



St. Luke's Academy

Assessment and

Marking Policy

This policy was ratified: September 2020

Signed by the Principal: J. Buckingham

Review: September 2022

Policy to be reviewed every two years

The Assessment Policy, sections A and B together form an integrated package of policies, with the primary aim of developing informed, independent learners.

Section A

S.Pollok: September 2020

Review Date: 2 years or sooner if changes in legislation, local or national policy.

Assessment Policy

Rationale

The purpose of this document is to establish clear ground rules and recommendations for assessment within St. Luke's Academy. It is expected that teachers should read it and act accordingly regarding the assessment of student work. Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. Assessment in St. Luke's Academy supports each student in the achievement of their full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, students and parents.

Definitions

Summative assessment is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, e.g:

- External Examinations
- Internal School Examinations
- 3 weekly assessments

Summative Assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is externally referenced
- is focused on the outcome

Formative assessment is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process

Aims and objectives

Aims

- Assessment should help students to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by students and teachers of clear and explicit study goals. In other words to help all students become more effective learners.
- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

Objectives

- To use suitable forms of assessment, based on expectations which are clear, realistic, and understood by the students;
- To ensure that all students experience challenge and a measure of success;
- To recognise the whole range of students' experiences and achievement;
- To enable students to develop skills that are needed if they are to become effective learners;
- To provide constructive feedback to students, discuss weaknesses in students' learning and offer a remedial strategy.

Assessment for Learning

Teachers are encouraged to integrate the following Assessment for Learning strategies into their teaching and learning.

Key characteristics of assessment for learning	Teaching strategies
Sharing learning outcomes with students	Share learning outcomes at the beginning of the lesson and, where appropriate, during the lesson, in language that students can understand. Use these objectives as the basis for questioning and feedback during plenaries. Evaluate this feedback in relation to achievement of the learning outcome to inform the next stages of planning.
Helping students to know and recognise the standards they are aiming for	Show students work that has met criteria with explanations of why. Give students clear success criteria and then relate them to the learning outcome. Model what it should look like, for example exemplify good writing on the board. Ensure that there are clear shared expectations about the presentation of work. Provide displays of students' work which show work in progress as well as finished product.
Involving students in peer and self-assessment	Give students clear opportunities to talk about what they have learned and what they have found difficult, using the lesson outcome as a focus. Encourage students to work/discuss together, focusing on how to improve. Ask students to explain their thinking: 'How did you get that answer?' Give time for students to reflect upon their learning. Identify with students the next steps in learning.
Providing feedback that leads students to recognizing their next steps and how to take them	Value oral as well as written feedback. Ensure feedback is constructive as well as positive, identifying what the student has done well, what needs to be done to improve and how to do it. Identify the next steps for groups and individuals as appropriate.
Promoting confidence that every student can improve	Identify small steps to enable students to see their progress, thus building confidence and self-esteem. Encourage students to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and student in reviewing and reflecting on assessment information	Reflect with students on their work, for example through a storyboard of steps taken during an investigation. Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer). Provide time for students to reflect on what they have learnt and understood, and to identify where they still have difficulties. Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment.

Methods of assessment

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.

- Baseline assessments – LASS, PASS and subject specific
- student self-assessment
- teacher-student interactions / verbal feedback
- coursework and homework
- end of topic/unit class tests
- formal internal examinations
- formal externally set examinations

Assessing students' progress

Within KS3 each subject will use the national curriculum to identify a number of “core skills” that are required to be judged against. Each of these core skills will be graded as:

- **Emerging** - Student is starting to develop the concepts, methods and skills with responses that are simple and using basic terminology,
- **Developing** - Student is more familiar with concepts, methods and skills covered with responses becoming more detailed and students are able to describe and use a range of concepts,
- **Secure** - Student is secure in the concepts, methods and skills covered with responses that are clear and relevant whilst being able to explain a range of concepts/methodology and beginning to apply their knowledge in different contexts.

Progress will be based upon the percentage of core skills that are at secure level.

For KS4 students progress will be based upon the percentage of the qualification criteria that they have achieved.

Reporting

There will be 6 termly data drops to ensure, due to the nature of our students, progress is closely monitored and to quickly identify any specific intervention or support that might be required.

