



**CANSFIELD**

ACHIEVING EXCELLENCE TOGETHER

# Marking and Assessment Policy

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<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 – 21<sup>st</sup> September 2022
- Assessment A – 5<sup>th</sup> December 2022

- Assessment B – 24<sup>th</sup> March 2023
- Assessment C – 6<sup>th</sup> July 2023

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.
- At the end of Year 7 in July all pupils complete further 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 and spelling testing three times per academic year one in September, January and July.
- 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 the Senior Leadership Team. 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 twice per project at Key Stage 3. In total this process will take place six times throughout the academic year. Each Particles task is marked out of 20. At the end of each project, work is marked forensically using prepared statements based on the key questions of each project. Pupil will then respond to highlighted comments using green pen. A final percentage is awarded to pupil outcomes for Assessments A, B and C.
- At Key Stage 4 each of the assessment objectives will be forensically marked using a statement bank of relevant commentary relating to the project. Work in progress will be marked using a percentage grade. At the end of each project a final grade will be awarded to pupil outcomes out of 96, 24 marks for each assessment objective.

### **4.1.2 Computing and Media**

- A key Computing piece Principles is assessed and marked forensically 3 times per year at Key Stage 3 over an eighteen-week period, this assesses skills, knowledge and understanding. Each principle is marked out of 10. At the end of each topic a formal assessment will take place that is marked out of 20. A percentage is awarded to pupil outcomes.
- At KS4 summative assessment will be informed by the criteria and grade boundaries published by the exam boards. For the current iMedia specification there are 2 mandatory units and one optional unit. The overall pupil outcome is graded out of 120 marks. One unit is an exam worth 48 marks and this is assessed and marked by OCR. There are two pieces of coursework. One piece is worth 30 marks and one is worth 42 marks both are marked forensically using a URS marksheet. Classroom assessment will take place during the learning of each unit. Feedback will be given to support the learners by sharing the OCR criteria, self-assessment and sharing examples of good quality work. At the end of each project a final grade will be awarded to pupil. Verbal feedback will be given to students during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class. This feedback will take place during the learning and practise of each unit. Once the coursework begins no written or verbal feedback can be given to the students. Work will be marked using the learning objectives or the OCR UMS success criteria. Where appropriate, students will undertake an end of unit assessment at the end of each topic that is marked out of 20. A grade is awarded to pupil outcomes.

### **4.1.3 Iterative Design and Technology / Food and Nutrition /Hospitality and Catering**

- Iterative Design and Technology Principles is assessed and marked twice per project at Key Stage 3 over an eighteen-week period, Principles assesses pupil research and iterative design developments leading to a final outcome. At the end of each project, work is marked forensically using a statement bank of relevant commentary relating to each stage of the project. A percentage grade is awarded to pupil outcomes for Assessments A, B and C.
- Food and Nutrition Principles is assessed and marked twice per project at Key Stage 3 over an eighteen-week period, Principles assesses pupil skills, knowledge and understanding relating to a range of Food and Nutrition curriculum content. At each relevant stage throughout the duration of the course of lessons, work is marked with pupils responding to a booklet of relevant commentary

and questions relating to each stage of the Food and Nutrition curriculum. A percentage grade is awarded to pupil outcomes for Assessments A, B and C.

- Pupils studying Hospitality and Catering at Key Stage 4 will undertake a series of key knowledge checks for Unit 1 of which there will be six in total covering all aspects of the Hospitality and Catering curriculum and assessment objectives. The Unit 2 practical element of the course will be marked holistically against evidence of skills, knowledge and understanding statements which fall under Level 1 pass, merit, distinction and Level 2 pass, merit, distinction. Each practical outcome will be forensically marked. 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 'Checkpoint' twice every half term – 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 and an extended reading or writing piece.
  - The 10 questions are then marked by the class teacher.
  - RAP work then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
  - The extended write section is then forensically marked by the class teacher.
    - A WWW and EBI is 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: Year 10

Students complete a 'Checkpoint' twice every half term – 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 and an extended written piece that will be an exam question (or part of).
- The 10 questions are then marked by the class teacher.
- RAP work then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- The extended write section is then forensically marked by the class teacher.
  - A WWW and EBI is 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.

- 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.

#### **4.2.3 KS4: Year 11**

- At least every 3 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 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 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.
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- 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

### **4.4 Languages Faculty**

#### **4.4.1 Low stakes formative testing 1: Check points**

- 2 per inter-assessment period\*
- Pre-defined by team – all classes do the same
- Ties in with vocab from Knowledge Organiser
- Students mark
- Green pen is always re-do corrections x3. Or put some of the vocab into sentences for those achieving a high score.
- Record score /20 on mark sheet

#### **4.4.2 Low stakes formative testing 2: Best pieces**

- 2 per inter-assessment period\*
- Pre-defined by team – all classes do the same
- Ties in with FPFCs and tests a key grammar point
- Teacher gives written feedback with Qs to improve / fix / practice
- Record on marksheet A-D (A = outstanding and independent use of the grammar focus, B= good, C= satisfactory, but perhaps inconsistent and too short, D= grammar point not addressed / understood)

#### **4.5 Maths Faculty**

##### **4.5.1 Year 7 to 9**

- 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.
- Years 7 – 9 complete weekly retrieval practice questions recapping prior knowledge from last lesson, last week, last term and last year. Students green pen errors made.

##### **4.5.2 Year 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.
- Year 10 complete weekly knowledge checks which assess their understanding of key component knowledge and their recall of key formulae that is required for the exam.
- Scores are recorded on the central spreadsheet which feed into faculty rewards.

##### **4.5.3 Year 11**

- Every two weeks student's complete exam style questions to recap prior knowledge.

- Every 3 weeks, or at the end of a unit, students complete a pop quiz which assesses skills covered during that time. From this, students are provided with individual, meaningful feedback from which RAP work is completed and marked by the teacher.
- 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.
- Teachers mark students class books once every 3 weeks in line with the whole school marking policy.

## **4.6 Performance Faculty**

### **4.6.1 KS3**

In KS3 students are continuously assessed in lessons at a low stakes level using success criteria that assess their practical ability. Students' ability to understand and articulate key concepts is also assessed through work booklets. Student progress is tracked using a practical tracker and an overall tracker. The practical tracker is to be filled in formatively each lesson and the overall tracker completed after each written assessment (half termly).

### **4.6.2 Year 10**

Students complete a 4in4 whiteboard entry quiz every lesson that is used to address misconceptions or areas of weakness from general teacher formative assessment and marking. Every 3 weeks students complete low stakes assessment in the form of an assessment linked to the specification content. These are marked and assessed with written feedback given for pupils to respond to. Once completed, assessments are moderated and second marked by faculty colleagues. All low stakes assessments are tracked centrally.

### **4.6.3 Year 11**

In the examination units, students complete a 4in4 whiteboard entry 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. 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 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.
- Every three weeks, pupils will complete a 4-6 mark extended answer question that will be collected in and marked by the class teacher. Teacher feedback will be given to support pupils in giving a model answer in future assessments. RAP work for the extended answer questions will replace an Entry task.

## **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.