Marking & Assessment Policy

2019-2020

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Authorised by:

Mr D Elliot 18/09/2019

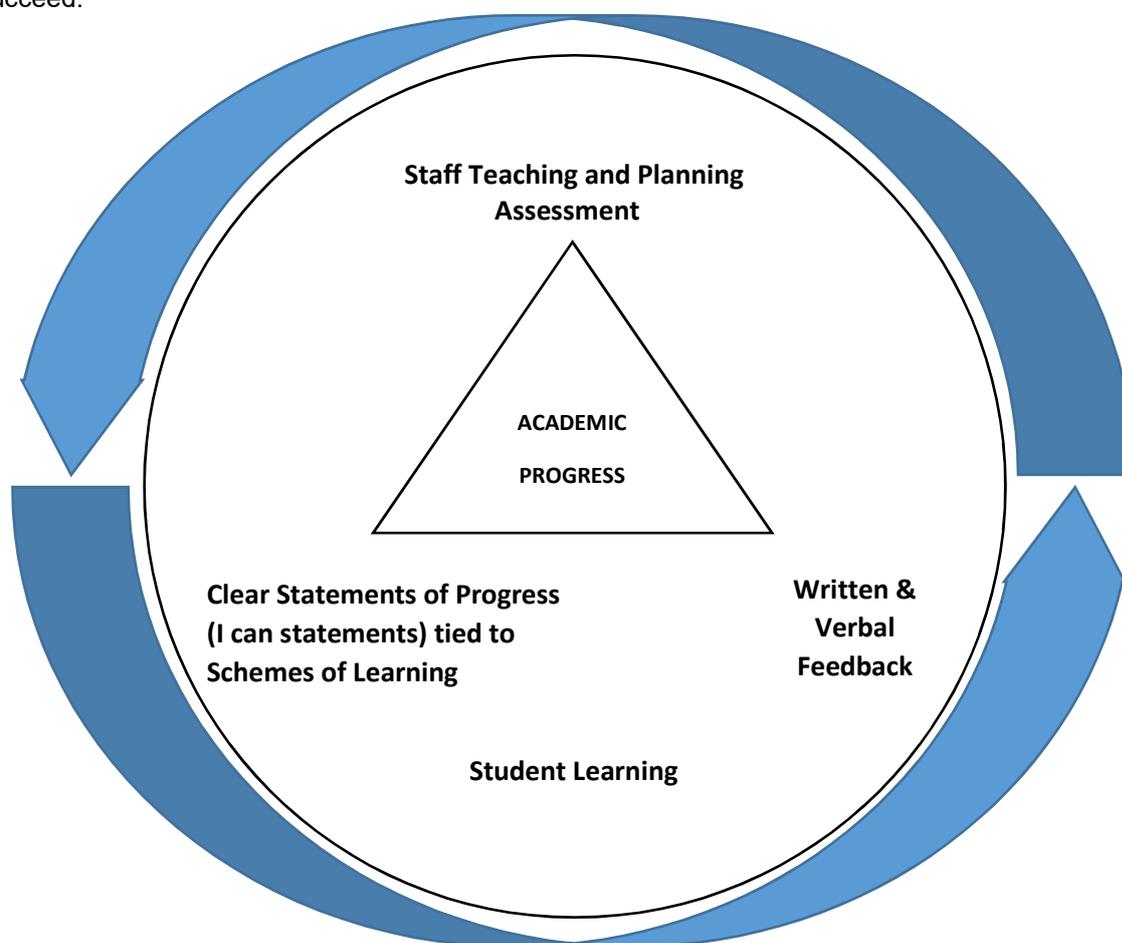Governing Body Ratified 18/09/19

Ethos

Enter to Learn: Go Forth to Serve

At Archbishop's School our Christian values of Service, Faith, Love, Perseverance and Forgiveness underpin all our policies. "Therefore encourage one another and build each other up, just as in fact you are doing" 1 Thessalonians 5:11

1 Introduction

Marking & Assessment within The Archbishop's School should embody our ethos that all students should be supported to achieve their full potential (related to their starting point). In order to ensure maximum success, student progress will be tracked and utilised throughout the school. The school will work proactively to ensure that progress data is effectively used in all year groups and used in order to plan high quality lessons, to motivate both teachers and students and target resources where needed allows students to succeed.

Staff Teaching and Planning Assessment

ACADEMIC

PROGRESS

Clear Statements of Progress (I can statements) tied to Schemes of Learning

Written & Verbal Feedback

Student Learning

2 What is expected from the teacher?

To maintain an up to date and accurate bank of progress statements for all students (see Appendix 1 for an example):

- Subject leaders will provide a bank of relevant progress statements for each year group. These are called "I can…" statements and should be linked directly to the schemes of learning that students are following and the key resources that are used.

- As and when teachers assess students work and progress, they must update their "I can" database using the following key:
  - Green – The student is secure in this specific ability.
  - Amber – The student is making progress against this specific ability but it is either not embedded or secure.
  - Red – The student has had adequate opportunity to display evidence of the specific ability but has been unable to do so.

