



**Harbour
School
Dorset**

ASSESSMENT AND MARKING POLICY

RATIONALE:

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Baseline Assessment:

Pupils are assessed with LASS (Lucid Assessment) and with Accelerated Reading along with teacher-based assessment.

On-going External/Standardised Assessment:

Where pupils are doing Functional Skills, ASDAN and GCSE courses they receive regular assessment using Exam board tests.

Marking

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- * be manageable for teachers and accessible to students;
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- * give recognition and praise for achievement and clear strategies for improvement;
- * allow specific time for students to read, reflect and respond to marking;
- respond to individual learning needs, marking face to face with some and

at a distance with others;

* inform future planning and group target setting;

use consistent codes across the school;

* ultimately be seen by students as a positive approach to improving their learning.

How do we mark students' work?

The school makes use of three forms of marking/feedback:

Oral Feedback

It is important for students to have oral feedback from the teacher working with them.

The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Students of all ages need oral feedback from time to time.

Summative feedback / marking - All work must include the following:

- The date in full
- 'I can' statements to support the learning objective
- Teachers/Learning Mentors to write comments and give AFL feedback at the bottom of the page
- Marking to be personalised
- Feedback must identify success and an area for improvement based on the learning objective
- Adults will mark in green pen
- Students will edit their work in response to feedback in purple pen
- Students should be encouraged to provide a written response to adult comments when appropriate

The following symbols should be used for feedback

- P punctuation with younger children this may need to be expanded on (. , ? ! etc)
- SP spelling mistake
- • an error
- ✓ correct
-  next steps

Marking should, as much as possible, be undertaken with the student to ensure

understanding and the steps needed for progression. The amount of written feedback is at the discretion of the adult and should be based on the students ability to read and comprehend feedback. When verbal feedback is a more effective method then a brief explanation of the dialogue should be noted on the students work.

Quality Marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

What is Quality Marking?

Teachers focus first and foremost on the learning intention of the task. The emphasis being on both successes against the learning intention and improvement needs. When 'quality marking' teachers should:

1. Read the entire piece of work;
2. Highlight examples of where the student has met the learning intention;
3. Highlight areas of the work which could be improved;
4. Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.

How will students respond to the comments that have been put at the end of their work?

In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', time should be given during the following lesson for students to read and then make one focused improvement based on the improvement suggestion. Pupils are encouraged to give written response else verbal which is recorded for them.

What other styles of marking do teachers use?

Self-marking - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed

student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modelled with the class students sometimes mark work in pairs. This allows them to develop their own critical capacity.

Literacy issues

Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Common spelling mistakes should be noted and students should write the correct spelling in the dictionary sections of their homework diaries.

Marking frequency

The frequency of marking – ideally daily but at least before the student see the work again. Most marking should take place within the lesson, with the student.

Not all work needs to be graded. Assessment for Learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student.

Monitoring

Senior and Middle Leaders and are expected to sample the quality and quantity of marking of work in their subject area. This is done at each half-term learning walk.

Progress is routinely collected from staff to share with colleagues and parents via short reports and full reports.

Parents' Involvement

Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through daily emails and/or phone calls with 6 weekly Family Fridays and Yearly reports..

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