



Assessment and Marking

2016/2017

This policy links to:	Located:
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Policy adopted by Intuitive Education Schools on	
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Assessment and Marking Policy

Introduction

At MNS-R teachers recognise that the marking of students' progress and attainment, as well as students' assessment of their own progress and attainment are central functions in the learning process. They believe that assessment should lead to feedback which increases dialogue in order for students to make progress and as part of our commitment to personalised learning.

The MNS-R curriculum aims to develop the whole learner, and assessment is an integral part of this process. Assessment creates a rounded picture of the learner that values the broad range of attitudes and skills found in the aims of the curriculum. Making links can be particularly motivating for learners as it helps them to connect the skills and aptitudes they show outside school with those needed to succeed in the classroom.

Effective marking of students' work ensures that teachers and children work in partnership to assess the learning that has taken place and identify the next steps in the learning journey. It is a process which involves, and is often led by the student as opposed to something that is done to a child. It aims to ensure that marking is both focused on the success criteria of the intended learning as well as supporting continuous background learning elsewhere.

The key elements of the policy are to:

- Stress the importance of Assessment for Learning strategies as part of the learning process.
- Respect the professional integrity of middle managers in determining what is appropriate assessment for their year groups (primary) and curriculum areas (senior).
- Ensure consistency in marking.

Aims

- Establish a consistent approach to the way the student's class work and homework is assessed and marked, so that students feel valued and have a clear understanding of how well they are doing.
- Ensure all students have their work, including homework, marked regularly to help them reach or exceed their full academic potential. It is hoped that this policy will help students to improve their work and will inform teacher planning and monitoring.

Responsibility for the Policy and Procedure

Role of Teachers

- Implement school assessment policy.
- Implement Assessment for Learning strategies appropriate to the subject.

- Set targets for each student using all the data and information available.
- Regularly assess each student's work.
- Keep a record of each student's performance.
- Inform students about the exact nature of their strengths and areas of development and what future action is required by them.
- Recognise that marking provides both formative and summative data which should be recorded in Engage.
- Set homework according to the MNS-R Homework Policy and ensure that it is marked.
- Moderate work.

Role of Middle Leaders:

- Ensure that all members of their team are aware of the School Assessment Policy.
- Monitor the implementation of the policy; this includes record keeping, marking, target setting and reporting.
- Ensure consistency of marking across the department including standardisation of formal assessments.
- Implement procedures for standardisation.
- Ensure examples of students' work are displayed in appropriate places.
- Record the results from key assessments on the school's Information management systems [Engage].
- Be aware of changes in Curriculum assessment procedures and organise inset as appropriate.
- Ensure that records can be transferred from teacher to teacher.
- Review schemes of work on an ongoing basis, and amend when necessary.
- Ensure curriculum documentation incorporate various forms of assessment.
- Ensure books are marked by subject/class teachers.
- Ensure that form tutors carry out their responsibilities.
- Monitor and track academic performance.

Role of Year Primary Administrative staff:

- Ensure the transfer of full and accurate records from school to school.

Role of Primary Principal

- Formulate the school's assessment policy in consultation with the Executive Principal and staff.
- Review the policy regularly in the light of the needs of the school.
- Provide support and guidance with assessment and keep up to date with current information.
- Resource school with relevant tests and update assessment cycle.
- Monitor and ensure effective use of assessment data.
- Highlight students who have made no progress or are working below expectations and initiate appropriate intervention.
- Analyse results to identify attainment and progress made by students and for groups of students.
- Report to the Executive Principal regarding the policy, statutory test results and cohort targets.
- Advise where appropriate inset training is required.

Policy Content

Assessment will be used:

- To ensure that students understand where they are at and where they are going in the learning process.
- To inform parents of their child's progress.
- To promote continuity and progression between year groups.
- To ensure a consistent approach to judging students' attainment.
- To ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work.
- To assist in evaluating the success of curriculum delivery.
- To encourage teacher reflection as to the appropriateness of teaching styles employed.
- To help students progress.

Student Assessment at MNS-R

The following four key principles of assessment at MNS-R are:

1. The student is at the heart of assessment.
2. Assessment needs to provide a view of the whole student.
3. Assessment is integral to teaching and learning.
4. Assessment includes reliable judgements about how students are performing related, where appropriate, to Australian Victorian Curriculum standards.

