



Marking, Assessment and Feedback Policy

Issue	
Date of Issue	
Approved by	

STEPHENSON STUDIO SCHOOL

Marking, Assessment and Feedback Policy

1 INTRODUCTION

This policy relates to routine classwork and homework, rather than work being formally assessed for external examination purposes.

Principles

Marking, assessment and feedback have the key purpose of actively promoting learning and progress in each subject.

- All students have the right to receive regular and timely feedback on their work and progress in every subject.
- All feedback should be personalised to the individual needs of each student.
- Formative assessment is an essential tool that teachers should use routinely, ensuring that students receive regular feedback to enable learning and progress and using any assessment information to plan future teaching.
- Marking, assessment and feedback will promote motivation, resilience and metacognition, encouraging students to be strong independent learners and to take ownership of improvements to their work.
- Parents will be included in the discussion regarding student progress through regular updates and conversation

Teachers will recognise that marking, assessment and feedback is an essential part of their role, as outlined in the DfE Teachers' Standards (June 2013):

A teacher must make accurate and productive use of assessment

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

2 Assessment of Student Progress

Students will be assessed using a variety of means at specific points during their time at Stephenson Studio School in such a way as to monitor and evaluate progress and to allow for targeted intervention.

The structure of testing and assessment throughout a student's career at Stephenson Studio School will be as follows:

Base line testing:

- a. Pre-admission meetings (IEPs)
- b. Baseline tests (Diagnostic)
 - Reading (GL Assessments)
 - Spelling (GL Assessments)
 - English (GCSE English Language Paper 1)
 - Maths (GCSE Maths 1 paper)
- c. Attitude to Learning – PASS test (GL Assessments)

Informal testing and formative assessment

- d. Regular low stakes testing / quizzes / Q&A etc to assess understanding
- e. Verbal feedback
- f. Teacher recognition of work completed in books

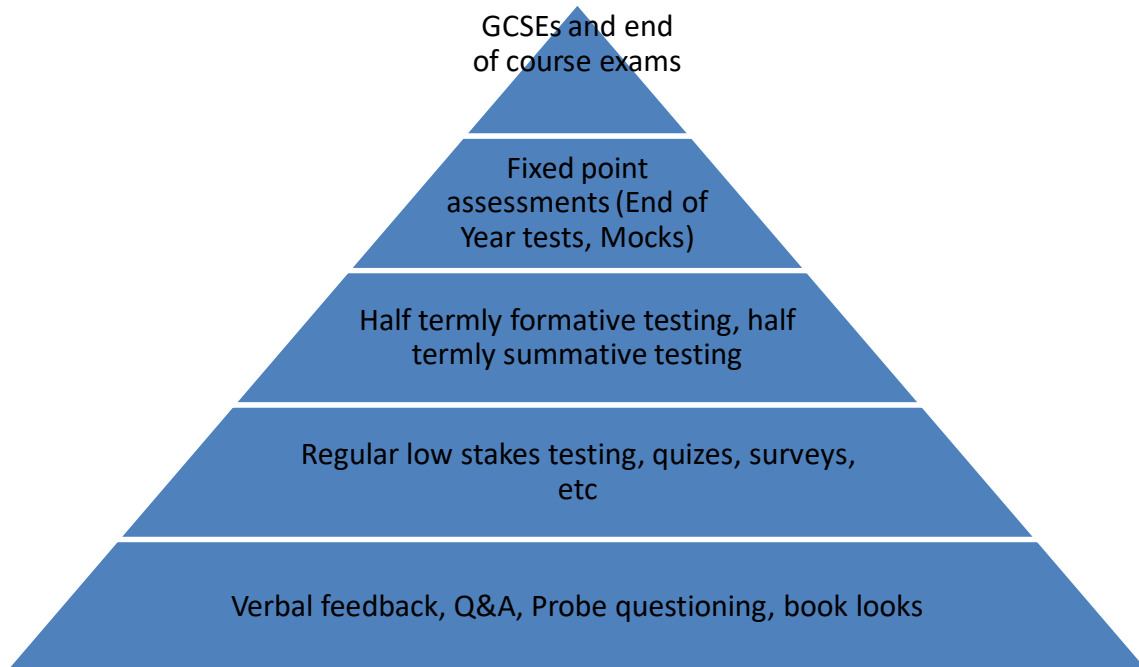
Semi Formal assessment points

- g. Written formative feedback every 3 weeks (whole class or personalised if possible/appropriate) follow-on task with green pen action (3rd week of every half term)
- h. Half termly summative assessment with RAG analysis and half personalised half termly subject targets (min 1, max 3)
- i. 6 monthly reading and spelling and PASS tests
 - Aut yr10,
 - Spr yr10,
 - Aut yr11,
 - Spr yr11