Term 1, 3 & 5 students will be given a RAG rating for both progress and attitude to learning (ATL). The RAG rating will be based on whether the student is above (green), on (yellow) or below (red) expected target for both progress and ATL.

Term 2, 4 & 6 in addition to RAG rating the percentage of core skills securely achieved for KS3 and criteria achieved in KS4 will be indicated.

Assessment Programme

Year Group	Assessments/Tests/Exams	Dates
Year 7	Baseline assessment & LASS testing CAT testing for 2020 Yr7 intake	Term 1
	Read, Write Inc. assessment	Term 1
	Reading ages/Spelling ages	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics.	During 3 week teaching cycle throughout the year
	Catch up assessment (if required)	On going
	Internal examination	Term 6
Year 8	Baseline assessment	Term 1
	Read, Write Inc. assessment	Term 1
	Reading/Spelling ages	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics.	During 3 week teaching cycle throughout the year
	Catch up assessment (if required)	On going
	Internal examination	Term 6
Year 9	Baseline assessment	Term 1
	Reading/Spelling ages	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics.	During 3 week teaching cycle throughout the year
	Functional Skills External (Expectation of EL3 in English and Maths)	On going
	Catch up assessment (if required)	On Going

	Internal examination	Term 6
Year 10	Baseline assessment	Term 1
	Reading/Spelling age assessment	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics covered.	During 3 week teaching cycle throughout the year
	Functional Skills External (Expectation of L1 in English and Maths)	On going
	Catch up assessment (if required)	On going
	Internal examination	Term 6
	GCSE external (if appropriate)	June
Year 11	Baseline assessment	Term 1
	Reading/Spelling age assessment	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics covered.	During 3 week teaching cycle throughout the year
	Functional Skills External (if required)	On going
	Catch up assessment (if required)	On going
	GCSE external	June

Recording and Reporting

Recording and reporting ensures regular and relevant communication of student attainment and progress to students, teachers, parents and other appropriate external stakeholders. It is linked to both formative and summative methods of assessment and the recording and reporting of individual student assessment outcomes, is the responsibility of each teacher.

Recording

Consistent record keeping by all teachers allows the effective monitoring of student progress. Teacher records can inform reporting, both formal and informal, to students, parents, staff and other appropriate external stakeholders.

Teachers are required to keep a record of any grades (points) awarded to students and a record of the homework completed, as evidence may be required for future Centre Assessed Grades (CAG) as well as student or parental information.

Reporting

At three Academic Review Days (December, April and July) a year students will receive a term report that identifies current progress being made and attitude to learning. Comments made by subject teacher will highlight strengths and any areas for improvement to be focused upon in the next term. If students fail to attend the report will be sent home.

In addition to this all students will receive a full written report at the Annual Review of their EHCP statement and a summary which meets the following criteria:

- ✓ The report should be written for students and parents in a clear, straight forward manner;
- ✓ The report should be personal to the student;
- ✓ Comments should avoid jargon;
- ✓ There should be a clear indication of attainment and progress;
- ✓ The report should comment on behaviour and effort made by the student;
- ✓ Comments may also highlight strengths and weaknesses in the learning process;
- ✓ There should be specific suggestions of how to improve in order to meet targets;

Roles and responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by the Vice Principal

Vice Principal

It is the responsibility of the Vice Principal to lead Subject Teachers to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

Subject Teachers

It is the responsibility of Subject Teachers to implement whole School policies on assessment, to mark in a positive, accurate, meaningful and formative manner, to compile and maintain individual student records, report to students, parents and staff on student progress and liaise with the Vice Principal, regarding individual student concerns or support.

External Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment.

Students

Students should be encouraged to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Student self-assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

Parents /Guardians

Parents/guardians should be encouraged to support their children as much as possible, in particular ensuring their attendance in school and that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

Quality assurance

Reports contributing to the Annual Review of Statement will be checked in the first instance by the Assistant Principal for missing/incomplete information. The Assistant Principal will then check that reports include following:

- Learning targets are personalised to the individual student;
- Previous individual learning targets have been rigorously assessed;
- New individual learning targets have been set.