Key Principles

The key principles of assessment, recording and reporting are the same for all subjects. Assessment is formative, diagnostic, summative and evaluative.

Formative assessment (assessment for learning) – is ongoing and supports teachers' planning, teaching and students' learning and progress as it focuses on identifying the next steps the students must take to move forward. Formative assessment helps teachers to identify future targets for their classes, group and individuals as appropriate within the subject areas.

Diagnostic assessment identifies particular strengths and weaknesses of the individual students, for the purpose of planning appropriate interventions whenever needed.

Summative (assessment of learning) – monitor students' progress and is a summary of where learners are at a given point in time – it provides a snapshot of what has been learned in terms of both attainment and achievement.

Evaluative shows how effectively different elements of the curriculum have been delivered and where modifications may be necessary.

Formative Assessment: Assessment for Learning (AfL)

Characteristics of Assessment for Learning

Effective assessment for learning is a key factor in raising students' standards of achievement. At MNS-R we aim to ensure that teachers:

- Embed this policy in the teaching and learning process.
- Share learning goals with students.
- Help students to know and to recognise the success criteria to aim for.
- Provide feedback which leads students to identify what they should do next to improve.
- Have a commitment that every student can improve.
- Involve students in reviewing and reflecting on their own performance and progress.
- Involve students in being able to assess themselves and their peers.
- Adjust teaching to take account of the results of assessment.

This will be done by:

- Observing students – this includes listening to how they describe their work and their reasoning.
- Questioning, using open questions, phrased to invite students to explore their ideas and reasoning.
- Setting tasks in a way which requires students to use certain skills or apply ideas.
- Asking students to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing.

A lesson which incorporates sound AfL practice will therefore:

- Incorporate varied learning styles to suit different learners in order to stimulate motivation and develop understanding and longer lasting retention. Encourage active involvement of all students by engineering effective questioning and discussion that elicits evidence of learning; more the how to get an answer than the specific solution.
- Make use of enhanced oral and written feedback between teacher and students to establish what has been done well and what needs to be done next to move learning forward, bearing in mind that comments that focus on the work rather than the person are more constructive for both learning and motivation. Feedback should be concise, accessible to students and personal (by using the student's first name). It should be constructive and should encourage students to take ownership of their learning.
- Make regular use of well thought-out self-assessment that activates students as owners of their own learning, as well as carefully planned peer assessment that activates students as instructional resources for one another and which therefore promotes effective collaborative learning.
- Regularly provide opportunities for individual students to reflect and talk about their learning and progress in order for them to recognise how they can improve.
- Use strategies at the end of lessons to test learning outcomes in order to establish the focus of the next lesson. In these ways teachers will be acutely aware of their students' capabilities and of their prior learning and understanding and will be able to plan very effectively to build on these.
- Make regular use of setting targets as a more effective assessment device than an array of marks; leave summative assessment of learning for a few key assignments that will help teachers to adjust their teaching and their students' learning for improved learning outcomes as well as inform the recording process.

- Involve teachers systematically and effectively in checking students' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.

Assessment therefore must be an essential part of planning and an integral part of documentation. The following are essential features of learning at MNS-R:

1. Quality Learning Objectives and Effective Plenaries

We use learning objectives and plenaries to provoke thinking and to provide information that informs future teaching and learning. Learning objectives are important because they help secure progress, support planning and focus the teaching on what students need to learn; they help students see the purpose of individual lessons. Learning objectives are shared with students so they understand and share ownership of what they will be learning in the lesson. It is policy at MNS-R to share learning objectives with students at the start of each lesson.

Effective plenaries:

- Elicit information that reveals what students know, have learned or can do. They are therefore diagnostic in that they assess both individual and collective learning.
- Expose misconceptions so that teachers' planning can be adapted and the teaching targeted.
- Link carefully to the learning objectives, outcomes and success criteria of the lesson.
- Recognise and value the achievements of individuals and the class.
- Stimulate interest, curiosity and anticipation about the next phase of learning.
- Allow students to articulate and communicate their learning whilst considering how learning can be "transferred" to other contexts.

2. Use of Success Criteria

We use Success Criteria to ensure that students are able to take responsibility for their own learning and are empowered to make progress for themselves. By explicitly negotiating the success criteria for the intended outcome, it is much easier for teachers to scaffold the learning of the lesson.

