

SWANWICK SCHOOL AND SPORTS COLLEGE

MARKING AND ASSESSMENT POLICY

Introduction

At Swanwick School and Sports College we believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking is a fundamental element of the assessment of pupil's work, helping them become reflective learners and to close the gap between current and desired performance. Marking refers to the interaction between staff and pupil with both written and verbal comments. Assessment takes a longer term view and is the judgement of where a pupil is at a given time and the evidence to back this up.

This policy will:

- Promote high quality marking throughout the school
- Provide an approach to marking that is both manageable and effective
- Standardise the school's approach to marking
- Promote reliable assessment of the progress made by pupils
- Make it clear when assessments are due and how they will be used to measure progress

Aims

Effective marking should:

- Provide a dialogue between teachers and pupils
- Give pupils clear strategies on how they can improve their work.
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform planning
- Positively reinforce pupils' achievement
- Allow specific time for pupils to read, reflect and respond to marking where appropriate

Marking procedures

- A green pen should be used on pupils' work to write marking comments.
- A red pen should be used on pupils' work to write improvement comments.
- Teachers will use feedback from marking to inform future targets and planning
- Wherever possible, marking will be related to a clear learning intention, which has been shared with the children.
- Incorrect spellings may not always be corrected: only technical vocabulary or high frequency words which the child is expected to know will be marked.
- Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential.
- Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practice and consolidate learning.
- Some work may be levelled in a way clearly understood by the pupils.
- A particularly successful piece of work may be awarded by an outstanding award.

Frequency of Marking

- Literacy and Numeracy work must be marked promptly in order to inform next steps.
- Marking should take place soon after the work has been completed and handed back as soon as possible
- Marking can take place during the lesson alongside the pupil, providing immediate feedback
- 'Distance' marking should be returned before the next session of that subject
- Long-term projects may be marked and assessed on completion – pupils need to be told this in advance

Swanwick School and Sports College makes use of the following forms of marking/feedback:

Oral feedback

Staff recognises the importance of pupils receiving regular oral feedback especially with pupils who lack the literacy skills or motivation to read written comments. Staff will initially talk to the child about how they have met the learning outcome and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. The work will then be initialled as illustrated in the marking guidelines.

Written marking and feedback - Summative feedback/marking

This usually consists of ticks and dots for mistakes and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the pupils, as a class or in groups.

Formative feedback "Closing the Gap" Marking

This should be used when the learning outcome has not been reached and the child requires structured support to progress. Teachers focus on both successes against the learning intention and improvement needs.

When "Closing the Gap", teachers:

1. Read the entire piece of work
2. In Green, tick correct answers or examples where the specific learning objectives have been met. Identify errors or mistakes, add positive comments.
3. In Red, identify how the work could be improved (in relation to the learning objectives and success criteria) and add a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- a reminder prompt: Remember to...
- a question prompt: How you think the dog felt?
- a scaffold prompt: The monster was so angry that he....
- Modelling: The dog was so surprised that he did something never to be forgotten.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked, time is planned in a future lesson for the children to read the prompt and make an improvement. Support staff should have an input in this as Swanwick School and Sports College pupils will not necessarily understand and act on comments unprompted. When response time is given, it is best that very specific guidance is

given e.g. list 5 adjectives that could improve this, describe the character using three adjectives in a sentence, re-write the highlighted sentence using correct punctuation. This is particularly relevant to subjects that involve literacy, but all subjects will need to look at how this is interpreted in their area.

Teachers must model this process so that pupils are clear what the different markings in their books means and what is expected of them when they respond. If a group of children have the same issue, then the subsequent lessons will address the issue rather than marking.

How do pupils evaluate their own learning?

- At Swanwick School and Sports College, learning objectives are clearly displayed and explained at the start of each lesson. Pupils' progress towards achieving their objective is reviewed during the task and within the plenary. Students are asked to check their work against the learning objective to reflect on their learning or measure success.
- Teachers also sometimes provide specific or generic success criteria checklists for children to either tick as they work or when they have completed a piece of work i.e. marking ladders.
- Pupils may also write a comment or use signs/symbols on their work as a way of giving feedback to the teacher.

Self Marking

Older pupils are often encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing learning. Teachers with more able groups are encouraged to enable pupils to come up with success criteria.

Shared Marking

Teachers may sometimes use one piece of anonymous work to mark as a class on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking

Pupils sometimes mark narrative work in pairs. The following points are important:

1. Pupils need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Pupils should identify things that match the success criteria and then suggest a way to improve the piece but only against the learning intention.
4. Encourage dialogue between the pupils rather than one being the 'teacher'.

Assessment

This is the process of collecting evidence of pupil attainment either in terms of grades or levels. It should not normally be based on a single test or assessment piece, but be a judgement based on an accumulation of evidence over a period of time. Each subject area will have its own criteria for assessment and will apply these consistently and in a way that can be communicated to pupils, other staff and ultimately parents/carers as required. Each subject area will have its own specific assessment criteria, which will be applied consistently and communicated to pupils other staff and parents as required.

Each subject

When.

- On Entry – Key Stage 1 levels if available
- On Entry – Our own assessment.
- September – A check of levels in all subject areas – where are they at the start of the school year.
- At the end of topics/projects – a check on how well they have done
- End of January – half yearly progress check
- At the end of June/start of July – End of year progress check

What.

- End of topic tests/exams
- Spelling Tests
- Reading Assessments
- Numeracy Testing
- Pupil self-assessments
- Criteria referencing against NC statements
- Work in books and in Folders
- SATs exams
- Standardised externally available tests
- NC progress tests

At the end of each term, grades for all core subjects will be collected from teachers. Levels/grades for foundation subjects will be collected twice yearly, apart from in Theme, where levels/grades are to be collected at the end of every half term.

Monitoring and Review of this Policy

The head teacher is responsible for the implementation of this policy. Subject leaders, when monitoring their subject, will inspect work samples to ensure the policy is implemented.