Formal assessment points

- j. Formal subject summative testing
 - Year 10 – July Mock Exam {with full QLA RAG analysis and 3 personalised subject targets}

- Year 11 – November Mock Exam. March Mock Exam. {with full QLA RAG analysis and 3 personalised subject targets}
- May/June Formal Examinations.
- Entry Level and Functional Skills Tests are scheduled as per agreed IEPs



3 Informal testing and formative assessment

The most regular form of feedback to students will be through informal, low stakes tests. The purpose of these are to gauge student understanding of what is being taught: key concepts, or key curriculum knowledge. This form of assessment and feedback may happen frequently within one lesson as well as punctuating the learning cycle.

Though some of this testing may be framed through closed questioning and be summative in nature (key word spelling tests/ pop quizzes), teachers and LSAs should seek to ensure that as often as possible informal feedback should be formative, deepening students' grasp of subjects and refining skills.

Forms of informal testing and feedback (this list is not meant to be exclusive):

- k. Pop quizzes
- l. Survey Monkey
- m. Key word spelling tests
- n. Personalised verbal feedback (this does not have to be evidenced)
- o. Teacher Q and A – particularly using probe questioning, pose-pause-bounce-pounce (<https://www.theconfidentteacher.com/2012/11/questioning-top-ten-strategies/>)
- p. Self-peer marking (to be completed in green pen)
- q. Conferencing
- r. Ask students to create a visualisation or doodle map of what they learnt
- s. Exit tickets to summarise what pupils have learnt

- t. Brief 'Book Looks' (scanning student responses to pick up level of engagement and understanding that is not formal marking)

4 Semi formal assessment points

Every half term there will be two examples of formal assessment. The purpose of these is to provide deep reflection on key learning and to give students and teachers a measure with which to peg students' progress towards academic goals.

Formative Feedback

- u. Written formative feedback will be given every 3 weeks.
- v. Departments are able to use their own feedback format and that can include either a whole class feedback sheet or a personalised one as the teacher deems appropriate.
- w. Formative feedback must prompt a follow-on task to be completed by students in green pen, where students are able to exhibit deeper understanding, more refined appreciation of or correcting of misapprehension.
- x. Students should be signposted to a 'Response' task that will build upon/strengthen students' knowledge and understanding of a key objective. This task will be supported and scaffolded with model examples and knowledge organisers.

Summative Feedback

- y. At the end of each half term teachers will set a formal assessment that will be marked summatively. As this may be a single (extended) question, or section of an exam paper, it may not be appropriate to be awarding a grade, but a summative mark should be awarded. This could be a percentage, or a grade.
- z. It is important that this end of half term assessment should include a RAG analysis and be followed by a minimum of one and a maximum of three personalised half termly subject targets.

5 Expectations of students' work

When marking and assessing learning in books staff will ensure students follow the guidelines below when presenting work:

- When using exercise books, students should date all work and use a suitable title
- Exercise books should be kept graffiti free
- Diagrams and graphs should be drawn in pencil

Students are expected to:

- Take pride in their work and respect the work of others
- Look after exercise books and on-going/completed work
- Present all learning to the best of their ability and follow the guidelines above in relation to the expected high standards of presentation
- Act upon marking and feedback comments – not just during DIRT
- Ensure that self and peer assessment is completed to the best of their ability

5 Marking for literacy

Supporting students to improve their literacy skills is a key part of all teachers' role and should form an integral element of marking across all subjects.

- Spelling, punctuation, grammar and number corrections will be made every time work is marked. A maximum of three errors should be highlighted and students should be required to review and correct the error/s as part of their re-work;
- All staff will use the marking codes below when correcting functional literacy and numeracy errors:

Marking Code

//	Start a new paragraph here
P	Check your punctuation
C	Check if you need a capital letter or not
SP	Spelling error, check the spelling
^	To show a word is missing
()	This doesn't make sense, please read and rewrite
√	You have made a good point
WW	Wrong word
SE	Standard English