placement of these within the scheme of work. Data from these will be entered onto SIMS by the following dates:

- Baseline – 17th September 2021
- Assessment A – 1st December 2021

- Assessment B – 18th March 2022
- Assessment C – 9th July 2022

These will also be supplemented with data from other sources such as GL assessments:

- On arrival into Year 7 in September all pupils complete CAT tests as well as Progress Tests in English, Maths and Science along with reading and spelling tests.
- At the end of Year 7 in July all pupils complete further Progress Tests in English, Maths and Science.
- On arrival into Year 8 and 9 in September all pupils complete Progress Tests in English, Maths and Science
- At the end of Year 8 and 9 in July all pupils complete final Progress Tests in English, Maths and Science.
- All pupils in Year 7 – 10 will conduct STAR reading testing three times per academic year
- Ongoing throughout Key Stage 3 targeted pupils (SEND and any pupils underachieving) complete continual reading and spelling tests.

Where possible, formal assessments will be part of national initiatives such as the PiXL Wave, etc. Formal assessments can include:

- GCSE exam questions (or part thereof)
- Controlled assessment pieces
- Formal, detailed responses to questions
- A piece of extended writing

These will be marked in detail, using agreed, relevant mark schemes. These assessments are quality assured by the Heads of Faculty and Assistant Headteachers. A moderation process happens between all Heads of Faculty who compare assessments across subjects.

3.1 Standardisation

Heads of Faculty will ensure that standardisation takes place prior to any marking of assessments being completed. This process will involve scrutiny of mark schemes to ensure that they are applied consistently across Faculties.

3.2 Moderation

Heads of Faculty will implement moderation procedures both during and after the marking process. At Key Stage 4 moderation of exam papers will include staff members that are exam marking trained.

4. Low-Stakes Formative Assessment

Summative data will be accompanied by rigorous low-stakes testing which is planned into the curriculum. These can include:

- Short quizzes
- Short responses
- Questions and answers
- Short written pieces

These can be peer or self-marked. If this is the case, teachers must check this carefully for accuracy and show this through a tick.

Data is recorded centrally and analysed by both individual teachers as well Faculty leaders. This data will be used to address any misconceptions before pupils complete their formal assessments. Each subject can do this in a way of their choice which works best for their curriculum. Details of how this is done in each subject follow below:

4.1 Creative Faculty

4.1.1 Art and Photography

- A key Art 'Particles' skills piece is assessed and marked forensically three times per project at Key Stage 3. In total this process will take place nine times throughout the academic year. Each Particles task is marked out of 20. At the end of each project work is marked using a RAG analysis template with appropriate summative commentary. A percentage is awarded to pupil outcomes.
- At Key Stage 4 each of the assessment objectives will be forensically marked. At the end of each project work is marked using a RAG analysis template with appropriate summative commentary. A grade is awarded to pupil outcomes out of 96, 24 marks for each assessment objective.

4.1.2 IT and Media

- A key IT/Media piece 'Principles' is assessed and marked forensically three times per project at Key Stage 3 over an eighteen-week period, this assesses skills, knowledge and understanding. At the end of each project work is marked using a RAG analysis template with appropriate summative commentary. A percentage is awarded to pupil outcomes.
- At Key Stage 4 each of the assessment objectives will be forensically marked. At the end of each project work is marked using a RAG analysis template with appropriate summative commentary. A grade is awarded to pupil outcomes out of 100, 25 marks for each assessment objective.

4.1.3 Design Technology / Food and Catering

- A key Design technology / Food and Catering piece 'Principles' is assessed and marked forensically three times per project at Key Stage 3 over an eighteen-week period, this assesses skills, knowledge and understanding. At the end of each project work is marked using a RAG analysis template with appropriate summative commentary. A percentage is awarded to pupil outcomes.
- Hospitality and Catering Key Stage 4 each of the assessment objectives will be forensically marked. At the end of each project work is marked using a RAG analysis template with appropriate summative commentary. A final grade is awarded to pupil outcomes out of 90 for Unit 1 and Unit 2 is marked out of pass, merit and distinction.

