



Assessment, Marking & Intervention Policy

Nurturing today's young people,
Inspiring tomorrow's exemplary citizens



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1. Aim

To develop a unified approach to marking and to ensure that the quality of written feedback is effective in that pupils clearly understand how to improve their work and are consistently given the opportunity to do so.

2. Objectives

- To ensure that written feedback identifies where pupils are in their learning and enables them to understand clearly how to improve their work (in relation to the learning objective of the piece of work being marked)
- To ensure that written feedback has a clear impact on learning by promoting the development of an interactive process that prompts students to respond
- To ensure that written feedback recognises achievement and progress

3. Rationale

- The purpose of written feedback is to help pupils gain a clear understanding of how well they are developing in their knowledge, skills and understanding and then to explain how to improve further
- Written feedback must prompt pupils to improve their learning.
- Marking is most effective when pupils understand:
 - the purpose of the task (the learning objective);
 - what the teacher is looking for (the learning outcome) and in particular what a high-quality version of this looks like;
 - how far they have made progress towards the completion of a high-quality piece of work and what the next steps look like
- Marking and the implementation of this policy is the responsibility of all teachers.

4. Assessment for Learning:

Assessment for Learning will form an integral part of **every** lesson. It builds confidence and self esteem through establishing small steps for progress and by encouraging students to reflect on how, as well as what, they have learned. Assessment for Learning will inform future planning.

The expectation is that each lesson:

- Uses **explicit outcomes** which frame learning within the bigger picture
- Uses **levelled learning outcomes** as the reference point for teacher feedback and provides the framework through which students can evaluate their progress
- Uses **planned and quality questioning** which incorporates reflection and promotes involvement
- **Constructive and informative oral feedback** using language which models good practice to students.
- Uses well planned **differentiation** which allows every child to work at their level/grade
- Provides increasing opportunities for **peer and self assessment**

4.1 Maintenance Marking:

Students should feel that **every** piece of work is valued by the teacher. Written and verbal feedback is equally important in providing encouraging and constructive feedback to students. The focus of maintenance marking will be presentation and literacy alongside a specific subject priority.

The expectation is that marking will take place regularly and:

- Should value every activity which a student completes
- May happen during the lesson or by taking in books / folders
- May include verbal feedback for practical subjects
- Will be recorded in the teachers mark book
- Uses '**Strive for 5**' to promote improved literacy skills (see Appendix 1)
- Use Grade Boundaries for Assessment to give a grade. (see Appendix 2)



4.2 Key Assessment Exercises

Marking will be diagnostic and will support students in making progress. Students will be provided with opportunities to improve their work based on feedback. This will include built in opportunities for reflection and time for students to improve their work. Assessments can take a variety of forms which may include end of topic assessments or presentations.

The expectation is that:

A summative assessment is carried out each half term (two per term)

Assessment criteria is shared with the students and Teachers are expected to keep internal progress recorded which can be shared at parents' meetings. CAT test data is also utilised to predict outcomes as well as regular homework and book marking

4.3 Marking:

- Will provide students with an objective performance measure e.g. NC / GCSE– this enables the students to clearly see progress against their target grade
- Will include a written comment on strengths in relation to the assessment criteria
- Will include a written comment on how knowledge and understanding could be developed
- Will identify misunderstandings and set clear curricular targets
- Will mark for **LITERACY** using the **Strive for 5** model
- Students must have time to reflect on feedback identifying actions needed for improvement
- An immediate follow up task may be set for the student to evidence reflection and demonstrate improvement e.g. practising spellings at the bottom of the page.
- Tracking documents and target logs will be used in books / folders so that students can record progress towards their target
- Outcomes will be recorded centrally in School databases enabling a holistic approach to targeted pupil intervention
- Peer and/or self assessment should be marked in green, staff marking should be completed in red.
- Students will be rewarded for effort and attainment through marking and assessment in line with the whole school Rewards Policy.

4.4 Quality Assurance

- The whole School Marking Policy to be effectively implemented by every subject teacher.
- The impact of the marking policy is monitored and evaluated through conducting regular book reviews and findings are used to support self-evaluation.
- All marking within their curriculum area(s) is to the expected standard and where this is not the case programmes of support are implemented, monitored and evaluated

4.5 MARKING FOR LITERACY

Literacy is the responsibility of every single teacher, in every single classroom.