Effective Success Criteria are:

- Negotiated with students so that they have a clear sense of ownership and understanding.
- Closely linked to the learning objectives and to the progress levels within subjects.
- Referred to when peer assessing.
- Differentiated to meet the needs of all learners.
- About how they can demonstrate success and evaluate 'quality'.

3. Effective Questioning and Discussions which evidence learning.

We aim to promote effective classroom discussions, tasks and activities that elicit evidence of learning. We use questioning to provoke thinking and develop students' understanding whilst also gaining information to inform future teaching and learning.

Effective questioning:

- Allows students to engage with the learning process.
- Uses strategies such as no hands rule, and thinking time to promote extended responses from students.
- Provides links to the learning objectives of the lesson.
- Gives opportunities for students to ask their own questions and seek their own answers.
- Enables teachers to use students as learning resources for one another.
- Creates a classroom climate where students feel secure enough to take risks, be tentative and make mistakes.

- Involves teachers planning questions of different degrees of cognitive complexity in order to challenge students and help them to develop their thinking.

4. Peer and Self-Assessment

In order to improve learning, self-assessment must be an activity that engages students with the quality of their work and reflection on how to improve it. Peer assessment, when done effectively, provides students with valuable feedback enabling them to learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge enables students to achieve more than they can unaided. Furthermore, both peer and self-assessment promote independent learning, helping students to take responsibility for their own progress.

Effective Peer and Self-Assessment:

- Takes time, planning and commitment. At the beginning students will require the process to be modelled for them.
- Takes place when students clearly understand the Success Criteria for the piece of work – making standards explicit is key to unlocking understanding.
- Students need to be taught structures of language they can use. Prompt sheets are useful as a starting point.
- Ensure that sufficient time is planned into the lesson to allow for discussion and subsequent action.

5. Marking: Providing feedback which moves learners forward

We recognise the importance of constructive, informative and subject specific oral and written feedback and how much this is valued by students. Feedback should allow students to respond to targets through planned opportunities. It should allow them to engage in a dialogue about their work rather than allow them to make comparisons with other students.

Marking is most effective when the student knows:

- The purpose of the task.
- How far they have achieved this.
- How to move closer towards their goal of learning.
- Marking and implementation of this policy is the responsibility of all teachers.

Written Feedback should:

- Be predominately encouraging and constructive.
- Be personal and address students by their chosen name.
- Relate to lesson objectives and learning outcomes.
- Be positive.
- Challenge the students to think for themselves.

Summative Assessment

Formal assessment is a systematic part of tracking students' progress. It is through an effective tracking system that the needs of every student can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at MNS-R will include data from:

- Standardised Tests – GL Assessment, NAPLAN
- Termly writing assessments
- Termly teacher assessments against curriculum assessment matrices

Teachers carry out regular checks on the progress of students in each subject as a normal part of their teaching. Assessment may involve the setting of specific tasks or form part of day to day teaching. The balance of these will be decided by each year team in primary, in consultation with Curriculum Leaders and Senior Leadership.

Planning assessment

Formal assessment should be an integral part of planning and reflected in curriculum documentation. Aims and objectives and learning outcomes of the course should be clearly stated and shared with students. Assessments should indicate how well students are progressing towards the stated aims, objectives and learning outcomes of a course.

Marking and Grading

Tests must be criterion referenced, using raw scores or grade related criteria, agreed and followed by all staff members. The outcomes of all formal assessment will be recorded using the agree School Management System.

Moderation procedures will take place across the primary school. These may include sampling and cross marking and there should be an agreed marking scheme or criteria.

Information for Parents

A clear explanation of grades will be made available to parents at the time of reporting or as requested. Parents will be informed about general assessment procedures and key timings through the VLE.

Tracking student progress

Summative assessment facilitates effective tracking of student progress. The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets. It is in recognising the individual abilities of students, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing students' attainment will ensure that every student has challenging and realistic targets and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at MNS-R we will:

- Set individual targets based on previous attainment and results of baseline testing at the start of each academic year.
- Follow the assessment cycle and update the data on a regular basis into Engage.
- Use information to identify percentages of students working at each level within a cohort.
- Analyse the data and review targets for individuals as necessary.
- Use the data collected to identify intervention groups, including those students who are gifted and able and those with special educational needs.
- Set cohort targets and share information.
- Work with colleagues to moderate and level writing and other subjects as appropriate.
- Analyse data at the end of academic year to track 'value added' progress made.
- Pass cohort data and analysis to next teacher.

