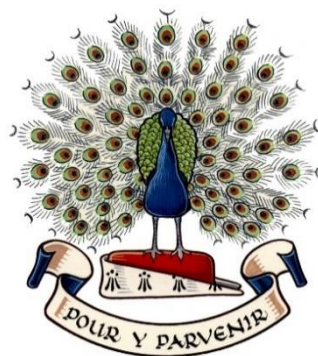# LADY MANNERS SCHOOL

ASSESSMENT, REPORTING AND MARKING

POLICY

ASSESSMENT, REPORTING AND MARKING

1.   RATIONALE

1.1   Assessment, Recording and Reporting plays a crucial role in promoting progress with learning. This policy aims to secure high quality, structured and manageable assessment, recording and reporting systems in order that:

- Every student knows how they are progressing in their learning and understands what they need to do to improve and achieve their personal targets.
- Every teacher is equipped to make well-founded judgements about students' attainment and is able to make use of these judgements to plan lessons that will support and challenge all students to make further progress.
- Every parent and carer knows how their child is progressing, what they need to do to improve and how they can help.

1.2   This policy outlines whole school procedures. It is recognised that practice between departments will include some variation, but stresses that these variations must be anchored to the same overall objectives to ensure coherence and consistency. It is the responsibility of Curriculum Leaders to ensure that this policy and the policies for Homework and Out of School Learning and Marking and Feedback are adhered to when developing specific approaches in their own curriculum areas.

2.   ASSESSMENT AT LADY MANNERS SCHOOL

2.1   Assessment falls into two broad categories:

a.   Summative: this form of assessment involves the use of evidence to show what learners can do, what they know and understand at key points and should refer to national standards such as examination grades. It is likely to take the form of formal tests or examinations, including externally marked tests/examinations and externally moderated Non-Examined Assessments.

b.   Formative. the vast majority of assessment in school is formative. Such assessment is often referred to as 'Assessment for Learning' and makes use of evidence in order to support students in making further progress in their learning. This may take a wide variety of forms - marked written work with comments identifying strengths and also specifying how the work can be improved, self and peer assessed work and regular verbal feedback about learning. In most cases we expect that internal tests/examinations (as mentioned in the section above on Summative Assessment) should also have a formative dimension. In other words we expect that most assessment will be used to promote progress towards learning targets and to identify improvement points.

3.   ASSESSMENT FOR LEARNING

3.1   Assessment for Learning is central to good classroom practice as it is an essential part of effective improvement. As such we expect that:

a. Clear learning objectives for each lesson are shared explicitly with students.

b. Plenary activities are used when appropriate to demonstrate, review, assess and celebrate progress towards objectives.

c. There is regular use of constructive verbal comments to focus on strategies for further improvement. This will be particularly needed for SEND students.

d. When appropriate, students are involved in their own assessment, via self assessment and peer assessment opportunities.

4.   THE MARKING OF FORMAL ASSESSMENTS USED FOR CYCLE DATA

4.1   For all subjects at all levels, the assessment criteria for formal assessment must be consistently applied by all staff. This involves standardisation procedures being established, e.g. common marking schemes and robust internal moderation. Sometimes common examination board markschemes will be used and sometimes those designed by teachers in school.

4.2   It is recognised that marking by national grades may not always be appropriate for every task and that other systems including use of descriptors, percentages, marks out of 10 or 20 may be used.

4.3   It is important that students understand how their assessment is marked and the main criteria that they are assessed against. Teachers should provide this information, either in generic form that can be stuck inside student exercise books/folders or in specific guidance to accompany particular assessments. Students with SEND may have access arrangements in place to support them in completing external examinations and these should also be offered for any internal assessments.

4.4   Student Response - following an assessment, 'Make a Difference' (MAD) time will usually be given in lessons for students to correct their errors and improve their work, as this will help with further revision later.

5.   RECORDING

5.1   All staff must keep a record of the attainment of each student that they teach. Data should be recorded in such a way that a student's level of attainment can be readily determined and that in the event of parent and carer contact or

transfer to another school information can be provided within the 10 working days required. In practice recording should enable such information to be provided immediately on request. These records are also an important basis upon which to complete tracking information during the school year.