The Principal will quality assure a random sample of Annual Review of Statement reports.

The Vice Principal monitors the Term Reports, selects those students who are underachieving and arranges to meet their parents to discuss further support/strategies to help students achieves their targets.

Public examination results are analysed by the Vice Principal and discussed with the appropriate Subject Teacher. Past and present performance as well as subject performance within the school will be compared and this analysis will seek to determine factors relating to good and poor achievement, and consider possible strategies for improvement.

It is the intention that this Whole School Assessment Policy should be the focus of an annual review in order to monitor and update polices as and when necessary.

Section B

Marking Policy

The Purpose of Marking:

The marking of students' work is essential for both progression in student learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers. Positive marking and feedback which recognises student achievement, highlights both strengths and shortcomings and provides clear guidance for improvement to be made are encouraged.

Feedback to any student should be about the particular qualities of his or her work, with advice on what she or he can do to improve, and should avoid comparisons with other students. (Black, P. 1998)

Effective Marking helps to:

- recognise student achievement
- monitor student progress
- provide feedback and guidance for improvement and progression
- motivate and encourage students
- record and report student attainment

It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria /outcomes
- using both quantitative and qualitative criteria
- for improvement, using constructive comments

Expectations of marking

Teachers are expected to carry out:

- during the 3 week teaching cycle, ideally within lessons, active marking, comments and feedback (in green) to students. An additional challenge/stretch question (in pink) to be used to clarify understanding or to deepen learning, these are to be completed by students (in purple).
- At the end of the 3 week teaching cycle comprehensive and detailed feedback to be given to students using the template below. The feedback will be provided for the end of cycle summative assessment but also of student's progress made within the 3 week cycle.

Comments should be constructive and aimed at helping the student to improve the quality of his/her work. Areas of strength and areas for development should be addressed and time given for students to produce remedial work based upon feedback provided to either formative or summative assessments.

Date:	Emerging	Developing	Secure
Topic:	WWW:		
Baseline:			
Target Grade:	To Progress:		
	Student's response (what would I do differently next time):		

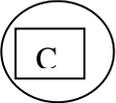
The relevant core skill that the student has achieved should be put into the Emerging, Developing or Secure box at the top to identify the level of competency and be used for when completing progress data drop

Teachers should

- Use subject specific comments under two key headings:
 - What went well (WWW)
Comments such as 'Good work' or 'Well done' must NOT be given in isolation. If used they should be in the context of the subject matter, for example, WWW - *'Well done on the use of verbs and adverbs in the first paragraph of your review'*.
 - To progress
Comments such as 'Try harder' or 'Where is your work' must NOT be given. EBI comments should look to address an area that can be improved or to employ the use of a question in order for the student to reflect on their learning, for example, EBI – *'You have shown how to find the angles in a triangle, how do you apply this to isosceles and equilateral triangles?'*
- Achievement comments should tie marking in with assessment criteria for the relevant key stage referring to Blooms progress where possible
- Give learning targets and explain how to improve work/ move up a stage on Blooms learning
- Follow the marking for literacy (see below)
- Use peer and self-assessment (against clear criteria), pair-marking, class marking etc where appropriate
- Give clear feedback to students when handing work back in written and/or oral form

Marking for Literacy

It is the responsibility of all teachers to correct spelling and grammatical errors in students' work. In order to be consistent, all staff should use the following codes:

Type of Mistake	Marking Code	Description
Spelling mistake	Sp	<i>The word or part of word is underlined and Sp is written in the margin. (You must correct all spelling mistakes below the piece of work).</i>
New paragraph needed	//	// is put in the place where the new paragraph should go
Punctuation	P	<i>P is written in the spot where there is a mistake</i>
Wrong tense	T	<i>The verb is underlined and T is written in the margin</i>
Wrong word	ww	<i>The word is underlined and ww written in the margin</i>
Section of writing does not make sense	sense? 	<i>A wavy line is drawn under the work and sense? is written next to it</i>
Grammar	gr	<i>The word or phrase is underlined and gr is written in the margin</i>
Capital letter needed		<i>The lower case letter is underlined and a C in a circle is written in the margin</i>
Good work/good point	✓	<i>✓ is put over words and a comment is written in the margin (e.g. good ideas, language, point, argument etc.)</i>
Exceptional work/point	✓✓	<i>As above but with two ticks</i>

Quality Assurance

Guidance and Rationale

The purpose of a Work Scrutiny is to analyse and evaluate students work.

