



Tweedmouth Community Middle School

Assessment, Marking and Feedback Policy

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Last Review Date: March 2017

Next Review Date: September 2017

Purpose: To ensure that there is an agreed, constructive and consistent approach to assessment, marking, feedback and response made to pupils' work so that rapid progress can be made by all pupils.



Intent

The purpose of this policy is to ensure that there is an agreed, constructive and consistent approach to assessment, marking, feedback and response made to students work so that rapid progress can be made by all pupils.

Research by the Sutton Trust shows that effective feedback has a significant impact on achievement and progress. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Regular, constructive feedback should focus on strengths and areas for development. The primary aims of marking are to ensure that each pupil can progress and that teachers are aware of knowledge gaps, so that they can adjust planning accordingly.

Principles

The aims of the assessment, marking and feedback policy are to ensure that:

- pupils know the current standard of their work and know how to improve it
- teachers and leaders are equipped to make accurate judgements about students' attainment and can plan future progression for individual students or groups of students
- teachers and subject leaders work within agreed principles of assessment within the school
- teachers and subject leaders are aware of how to improve their own practice in assessment, marking and feedback

Roles and Responsibilities

Role	Responsibility
SLT	Develop and monitor the assessment, marking and feedback policy Provide CPD and support to staff Oversee intervention



Middle Leaders	<p>Implement and monitor the assessment, marking and feedback policy at subject level to ensure consistency and adherence to the whole school policy</p> <p>Moderate assessment, marking and feedback</p> <p>Provide support and accountability to ensure that the policy is consistently applied</p> <p>Analyse subject level assessment data, implementation of strategies and improvements as required</p>
Subject Teachers	<p>Implement and monitor assessment, marking and feedback policy in all classes</p> <p>Record, moderate and analyse assessment data for their students</p> <p>Use data to inform lesson planning to ensure all pupils make progress in line with school expectations and to ensure that differences in attainment and progress are diminishing</p> <p>Provide samples of assessment for work scrutiny</p> <p>Intervene with students whose progress is causing concern, liaise with Subject Leader, Form Tutor, Year Leader and home as required</p> <p>Liaise with SENCO to meet the needs of students who require additional support in assessments</p>
Support Staff	<p>Support teaching staff in the implementation of the assessment, marking and feedback policy</p>
Pupils	<p>Read and act on advice given by teachers and support staff to make improvements to work</p>



Principles of Assessment

Questioning

- Range of questioning techniques to be used e.g. hands up, no hands up, pair share etc. as well as written questions on pupils work to close gaps, effectively challenge misconceptions and to stretch and challenge all pupils

Marking and Feedback

- Teachers are encouraged to mark 'live' in class wherever possible. This ensures that misconceptions are dealt with swiftly and pupils' progress is rapid. It should also serve to reduce teacher workload outside of the classroom
- Teachers to write positive comments for each piece of assessed work where appropriate. This should be linked to the task and in turn lesson objective
- Teachers to draw a green box on pupils work and provide a written task designed to close a gap in knowledge, challenge a misconception or stretch and challenge as appropriate. When the task has been provided verbally then only a green box is required in books
- Teachers to allow time for pupils to respond to any feedback and tick to show that this has been completed to a good standard
- Errors in work, including spelling, punctuation and grammatical errors to be highlighted in green and corrected by pupils
- Teachers to share assessment plan with support staff in a lesson and allow support staff to assist with its implementation

Peer and Self-Assessment

- Peer and self-assessment strategies are encouraged to give pupils a greater understanding of their work. When used pupils will be directed in their feedback by the use of success criteria

Verbal Assessment and Feedback

- Regular and routine within lessons
- Feedback is used to guide the learning process
- Verbal feedback can be evidenced by drawing a green box where pupils will demonstrate improvements to their work

Assessment of Other Media

- Regular verbal feedback should be given with systems developed to provide written feedback in the spirit of the marking policy.



Assessment of Performance

- Regular verbal feedback should be given with systems developed to provide written feedback in the spirit of the marking policy.

Summative Assessment

- Work that is to be summatively assessed will be identified in schemes of work
- Summatively assessed work will be set and marked in accordance with assessment criteria that are shared with pupils
- Assessment criteria should be designed using the format set out below and constructed to meet the requirements of the national curriculum, statutory guidance and in line with the SIMS programme of study. KS3 assessment criteria should also include GCSE skills planned in collaboration with Berwick Academy
- Outcomes of summative assessment must be shared with pupils along with guidance on how to improve
- Summative assessment will be moderated for quality assurance purposes between staff in school or if possible between staff in partner schools
- Summative assessment will feed into teacher judgements of pupil performance on a half termly basis

KS2 Summative Assessment

Year 5	Old NC Level	Year 6	Old NC Level
Fc	<2c	Fc	<2a
Fb	2b	Fb	3c
Fa	2a	Fa	3b
Dc	3C	Dc	3a
Db	3b	Db	4c
Da	3a	Da	4b
Ec	4c	Ec	4a
Eb	4b	Eb	5c
Ea	4a	Ea	5b



Ac	5c	Ac	5a
Ab	5b	Ab	6c
Aa	5a+	Aa	6b+

F = Foundation D = Developing E=Expected A = Above Expected

KS3 Summative Assessment

Year 7		Year 8	
New KS3 Level	Old NC Level	New KS3 Level	Old NC Level
Fc	<4b	Fc	<4b
Fb	4a	Fb	4a
Fa	5c	Fa	5c
1c	5b	1c	5b
1b	5a	1b	5a
1a	5a	1a	5a
2c	6c	2c	6c
2b	6b	2b	6b
2a	6b	2a	6b
3c	6a	3c	6a
3b	7c	3b	7c
3a	7c	3a	7c
4c	7b	4c	7b
4b	7a	4b	7a
4a	7a	4a	7a
5c	8	5c	8
5b	8	5b	8
5a	8	5a	8
6c	8	6c	8
6b	8	6b	8
6a	8	6a	8
7c	8+	7c	8+
7b	8+	7b	8+
7a	8+	7a	8+



8c	8+	8c	8+
8b	8+	8b	8+
8a	8+	8a	8+
9c	8+	9c	8+
9b	8+	9b	8+

Assessment for literacy

- It is the responsibility of pupils to ensure that standards of spelling punctuation and grammar are high in relation to their age and ability.
- Staff should promote high standards of literacy through identification of errors either verbally or with a green pen.
- Pupils should be given time to respond to this feedback to ensure errors are corrected.

POSH

- Staff should promote high standards of presentation, organisation, spelling and handwriting and all times. Pupils should be encouraged to take pride in their work and where they fail to meet high expectations staff should highlight either verbally or with a green pen where improvements should be made or allow time to redraft as necessary.