4.2 English Faculty

4.2.1 KS3

- Students complete a 'Check Point' every three weeks – these will be standard for the entire year group.
 - This will be 10 questions to review the knowledge of a text covered so far to include all disciplinary skills as well as retention.
 - This will be peer assessed and checked by the teacher.
 - Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- Students complete a 'Key Piece' twice a half term – these will be standard for the entire year group.

- These are forensically marked by the class teacher.
 - A WWW and EBI is be provided to all students.
- This will inform teaching of the subsequent lessons to ensure that any misunderstanding or gaps in skills / knowledge are addressed.
- Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- Two of these are evident in every unit of work, one writing and one reading piece.
- Marks are recorded on a central spreadsheet and used by the class teacher as well as the Faculty Leaders to identify underachievement and inform intervention.

4.2.2 KS4

- Every 2 weeks exam questions are completed – these will be standard for the entire year group.
- These are marked by the teacher according to the awarding body criteria and a whole class feedback form is provided to students.
- Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- Marks are recorded on a central spreadsheet and used by the class teacher as well as the Faculty Leaders to identify underachievement and inform intervention.

4.3 Humanities Faculty

4.3.1 History and Geography

- **One** knowledge-based test (10 marks) with a focus on core knowledge and recall.
- **One** question assessing understanding of a specific area of the topic.
- **One** application question assessing higher level / critical thinking.
- **One** test that will address a range of subject specific skills.

4.3.2 Religion, World Views and Philosophy / Life Studies

- **One** knowledge-based test (10 marks) with a focus on core knowledge and recall.

And one other from the following:

- **One** question assessing understanding of a specific area of the topic.
- **One** application question assessing higher level / critical thinking.
- **One** test that will address a range of subject specific skills.
- These will be marked by the class teacher in all cases and marks will be recorded centrally.
- These marks will allow teachers to decide on appropriate intervention.
- At Key Stage 3, the same low stakes tests will be conducted.
- At Key Stage 4, the same process will apply, however, staff have the opportunity to determine the nature of the content being tested.

4.4 Languages Faculty

- Low stakes can take the form of vocab tests, listening activities, reading comprehensions and progress checks.
- These will take place at regular intervals in between formal assessments – at least 4 times in each inter-assessment period.
- All will be either peer or self-assessed.

- Data is collected on a central marksheet.
- Class teachers use the scores to inform where and when classroom intervention required. Initially use to inform own planning, if poor scores persist, inform Head of Faculty.
- This format is similar at KS3 and KS4. There will simply be more opportunities for the tests in KS4 as they move from 2 to 3 lessons a week.

4.5 Maths Faculty

4.5.1 Year 7 to 10

- A Pop Quiz is completed every three weeks or when applicable.
- This is peer assessed and thoroughly checked by the class teacher who inputs the final percentage.
- The class teacher then completes feedback with successes and hints to help move forward addressing misconceptions.
- Pupils must then complete similar questions given by the teacher to address any misconceptions and demonstrate that progress has been made.
- The Pop Quiz must be marked for the pupil's next lesson.
- The Pop Quiz will inform the planning of the subsequent lessons to ensure any misconceptions which arose are fully rectified before moving on.
- Marks are recorded on a central spreadsheet and used by the class teacher as well as the Faculty Leaders to identify underachievement and inform intervention.

4.5.2 Year 11

- Every two weeks students complete an exam paper produced by the awarding body.
- These are marked by the class teacher and a question level analysis document for reach students will be produced giving detailed feedback.
- Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- Marks are recorded on a central spreadsheet and used by the class teacher as well as the Faculty Leaders to identify underachievement and inform intervention.

4.6 Performance Faculty

- In KS3 students are continuously assessed in lessons at a low stakes level. The curriculum is designed to serve as the assessment. Students are graded against the Head, Heart, Hands criteria which is tracked 3 times every half term.
- At KS4, in the examination units, students complete a 4in4 quiz every lesson that is used to address misconceptions or areas of weakness from general teacher formative assessment and marking. Every 2 weeks students complete low stakes assessment in the form of an exam elaborate that covers 3 higher mark exam questions. These are marked and assessed in class with verbal feedback given. High stakes assessment is in the form of the full exam at the end of the term.
- At KS4, in coursework units, the focus is upon completing work in appropriate conditions. During this period staff have a clear log of students' progress in the units and students update them upon their plans for the next steps in the assessment process.

