



Assessment, Marking and Feedback Policy 2021-22

Office use

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Associated documents:			
Links to:			



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This document relates to all students (7-11) and to each curriculum area. The implementation of this policy is the responsibility of all staff who teach students, in whatever capacity, within the academy.

Aim – Assessment, Marking and Feedback

- The purpose of assessment, marking and feedback is to enhance student understanding of what is required to make strong progress.
- Assessment is a continuous process which is integral to teaching, rather than a ‘bolt on’ exercise. It informs teachers’ planning by continuously reviewing learning and progress.
- Continuous assessment can encompass written or verbal feedback, teacher, self or peer assessment.
- Effective formal marking will be carried out in a timely manner, consistent to policy, and will enable students to progress via specific, personalised points for improvement.
- Students should be provided with dedicated reflection time to respond to points for improvement to consolidate and enhance learning in response to feedforward advice.
- Marking, assessment and feedback should have a demonstrable impact and students should benefit from it.
- Marking and assessment should challenge students and regular feedback should assist them in reaching or exceeding their potential.
- Marking and assessment must enable teachers to give accurate information at set data points, and reporting of assessment information must be unambiguous and understandable for students, parents/carers and other stakeholders.

Marking – formal written feedback

Formal written feedback must incorporate the use of **purple** pen. The expected frequency (at least 6 times a year) will be determined by the Head of Department (e.g. half termly or end of each topic). You may choose to provide formal feedback more regularly. Please note this would be in addition to, not instead of, the times indicated by your Head of Department.

- Written feedback will be provided in **purple** pen
- The praise comment should be related to the standard/quality of work, or to improvements or progress since a previous piece of work.
- The ‘point for improvement’ comment should give specific, actionable advice which will lead to a demonstrable impact on the quality of the work. These comments should be **short** and easy for students to understand and action.
- If literacy errors have had an impact on students’ progress, the ‘point for improvement’ comment could include reference to literacy. Do not highlight every literacy error, but it may be appropriate to prompt up to 3 manageable corrections.
- Students must complete their Student Response in **green** pen and their response must actively address the points for improvement.

*NB: For **BTEC** courses it is acknowledged that exam board protocols will need to be followed and therefore work may not be formally assessed in line with school policy. There is an expectation that students receive informal feedback in line with school policy.*

Policy into action

Expectation	Policy into action
Formal assessment - Formally mark at least 6 times a year in accordance with policy.	Use the purple and green pen protocols as a minimum at the times determined by your Head of Department. Some of these occasions may be a response to formal examinations – your Head of Department will confirm this.
The purple pen ‘praise’ comment should be about the quality of work, or improvements made since the last piece of work – it should not focus only on effort.	<p>Appropriate: Your spelling and use of key words has improved. You have justified your opinion much better this time and have based it on evidence. You have used the formula correctly and shown your working this time to reach your answer. You have revised more effectively with this piece of work and as a result demonstrated a sound knowledge and application of the topic. You have demonstrated progress in the topics highlighted in green (rag rating).</p> <p>Not appropriate: Well done. Good effort. You have tried hard with this.</p>
The purple pen ‘point for improvement’ comment should be short and actionable – it should enable progress to be made. The student must be able to do something specific to improve as a result of what you say. This may address literacy errors and prompt up to 3 manageable corrections, these could focus on key subject words	<p>Indicate up to 3 specific ways in which the work can be improved. These must be specific and actionable. For example:</p> <ul style="list-style-type: none"> • Look at the opening sentence. Rewrite it in a more engaging way. • You state the decision made was wrong – give 2 reasons to support your argument. • Look at your answers and ensure you have used the correct units in each one. • Look at your 3 weakest areas and complete the appropriate upgrade task. <p>The following literacy codes should be used when addressing literacy errors. Sp – Spelling error (at the points marked “Sp” student write the work out correctly 3 times in the back of books/or test papers and correct the spelling in the margin at the front of the books/paper. t̄ – incorrect case p – punctuation error ? – Answer is not in a full sentence/does not make sense.</p>
Allow time for student responses to be completed in green pen. Build this into your planning.	Students responses should demonstrate the required improvement. It is NOT acceptable for the students to write comments such as ‘OK’ or ‘I will do it next time’. Nor is it acceptable not to respond.
Acknowledging student responses is best practice. This does not mean getting into a never ending dialogue. It does not mean adding further points for improvement.	This can be done by simply signing to acknowledge that you can see the improvement. Students may be provided with mark schemes to self-assess.
Informal assessment - Continuously monitor progress in order to inform planning and address misconceptions.	<p>This should include a checkpoint activity where teachers read (not mark) students work and provide targets for improvement. As a result teachers may deem it necessary to deliver a remedial lesson.</p> <p>This could include the use of the following – Head of department will advise:</p> <ul style="list-style-type: none"> • Further use of the purple pen protocols (as well as, not instead of, the above). • Whole class marking sheet • Peer or self-assessment (see below) supported by student marking grids • Verbal feedback • Use of pre-unit activities • Coded targets • Use of quizzes on Microsoft teams
Students must be supported to peer/self-assess.	<p>By:</p> <ul style="list-style-type: none"> • Sharing and periodically revisiting learning outcomes. • Modelling - this could include the use of a visualiser/students to the board. <p>Students must peer/self-assess in green pen.</p>
Students must be encouraged to take pride in their work	<p>Book checks will take place twice a half term using the presentation stamps Staff should be mindful that the purpose of the presentation check is to motivate pupils. A purple stamp will carry positive points to be inputted into SIMS <i>Professional judgement to be used when awarding positive points and consider typicality of student work.</i> <i>Basic presentation expectations: date and title underlined with a ruler, diagrams/tables graphs in pencil, graphs /tables with a ruler, errors crossed out with a single line, self-assessment in green pen, worksheets stuck in, work reflects good determination (consider ability and SEN of the child).</i></p>
Use marking and assessment to keep internal tracking sheets up to date and	Your Head of Department will advise what information should be recorded in internal tracking sheets and which marking and assessment should contribute to cumulative and projected grades.

thus give accurate progress information at given data points

NB it is important this is kept up to date – in the unlikely event that you cannot complete a data check, your Head of Department must do it for you. You must ensure that they have the information required to do this.