The expectation is that:

- Literacy is explicitly taught in EVERY lesson
- Literacy concepts and key words are explained explicitly to students
- Literacy is explicitly marked every time marking occurs in a student's book using **STRIVE FOR 5**.

STRIVE FOR 5 (see Appendix 1)

Every piece of marked work should be marked for at least one of the following literacy aspects.

1. **Capital letters are used correctly. (For names, places, the start of sentences personal pronouns and initials)**
2. **Punctuation is used correctly (commas, speech marks, apostrophes, full stops, brackets)**
3. High frequency and subject specific words are **spelled** correctly
4. **Connectives** are used
5. **Sentences** make sense



5.0 INTERVENTIONS

- Pupils identified through data, assessments, teacher knowledge, and book marking, and parental meetings will be placed on IEPs and IBPs
- Monitoring forms are given to staff to identify needs for the IEPs and IBPs
- They shall receive additional support via the Inclusion Register and the Pastoral team along with parental meetings as needed. (see IEP, IBP and Inclusion Register)
- Subject specific
- Pastoral support
- Intervention tuition are some examples
- A 3-wave process on the 4 SEND areas is in place

Appendix 1: Strive for 5

Teaching and Marking for LITERACY

There are 5 aspects of 'literacy' that we all must explicitly teach and mark for:

1. **Capital letters** are used correctly. (For names, places, the start of sentences and personal pronouns)
MARKING CODE: __
2. **Punctuation** is used correctly (commas, speech marks, apostrophes, semi colons, full stop, colons and brackets) **MARKING CODE: P**
3. High frequency and subject specific words are **spelled** correctly. **MARKING CODE: SP**
4. **Connectives** are used to link ideas and paragraphs.
5. **Sentences** make sense. **MARKING CODE: gr**

Every piece of Key Stage 3 work that is marked should be marked for at least one aspect of the STRIVE FOR 5!

The teacher must explicitly inform the students which aspects of STRIVE FOR 5 are being taught and marked. *Very often a lesson will lend itself to the teaching and marking of a number of the strands of STRIVE FOR 5. For example, in a Maths or Art lesson, the use of 'connectives' (literacy 4) may not be appropriate to assess as students simply didn't have the opportunity during that particular piece of work, but **capital letters and full stops**, (literacy 1) **punctuation** (literacy 2) and that **sentences make sense** (literacy 5) would be.*

It isn't necessary to identify every literacy error, just the first mistake. It is then the students' responsibility to find and rectify any further errors when they receive their work back. Time should be allocated for this when any marked work is returned to the students (as per the whole school marking policy).

Staff should use literacy starters as a way to 'teach' any aspects of literacy that students are not grasping. For example, a starter on '**contraction apostrophes**' (literacy 2) may be used in order to ensure students are improving their literacy skills or a starter on using effective and appropriate '**connectives**' (literacy 4) to link ideas within and across paragraphs.

Marking for literacy in this way is not intended to detract staff from marking for the vital 'content' of their subjects. It is designed so that every teacher, in every subject, is teaching, looking for and marking the same aspects of literacy right across the curriculum. Students must take the responsibility to look carefully at their



marked work and identify where marks have been achieved and where marks have been lost. They must then be given the skills (through explicitly taught literacy starters or explicit literacy tasks built into lessons) so that they can improve their work.

Evaluation of 'Strive for 5'

SLT team will conduct their own self evaluation of how literacy is being explicitly taught and marked (using the whole school 'Strive for 5' and whole school marking policy) through work samples, learning walks, drop ins and formal observations.

Appendix 2: Grade Boundaries for Assessment (Exams and Homework)

9-1	Percentage			
	Year 7	Year 8	Year 9	Year 10 & 11
9				90+
8				89-90
7				70-79
6				60-69
5A				50-59
5B				
5C				
4A				47-49
4B			92+	44-46
4C			81-91	40-43
3A		92+	69-80	37-39
3B		81-91	57-68	34-36
3C	92+	69-80	45-56	30-33
2A	81-91	57-68	33-44	21-29
2B	69-80	45-56	21-32	
2C	57-68	33-44	15-20	
1A	45-56	21-32	10-14	<20
1B	33-44	15-20	<9	x
1C	21-32	10-14	x	x
U	<20	<9	x	x