Assessment for Learning and Marking Policy

AIM
To establish a broad, consistent approach to the way learner's work is assessed and feedback is given so that pupils feel valued and have a clear understanding of how well they are doing. This ongoing assessment will help pupils improve their work and will inform teacher planning and monitoring.

Marking is only one means of giving this feedback. Often, with dyslexic pupils other more interactive and personalised forms of communication will be more effective.

Principles
In classrooms where **assessment for learning (AFL)** is practised, students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. Teachers need to know at the outset of a unit of study where their students are in terms of their learning and then continually check on how they are progressing through strengthening the feedback they get from their learners. Students are guided on what they are expected to learn and what quality work looks like. The teacher will work with the student to understand and identify any gaps or misconceptions (initial/diagnostic assessment). As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process.

Assessment and feedback (including marking) at Belgrave School will be consistent with the principles of Assessment for Learning (AfL), being:

- Focused on pupil learning
- Based on shared learning objectives
- Involve peer assessment and self assessment
- Positive in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self-assessment skills
- Informing future planning and thereby support individual 'target getting'

Strategies
To plan for good learning teachers need to be aware of areas of weakness in pupil learning, as well as what pupils already know and understand. The identification of curricular targets and base lining supports this.

- **Curricular targets** – identified from a range of sources, curriculum targets
- identify typical areas of weakness in pupils' learning, and become a focus for improvement.

- **Base lining** – at the start of a new unit of work teachers should ascertain what pupils specifically already know and understand.

Together this knowledge will inform the identification of curricular targets and objectives for classes and individuals, and more specifically the planning of learning objectives and learning outcomes by teachers.

To support learning pupils need to know in advance what they are learning, what they will be expected to do and how their work will be assessed. The use of learning objectives/outcomes and the sharing of success criteria support this.

- **Learning objectives** – broad learning objectives will be shared with pupils. These will focus on the learning e.g., on what pupils **"will know"** and **"be able to do …"** by the end of the learning process. They will be expressed in such a way that they are accessible to all and could be summed up as "**We are learning to…".**

- **Learning outcomes** – will also be shared. These will focus on what the pupils will be doing, making or producing; this might usefully be summed up as **"What I am looking for…"** Objectives and outcomes may also be combined e.g. **"We are learning to….. by……"**

- **Success criteria –** if appropriate, the marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment and end of unit assessment.

These criteria may be generated in conjunction with the pupils or by the teacher as appropriate.

Modelling – before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Learning milestones – not all marking can or should be marked in detail. Within each unit of work teachers will identify a finite number of key pieces of work for more in depth, quality marking.

- Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupil "what they have done well" and "what they need to do to improve".

 - Comments will be positive and subject specific. Linking words such as BUT are best avoided. **"Even better if…",** may be a more helpful way of focusing teacher and pupil feedback.

Light touch/"tick and flick" marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as well as the use of an **effort grade**, ticks, simple marks (10/10), stickers, initials, and/or brief attainment based comments.

Formative marking – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking

is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time. All marking will be used to tailor curriculum to individual needs.

Attainment – Grades will rarely be used – only for senior GCSE students. They can for example be meaningless given the size/nature of the task, and distract from improvement comments. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know how well the learning is going **and** what still need to be done. Pupils need to be clear about what they need to do to progress from one level to the next. In order to support this process:

- Pupils will receive feedback on their progress.
- Students will have access to key results (such as Nessy spelling, reading tests and My Maths) to see how they have improved and where they need to continue to work.

Effort – pupils of all ages and abilities say they like to see effort acknowledged. Effort though crucial for learning success, is distinct from attainment levels and is personal to the individual. Effort should be acknowledged by individual teachers who will give verbal or written feedback. Rewards and incentives can be used to recognise or increase effort.

Tracking Pupil Progress – teachers will retain grades awarded to milestones pieces and end of unit assessments. Action should be taken to formally recognise pupil success and share related good classroom practice, as well as to support underachievers and address areas of concern.

As well as individual teachers and learning mentors assessing and tracking Student Progress, records will be collated centrally on the school system so that trends can be identified and appropriate interventions enacted.

Marking for Literacy – in order to promote consistency a common approach to the marking of secretarial errors is used.

SP = spelling
P = punctuation
C = mis-use of the capital letter
// = new paragraph
vv = exceptional point/use of language
?? = not clear
^ = something's missing

Other subject specific symbols may also be used and will be decided on by all teachers.

Colour of Ink – Any colour ink can be used to correct work. Pupils have not stated any preferences or against towards specific colours.