



# To Inspire and be Inspired

## Assessment and Marking Policy

Report Author	RJ
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## Rationale

This assessment policy sets out the way in which assessment and marking are carried out at St Brigid's school. This takes into account the introduction of the new statutory Frameworks for Literacy and Numeracy which came into effect in September 2013 and other statutory requirements such as end of Key Stage levelling and reporting.

Assessment is used at St Brigid's school to obtain, analyse and understand learning to enable the planning, reviewing and improving of standards. Assessment should be a tool to maximise learning and to ensure that all pupils are empowered to achieve their potential based on their Fischer Family Trust (FFT) targets. The Headteacher, staff and governing body are responsible for ensuring that assessment is rigorous, fair and meaningful and fulfils statutory requirements.

## Aims of assessment

- To raise standards
- To inform target setting for individual pupils or groups of learners based on FFT targets
- To share learning goals with pupils
- To identify pupils in need of intervention (SEN / MAT / LAC / FSM)
- To provide feedback to pupils, parents or other interested parties (e.g the Local Authority)

## Effective assessment

Assessment is considered effective when it is:

An integral part of planning, teaching and learning

Pupils' work is regularly and consistently marked according to the school's guidelines (see Appendix A)

Suitable forms of assessment are used (summative, formative, peer, self or group)

## Types of assessment

Summative – assessment **of** learning, Used to measure performance and indicates pupil attainment. This could include results of end of topic tests, external examinations, standardised tests, controlled assessments, statutory tests.

Formative – assessment **for** learning. This is ongoing and provides evidence of and progression in learning. It identifies difficulties, celebrates achievement of objectives, and gives indication of future learning priorities. This could include feedback on classwork, homework, questioning, discussion, practical projects, research).

## Timings for assessment / reporting

Teachers must report their levels or grades according to the following timetable:

### Primary

End of Autumn, Spring and Summer terms.

*NB Teachers have a statutory requirement to report the End of Foundation Phase / Key Stage 2 level before the Welsh Government deadline if they have responsibility for these year groups.*

### Secondary

Year 7 and 8 End of Autumn, Spring and Summer terms  
Year 9 End of Autumn 1, Autumn 2, Spring, Spring 2, Summer 1 and Summer 2

*NB Teachers have a statutory requirement to report the End of Key Stage 3 level before the Welsh Government deadline for the subjects they are timetabled as teaching.*

Year 10/12 End Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2  
Year 11/13 End Autumn 1, Autumn 2, Spring 1, Spring 2 and Summer 1

### Reports

Teachers must report on pupil progress according to the yearly reporting timetable. Deadlines should be adhered to wherever feasible. Reporting should conform with the formats set out by SLT. (See school Reporting policy 014)

### Marking

Marking of pupils' work should be an effective means to assess the quality of work completed and indicate how pupils should improve. This is an essential part of any teacher's duties and responsibilities as noted in the School Teachers' Pay and Conditions Document September 2013 (STPCD): *"Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement"*. It is also a requirement of the Practising Teacher Standards and the Post Threshold Teacher Standards (Wales). Failure to mark according to this policy could result in disciplinary proceedings or could mean that Performance Management Targets would not be met.

### Good marking should:

- provide opportunities to give praise and encouragement and to show pupils that their work is valued.
- provide a dialogue between teacher and pupil to give clear feedback about strengths and areas for development in their work.
- help pupils to develop an awareness of the standards they need to achieve in order to achieve particular levels of the curriculum.
- indicate how a piece of work could be improved or corrected against assessment criteria.
- provide a record for outside audiences.

### Approaches to marking

- Marking should be undertaken in a timely manner i.e. within a week after being handed in for all key stages, for short homework exercises or class work, and within two weeks for longer pieces or project work – for all key stages.
- Basic marking expectations should appear in work according to the guidelines below.
- It is not necessary to mark every piece of work in detail - a tick and initial is sufficient for **some** pieces of work to note that the work has been seen. It is not acceptable, however, for **all** work to simply receive a tick –this is not in line with Assessment for Learning approaches and not in line with the STPCD/Practising Teacher Standards.

- If verbal feedback is given, pupils should record what has been said in their books where possible.
- If work is checked during a lesson, it should be for the purpose of allowing the teacher to be aware of the quality of work, to challenge untidy or incomplete work, to quickly record outstanding effort and to identify pupils that may need extra help.
- Marking can be completed by the teacher or the pupils (peer marking, self assessment, group marking) as appropriate to the task, but work should not show solely pupils' own marking.
- Where 'See me' is noted, teachers should tick and initial that this has taken place.
- Grading or levelling of work should take place in Key Stages 3, 4 and 5 for assessed pieces which will then be recorded in the tracking system (SIMS). Levels will also be recorded in Years 5 and 6 for the assessed pieces for tracking and moderation purposes.
- Timescales for larger pieces of work should be agreed with the pupils and communicated to parents/carers.
- The learning objective of the lesson should be stated and written and marking should relate to the assessment criteria/learning outcome for a successful piece of work.
- On assessed pieces of work two positive comments and an area for improvement should be used to praise work but also to give clear feedback on ways to improve to reach their target or the next level or grade.

### Feedback to teachers

Feedback on marking will be given following scheduled book checks by Heads of Learning or the Assistant Head, Primary or following ad hoc book checks by the Head teacher or Deputy Headteacher. The feedback form and book checks form part of the whole school Quality Assurance process and are essential to maintain high standards. Where marking has included a comment for improvement, reflective marking should be carried out to check that the instruction has been followed in subsequent pieces of work.

Failure to adhere to this policy will be noted in the first instance in the feedback form, on the second occasion, a meeting to discuss marking will take place between the teacher and the Head teacher and Head of Learning/Assistant Head, Primary. In the third instance, disciplinary action may be taken.

<b>Basic Marking Expectations</b>	✓
All work in books is marked up to date and in full, up to a maximum of two school weeks before the time of this review. The <b>only</b> exception to this is for longer pieces of work completed over more than a two week period.	
Work identified as general class work or notes and not requiring a summative assessment or detailed comment is always ticked and initialled by the teacher to indicate it has been seen.	
Work is presented neatly, including handwriting and is in line with the ability of the pupil. Feedback about presentation of work is relative to ability and age of the pupil.	
Pupils' work is in ink unless it is appropriate for it not to be so.	
Pupils' work is clearly demarcated with each task carrying an appropriate Heading or Learning Objective, the date (day, date and year). Both are underlined.	
Commentary on substantive pieces of work is structured according to expectations: <ul style="list-style-type: none"> <li>(i) comment on learning objective set,</li> <li>(ii) comment, where possible, on aspects of literacy and numeracy (linked to frameworks),</li> <li>(iii) 'next steps' comment where appropriate.</li> </ul>	
Any summative assessments are clearly based on examination or national curriculum expectations and / or level / grade descriptors.	
Where other forms of summative assessments are made, the format is appropriate to the task.	

### Marking guidelines

^ = a word is missing

\_\_\_\_\_ = underline the word to show that a spelling mistake has been made.

The word is then written correctly either above the word or in the margin.

// = a new paragraph should be started here

○ = a capital letter is missing

The capital letter is circled or the capital written over the lowercase letter.

Missing punctuation should be added to the work as necessary – a comment on this is put at the end of the piece of work where appropriate.