An effective work scrutiny will provide you with:

- standard of work being completed and the rate of progress
- specific classes, groups and individuals who may need attention
- identified areas for improvement in:
 - planning
 - resources
 - expectations
 - teaching
 - marking
 - assessment
 - attitudes, engagement and motivation
 - performance across teaching groups

The Vice Principal will monitor the effectiveness of the assessment, marking and feedback system using the work scrutiny proforma below. Judgements are to be made against the criteria set across 5 categories (from Outstanding to Inadequate):

- Presentation
- Standard of work
- Sequencing of work
- Marking frequency
- Feedback

Feedback to be given to teacher, following a work scrutiny, that highlights the quality of the work in each category, provides examples to justify the decision and identifies good practice whilst providing areas for improvement and suggestions for development where appropriate.

The audit is to be done without disruption to the class, or the taking books or work away during the lesson. Findings of work scrutiny will be presented to SLT on a 3 week basis.

Date: Work Review	Subject: Outstanding	Class/Year Good	Teacher Requires Improvement	Review by: Inadequate
Presentation	Presentation shows that students have a pride in their work and produce a large quantity of work to a very high standard. Work is effectively organised and provides students with a detailed set of materials which supports future learning.	Presentation shows that students take some pride in their work. It is produced to a good standard. There is an appropriate quantity of work which reflects the time allocated to the subject and supports future learning. There is evidence of organisation. There are no 'empty pages, doodles, messy work.	The quality of presentation is not good	There is little work recorded in books and therefore would not support future learning. Presentation is poor and some work is not completed. There may be evidence of graffiti/doodling.
Standard of Work	Work set is appropriate and to the ability of the student, consistently providing stretch and challenge for the most able and consolidation for the least. Resulting in high quality, detailed answers produced by student.	Work set is appropriate and to the ability of the student, which often provides stretch and challenge for the most able and consolidation for the least. Resulting in good quality, detailed answers produced by student.	The standard of work is not good	Work produced often fails to meet the expected standard for the ability of the student. Students are not stretched or challenged resulting in low level answers that fail to show learning and will impact upon future learning.
Sequencing of work	There is sustained evidence in all student work that shows progression in the development of knowledge and skills that builds towards clearly defined end points (linked to learning outcomes). Work shows a deeper level of learning as it progresses for all students	There is evidence in all student work to show the development of knowledge and skills . The majority have shown deeper learning (not more of the same) and have some link back to the learning outcome. Progress is evident for the vast majority .	The sequence of learning is not good	Here is little evidence of developing knowledge and skills over time. Work jumps too quickly from one thing to the next. It does not allow time to develop the learning to a specific/ defined end point.
Marking: Frequency	Marking and feedback is frequent and of a consistently high quality . All marking is in line with the policy including literacy marking	Marking and feedback is given regularly and accurately informs students about their progress and how to improve. Teachers use the marking policy to highlight minimum standards in some key assessments e.g. capital letters, full stops, use of paragraphs and incorrect spellings.	Marking frequency is not good	Marking and feedback are either non-existent or too infrequent to have any impact on a student's learning and progress. Teachers rarely or never use the marking policy to correct students work.
Feedback	Teacher's written feedback is consistently of a high quality. All students are given detailed targets which clearly explain how to improve their learning specific to the subject . Marking makes explicit what the students have done well/identifies strengths e.g. highlights success. All students clearly respond to advice in their subsequent work.	Teacher's written feedback informs students what they need to do to improve their learning specific to the subject . Praise is used to motivate students. The majority of students show a response to their feedback	Feedback is not good	The Teacher's marking is insufficiently focussed to have any impact on learning and progress. Comments are often negative, unfocused praise, focus on presentational feature and do not point direction for the student e.g. 'not good enough', 'you must try harder', 'well done', 'good work'.

Areas of good practice	
Areas of development	