The key purpose of maintaining "I can…" statement banks is as follows:

  - To accurately measure and monitor academic attainment and progress.
  - To inform the teacher and subject leader with an overview of which abilities are being achieved and those where holistic planning and resourcing needs to be reviewed.
  - To provide student specific progress data that can inform future lesson planning, purposeful intervention and personalised revision timetables.

Assessment:

- Baseline formal assessments will take place for Year 7 in all subject areas by the end of term 1. The assessments will obtain formative data on what students can and cannot attain based on their prior learning.
- The school uses an individual 9-1 grading system for each year group (see appendix 2) and student assessed work will be graded against this.
- Subject leaders and teachers will be expected to use the data gained from these assessments to complete their first "I can…" statements tracking report and inform their future lesson planning.
- Years 7-10 will have a further large scale formal assessment (as stated on the school calendar). The purpose of these assessments is to consolidate an accurate & current 'working at grade', help refine and improve their exam technique and provide further data to complete the "I can…" statements.
- Year 11 will have two formal assessments (as per the school calendar) to help prepare them for their GCSE examinations and provide specific formative data to inform planning, revision and intervention at a personal scale.
- A Level formal assessments are set as suited to the needs of each Level 3 course (and are identified on the school calendar).
- At Key Stage 4, Core subjects (English, Maths and Science) will need to offer a minimum of 12 further assessments throughout the academic year, whilst foundation subjects (Geography, History, Religious Studies and MFL) should offer a minimum of 6. This is to ensure that accurate information regarding student progress is collected and can support intervention for the most vulnerable groups. Vocational subjects should be ensuring that they are also collecting key assessment data whilst students are completing their coursework that can be used to identify gaps in work and support further intervention.
- At Key Stage 3, all subjects should carry out three further assessments in order to identify gaps in learning and drive teacher & department planning.
- All faculties are encouraged to examine and utilise online web based assessment resources and mobile apps that are available. In the best examples, the data gained from the use of online resources will be collated by teaching staff and used to complete "I can…" statements and inform planning, intervention and rewards.

Written & Verbal Feedback:

- The school uses a 'two stars and a wish' marking stamp (see appendix 3) to operate a context of WWW (what went well) and EBI (even better if) formative marking and feedback in student's exercise books or folders.
- All teachers are expected to mark students work in their exercise books every two weeks for literacy/numeracy (see appendix 3) and other minor corrections and detail mark at least one piece of quality work every four weeks (equating to roughly eight times a year).
- Prior to marking, teachers are required to review the previous feedback and then review the work competed since in order to ascertain what progress the student has made against their 'wish' target.

If the student has made good progress then this should be highlighted in the opening written comment. If the student has made limited progress, then this needs to be highlighted and supportively challenged.

- Once the opening comment has been written, the teacher is required to use the 'two stars and a wish' stamp and comment on two areas of progress that have been made and identify one area that needs to be improved upon based on their progress over the previous four weeks. This should be completed during their Pupil Improvement Time (PIT). If the student has performed well overall the teacher should set a challenging extension task instead. The teacher should use the "I can…" statements when writing and reviewing their feedback.
- Verbal formative feedback is as important as written feedback. Teachers must always be proactive when providing honest, accurate and helpful verbal feedback. Students should be encouraged to summarise what the verbal feedback is in their books for reference.
- The school expects exercise books to be well kept with work completed by the student in either blue or black ink (or green ink for the PIT task).
- Lesson title and date should be underlined using a ruler.
- Spelling and grammar mistakes should be corrected (using marking codes in appendix 3).
- The student target (based on prior attainment and their individual progress) should be clearly displayed on the book (either on the front or inside front cover).
- Students are expected to have the following equipment:
  - Pen (blue/black/green)
  - Pencil
  - Ruler
  - Protractor
  - Compasses
  - Calculator

3 What will be provided by the school?

- Key information about the students (based on their previous & recent assessment data) to ensure that teachers will be able to take this into account when they are assessing the progress made by their classes.
- Provide clear guidance of what is expected from the teacher when recording their assessment information via the 'Marking and Assessment" policy.
- Provide adequate resourcing to allow effective marking and assessment to take place.
- Provide accurate SEND and other contextual information.
- To provide literacy support to teachers who request it.
- To provide IT support to teachers who request it.
- Provide opportunities to share good marking and allow staff to receive feedback on their own marking.
- To be understanding of workload by keeping consistent expectations for marking frequency and ensure tracking collection dates are published at the start of an academic year so that it does not negatively impact upon a teacher's workload.
- To ensure that there is a system in place for formative assessment data to be forwarded to the appropriate teacher.
- A 'Marking for Literacy' guide that needs to be stuck in the front of each exercise book (Appendix 3).
- To provide support and guidance in creating "I can statements" to subject areas that request it.