4.7 Science Faculty

- Stop the Clock quizzes are completed approximately every three weeks by every pupil from Year 7 to Year 11.

- Stop the Clock quizzes consist of 'Recall' and 'Application' questions.
- All Stop the Clock quizzes are marked out of ten.
- These are self-marked by students and checked by the teacher in order that students can obtain immediate feedback and identify areas that need further work.
- Hints, tips or examples are then provided by the teacher to support students in correcting errors and addressing misconceptions to help the students make progress.
- The Stop the Clock quiz will inform the planning of the subsequent RAP lesson to ensure any misconceptions which arose are fully rectified before moving on.
- Marks are recorded on a central spreadsheet and used by the class teacher to identify underachievement and inform intervention.
- Worked completed in books will be checked for accuracy and marked every three weeks as per the school marking policy.

5. Responsibilities

5.1 Class Teachers

The Class Teacher has responsibility for:

- Marking pupil work as appropriate, including offering relevant feedback which allows pupils to respond.
- Marking literacy errors and misconceptions carefully.
- Planning relevant intervention which deals with misconceptions in a timely manner.
- Inputting relevant data onto SIMS and using this to identify pupils' needs and plan future lessons or intervention based on this.

5.2 Heads of Faculty

The Head of Faculty has responsibility for:

- Planning formal assessments throughout the year according to when these will be best completed. Consider how these will be marked and ensure teachers understand this.
- Organising regular 'low stakes' summative assessment quizzes to ensure misconceptions are addressed before formal assessments.
- Ensuring all members of their Faculty are marking accurately and carefully. This will be through 'light touch' work scrutiny, sharing of best practice during Faculty time and formal work scrutiny.
- Liaising with class teachers and SLT as necessary if marking is not adhered to. Dealing with any issues from this.
- Planning effective moderation of formal assessments to ensure all teachers mark confidently and accurately.
- Oversee intervention offered by class teachers according to data. Meet with individual teachers to discuss intervention for individuals and the impact of this.
- Plan overall Faculty intervention based on formal assessment data.
- Plan standardising using marked exam pieces (use models from the exam board if possible)

12.3 Senior Leadership Team

The Senior Leadership Team has responsibility for:

- Overseeing cross-Faculty moderation of formal assessments.
- Ensuring that all data is entered on the system in a timely manner.

- Ensuring that data sheets are ready to be populated.
- Liaising with Heads of Faculty to ensure marking policy is adhered to by all.
- Supporting Heads of Faculty in addressing any issues regarding marking.
- Oversee and contribute to whole school work scrutiny – formal and informal.
- Leading a programme of 'light touch' book monitoring during learning walks.
- Ensuring the Marking and Assessment Policy of the school is always up to date and relevant.
- Liaising with relevant staff regarding marking and the impact of this.
- Coordinating and leading work scrutiny through the 'Deep Dives' ensuring relevant feedback is given. Feedback from this will be given to relevant staff as necessary, including support plans and review meetings.

Appendix 1

Pupils must complete their corrections in green pen

sp: incorrect spelling

This must be re-written correctly three times. Teachers must use their professional judgement to decide which / how many words to select in the case of lower ability pupils who many have several incorrectly spelt words. For example, select high frequency words.

p: punctuation is missing or incorrect

Pupils must add or correct the missing punctuation. If they are struggling with the specific type of information, provide some guidance or examples of these used correctly.

//: paragraphs need attention

All written work must be organised into clear paragraphs. Pupils must read through their work again and place // where they think paragraphs should be used.

NAS: not a sentence

Underline the sentence that does not make sense. Pupils must re-write this.

CAPS: capital letters are missing or used incorrectly

Pupils must correct these.

?: written English does not make sense

Pupils must re-read and correct their work so it reads correctly.

^: word(s) is / are missing

Pupils must add these to correct their writing.