

# Assessment (Marking and Feedback) Policy

## The Dean Academy

### Next Review Date:

### Introduction

Assessment is an essential element of a teacher's role which can be used to evaluate a student's skills, knowledge and understanding. Regular marking and feedback can really show students that their effort is valued. At the same time, teachers can judge their own effectiveness and make strategic decisions about the next steps in learning. Marking students' work is all about the teacher responding to the individual and gaining knowledge of that individual.

Variation in the assessment needs of different curriculum areas may necessitate the development of slight variations in strategies for each faculty within the framework of the whole school marking and feedback policy. Consistency within faculties is, however, crucial to ensure that students have an understanding of the nature and value of assessment method and standards and can monitor their own progress. Faculties should, therefore, have a faculty assessment policy to complement the school policy.

### Formative vs Summative

Quality marking, acknowledgement and peer/self-marking are examples of formative marking. They inform the teacher and student of learning progress, identify the next steps and how they can best be taken. End of unit assessments are largely summative, judging student attainment and therefore progress made at a given point in time.

### 1. Formative Assessment

1.1 There are three main types of written feedback that teachers can use, and students can expect to see.

- Acknowledgement marking – checking that work has been completed and there are no obvious mistakes that need correcting.
- Quality teacher marking which identifies 2 strengths and one area for improvement. The latter should be clear, specific and attainable within a given time frame. It will usually take the form of a question or specific instruction. The coding will be as follows:
  - WWW – what went well?
  - WN – what next?
  - IMW – improve my work
- Quality marking by students including both peer and self-assessment.

1.2 Acknowledgement marking can be used for the marking of more closed tasks, such as class notes and tasks where feedback is given within the lesson to ensure tasks are completed correctly. Such work could be acknowledged through ticks, marks out of 10 and simple comments.

1.3 Quality teacher marking must be completed in detail with corrections, including marking for literacy and numeracy. The marking must relate to the success criteria which must be shared with students before the task is set. The frequency of this type of marking will depend on the number of lessons per week and the nature of the subject taught and should be clear in faculty guidance. Faculties may choose specific

assignments within a scheme of work to be marked. If this is done with care, the workload of staff can be spread out and 'hot spots' such as mock exams can be avoided. In core subjects, a minimum of 4 pieces of work per term (3 term year) should be quality marked which provides some guidance for other subject areas.

Teachers may choose to offer whole-class feedback, therefore giving students a whole-class summary sheet to stick into their books.

1.4 IMW (Improve My Work) time should be built into lesson planning to allow students to respond to the area for improvement. This should be done using green pens.

1.5 Peer and self-assessment should be encouraged to enable students to gain a better understanding of where they are, where they need to be and what they need to do to get there. Students will need to be trained to assess work against clear and agreed success criteria. This should be done in green pen to distinguish it from teacher marking.

1.6 As part of normal classroom management, teachers should assess the presentation, accuracy and completion of students work during lessons. Teachers may wish to encourage students to annotate their work to say what the feedback was.

1.7 Marking for literacy should highlight where students are using incorrect spelling, punctuation and grammar and encourage students to use these correctly by making use of the literacy making codes. Faculties may choose to focus on subject specific language.

1.8 Marking for numeracy should highlight where students are using incorrect mathematical language, notation, conventions and techniques and encourage students to use these correctly.

1.9 Where students have responded to set targets and made clear progress, this should be acknowledged.

## **2. Summative Assessment**

2.1 Evidence from summative assessment of students should be used to complement that obtained from formative assessment.

2.2 Schemes of work should identify points at which lesson-based summative assessment must occur.

2.3 Where they are included in the scheme of work, formal assessment opportunities must be used by all subject teachers.

2.4 The results of summative assessments need to be recorded on the faculty recording system and will form a significant component of the evidence used to report progress to parents through the school reporting system.

## **3. Consistency in Assessment**

3.1 In order to ensure consistency of assessment, faculty staff will use common assessment strategies. It is the responsibility of DoFs and Subject Leads to communicate this method clearly to students and staff, who must adhere to it closely.

3.2 DoFs and Subject Leads will ensure portfolios/examples of best practice in marking and feedback are available to help ensure teachers maintain consistent high standards across the subject.

## **4. Monitoring**

4.1 DoFs and Subject Leads will monitor the implementation of faculty and school assessment policy in the work of individual teachers.

4.2 DoFs and Subject Leads will be supported in their monitoring by their line manager.

## **Appendix**

Marking and Literacy Codes

**Formative Feedback Codes:**

- WWW – What went well?
- WN – what next?
- IMW – improve my work

**Literacy Codes:**

- Spelling mistake – underline or circle the word, write sp in the margin, either correct the spelling or, where appropriate, instruct students to write out the correct spelling.
- Punctuation error – circle the mistake, either correct the error or instruct students to write out the correct version.
- Incorrect / missing unit – circle the mistake, write U in the margin and either correct or instruct student to correct
- Capital letter needed or incorrectly used – write cp in the margin and circle the mistake
- New paragraph needed – insert the symbol // where the new paragraph should have started.
- Awkward sentence structure or clumsy expression – underline with a wiggly line the phrase that does not make sense or is unclear.