Quality of marking and assessment will be assessed by:

- Book scrutiny
- Formal lesson observations
- Learning walks
- Drop-ins.

APPENDIX 1

Example of "I can statements" Year 8 Maths

1. I can calculate the HCF and LCM of two or more numbers
2. I can order operations using BIDMAS
3. I can multiply whole numbers using my preferred method
4. I can add, subtract, multiply and divide negative numbers
5. I can calculate the nth term of a linear sequence
6. I can calculate missing angles in parallel lines
7. I can construct and use a formulae
8. I can solve an equation including with brackets
9. I can draw a pie chart
10. I can multiply, divide, add and subtract a fraction
11. I can construct a triangle using a pair of compasses
12. I can multiply and divide decimals
13. I can plot straight line graphs, from a table of values
14. I can calculate the position of an object using bearings
15. I can expand single and double brackets
16. I can understand ratio notation. I can share an amount by a given ratio
17. I can rotate, translate, enlarge and reflect a shape
18. I can convert between metric measurements
19. I can convert between imperial measurements
20. I can identify special types of sequences
21. I can calculate the volume and surface area of a cuboid
22. I can calculate the mean, mode, median and range from a set of numbers
23. I can calculate the mean from grouped data
24. I can draw a stem and leaf diagram
25. I can calculate the mean, mode, median and range from a stem and leaf diagram
26. I can calculate a percentage of an amount without a calculator
27. I can calculate a percentage of an amount with a calculator
28. I can calculate percentage increase and decrease
29. I can round a number to 1,2 and 3 decimal places
30. I can convert between fractions, decimals and percentages
31. I can draw a net for a cube
32. I can calculate the area of a triangle
33. I can express a number as a product of its prime factors
34. I can add, subtract, multiply and divide numbers in index form
35. I can identify equivalent fractions
36. I can add, subtract, multiply and divide mixed numbers
37. I can find a solution for X to 1 decimal place using trial and improvement
38. I can calculate the order of rotation of a polygon
39. I can draw and interpret a scatter graph.
40. I can divide whole numbers using my preferred method.

APPENDIX 2

The Archbishop's School Assessment criteria

10 Core Principles of effective assessment:

1. Is easy to use and understand – for teachers, senior leaders, governors, students and parents.
2. Is motivational and challenging.
3. Develops skills, learning attitudes and a growth mindset.
4. Helps students to improve and informs teachers' planning.
5. Shows and tracks student progress effectively – for individual students, class groups and whole cohorts.
6. Highlights gaps in student understanding and leads to remedial action.
7. Assesses all students in a variety of ways without bias.
8. Prepares students for the next stage in their learning and encourages independent learning.
9. Recognises and rewards attitudes to learning, progress and achievement.
10. Is flexible and responsive to the different needs of students and curriculum subjects.

Grading System

A single grading system (9-1) for Years 7-11. This creates a 5 year programme of study as opposed to a clear difference between Key Stage 3 and 4. Numbers are reflective of GCSE grading system so will ensure that useful analysis can be made between Years 7-11.

For each subject there will need to be a clear 9-1 grading system (or equivalent) for all year groups to ensure that there is a clear transition from KS3 to KS4. Therefore, a student who should be achieving a grade 5 in English should be monitored against this as they progress through the school. Teachers will be making a forward prediction for the end of the year.

The grades will be split into 3 fine grades. For example, a student working at Grade 5 could be one of three options:

5a – Mastered most aspects of Grade 5 and potential 'boundary leaper' to the grade above.

5b – Secure at Grade 5.

5c – Is beginning to work at this grade, but may drop down to grade 4.

A student will be set an end of KS4 target as soon as we have prior attainment information about them (No later than November of Y7). The target shared will be the 'challenge' grade (or equivalent to FFT20 and FFT5 information will also be shared).

How the system links to external GCSE exams:

End of Year 7	End of Year 8	End of Year 9	Old GCSE Grade Equivalent	New GCSE Grade Equivalent
9	9	9		9
8	8	8	A*	8
7	7	7	A	7
6	6	6	B/B+	6
5	5	5	B-/C+	5
4	4	4	C/C-	4
3	3	3	D	3
2	2	2	E	2
1	1	1	F/G	1

APPENDIX 3:

Two Stars and a Wish stamp

Marking for Literacy

Mark	Means
Sp + underline	Try this spelling again.
P	Punctuation error.
G	Grammatical error.
C	Finding the missing or misplaced capital letter.
//	New paragraph/Mark in where the paragraphs should be.
✓✓	Exceptional point/use of language.
?	Not clear. Rewrite this section again.
FS	Write in full sentences.
Ex	Develop your explanation further using key vocabulary.
D	You need to add more detail. Add in the point you forgot to include.
WW	Wrong word e.g. there/their. Try and find and correct it.
WWW	What Went Well
EBI	Even Better If…
MRI	My Response is…

It matters where the mark is:

- Next to the line means you can find it in the line
- Against a vertical pen line means that you can find it in the section
- At the end means it is a problem throughout