Marking

Marking of students' work is a fundamental part of teaching and learning. It is an important part of the assessment process, giving appropriate feedback, indicating the ways in which the individual child can improve and demonstrating a respect for the work produced. Through effective marking we can:

- Help students recognise and develop their strengths, as well as highlight areas for improvement.
- Inform future short-term and medium-term planning.
- Ensure consistency of marking and judgements throughout the school.

Marking is used to:

- Acknowledge student effort.
- Assess students' understanding and gauge misconceptions in order to inform future planning.
- Offer students specific information on the extent to which the lesson objective and/or the individual targets have been met.
- Promote self-assessment.
- Motivate and afford guidance.
- Provide a basis for summative and formative assessment and inform individual tracking of progress.

Marking is carried out by teachers and students (self and peer marking). Teaching Assistants may mark the work of groups of children. When a student has marked another's or their own work the teacher must always review this marking. Teaching assistants, self and peer written marking should be initialled. Where marking is verbal the teacher or assistant should initial to indicate that this has taken place. Teaching Assistants may mark students' work to provide instant feedback during an activity.

Marking

In Foundation Stage:

- Oral feedback must be given to the children for all kinds of activities.
- A teacher or TA will write a comment *with* the child when appropriate.
- A teacher or TA will use "smiley faces" or stickers as an easily understood visual assessment of the work.

Note: members of staff also write comments on work which is retained as part of the process of gathering information for the Foundation Stage Profile and portfolio.

Year 1- Year 5:

- Marking should be manageable for teachers and accessible to students.
- Marking should be positive with recognition given to the child's efforts.
- Marking should be carried out frequently (the younger the child the more important it is that feedback should be immediate and oral).
- Provide clear feedback relating to the learning objective, curricular target and success criteria.
- Give individual feedback to some students about specific achievements or concerns.
- Provide clear strategies for improvement and the next learning steps.
- Comments should be neat and legible, in a colour that contrasts clearly with students' work.
- Comments should be appropriate for the child's age and ability.
- Comments should focus on only one or two key areas for improvement.
- Marking will normally be completed before the following lesson for that subject, if this is not possible part marking is appropriate for longer pieces of work.

When self-marking is used in Years 1-5 students need:

- To identify two successes and look for one improvement point.
- To focus on this process during the plenary as a way of analysing the learning.

See Appendix B for primary subject specific marking guidelines.

Monitoring of the Marking Policy

In primary, Coordinatos will monitor marking within their year group in the first term, and Curriculum Leaders will monitor books by subject across the primary in the third term. Feedback and support will be given to staff.

Primary Marking Guidelines

English guidelines:

- Spelling should be in line with the appropriate 'letters and sounds' phase
- Select a maximum of three or four words for the child to focus on
- An incorrect spelling should be identified and the correct form written above the word/in the margin. More able students can be encouraged to find the correct spellings themselves
- Where a word has been misspelled several times in a piece of work further errors should be underlined only
- Incorrect grammar should be modelled orally/in writing
- Punctuation should be corrected in line with the year group expectations
- A comment should be written to indicate if the success criteria have been met and next steps indicated

- Encourage neat presentation and handwriting
- Be positive, highlight and comment on good work

Mathematics guidelines:

- Mark correct answers with a tick and errors with ● .
- Incorrect answers should not be erased – students subsequently correct a minimum of one incorrect answer.
- Where students have made serious errors, it may be appropriate to show a written example in line with the calculations policy.
- Incorrect spellings of mathematical vocabulary should be corrected.
- A comment should be written to indicate if the success criteria have been met and next steps indicated where appropriate for the year group.
- Encourage neat presentation.

Integrated Curriculum guidelines:

- Mark correct answers with a tick and errors with ● .
- Where errors arise from misunderstanding write the correct answer or give verbal clarification.
- Incorrect spellings of scientific vocabulary should be corrected.
- A comment should be written to indicate if the success criteria have been met and next steps indicated.
- Allow time for students to read comments and act upon them.
- Encourage neat presentation.