5.2   Staff know and record target grades for each student they teach, and, where applicable Special Educational Needs, Disadvantaged (Pupil Premium) information. Our information systems also provide additional useful baseline data, particularly prior attainment information.

5.3   The school's tracking system centrally records student progress. Staff enter an Engagement in Learning grade for classwork, an Independent Learning grade for homework, a Formal Assessment grade and a Progress Grade towards a target three times each year for each student. The tracking system provides a whole school record of attainment, engagement and progress of each student in each subject area. This forms a central part of the school's systems for managing student progress.

5.4   Curriculum area recording systems complement central school tracking. They provide more detailed data, but will enable easy transfer into the tracking system if required.

5.5   Our Retention Policy, in accordance with legal requirements, specifies that mark books and other records of student progress should be kept for 1 year once they are no longer current and will then be destroyed.

6.   REPORTING

6.1   Detailed guidelines for the completion of reports are issued to staff whenever reports are due to be written and issued.

6.2   A common reporting format exists for students in each year group. Each student receives at least three Interim Reports which are sent home to parents and carers. These are generated from the tracking information recorded by staff. They provide concise information about the student's target progress towards that target, Formal Assessment data, Engagement in Learning and Independent Learning grades. One of the Reports is timed to coincide with the annual Parents' Evening for each year group.

6.3   Each student also receives an Annual Report.   This includes concise statements about areas for improvement.   Reports should always be constructive and positive, aiding the learning process. They should be written in clear, accurate English, and in a manner appropriate for communication with parents and carers.

6.4   Students keep a progress booklet in school which tracks their progress at each cycle and enables them to set individual metacognitive and SMART targets with their form tutors.

7.   MARKING OF HOMEWORK

7.1   Marking of students' homework plays a crucial role in promoting learning and raising standards. This policy is designed to secure high quality, structured, consistent and manageable marking of students' work in order that:

- students know how well they have done and how they are progressing in their learning
- students' effort is acknowledged and recognised
- students understand what they need to do to improve, to achieve their personal targets and fulfil their learning potential
- students' work is manageable
- teachers' work is manageable. We have reduced the number of pieces of work marked in recent years to be mindful of staff workload
- teachers are equipped to mark effectively and make well-founded judgements about students' attainment and are able to use these judgements to monitor the students' learning and plan future support and challenge for all
- students can respond effectively to their feedback and improve their work
- parents and carers have a good understanding of the expectations and regularity of assessed work and know how their child is progressing, what he/she needs to do to improve and how they can support their child and his/her teachers

7.2   The document Consistent Approach to Feedback and Improvement included in **Appendix 1** outlines the expected consistent approach across all curriculum areas and any flexibility in approach will be decided on by each Curriculum Leader in consultation with the relevant Director of Learning. All teachers will use this common approach . It is the responsibility of Curriculum Leaders and Directors of Learning to ensure that the whole school marking policy is adhered to.

7.3   In each curriculum area, it is expected that students will receive written feedback on their written work other than for assessments at least once per term .   Retrieval homework tasks will be set each half term by all teachers and these may be marked by the teacher or peer/self-marked by students ..

Written feedback on work will consist of one of the three options listed in the appendix "Consistent Approach to Feedback and Improvement "as decided by each Curriculum Leader :

Spelling, punctuation grammar and effort codes

- The spelling , punctuation and grammar codes will generally be noted in the margin and the mistake either underlined or circled. Details on these codes can be found in the appendix.

- Effort grade codes should be given when teachers mark work and should also be given during any live marking based on the codes in the appendix.

Note for dyslexic students - please do not regard spelling errors or weaker handwriting as a lack of effort.

Student Response

- Following written feedback and sometimes verbal feedback, *make a difference* (MAD) time will be allocated in lessons for the student to respond to the feedback and make improvements to the work. This will be in various forms such as correcting spelling, punctuation and grammar errors, correcting work or adding extra detail and improvements to the work. It is important that dyslexic students are only expected to correct a small number of the most crucial spelling errors

- MAD time will also be used as a powerful self-regulation and metacognition tool whenever students are asked to improve or check their own or a peer's work. The hope is that students will adopt good habits of always reflecting on their own work and improving it without prompting.

- Student response will be in green pen so that it stands out to students and helps them to revise for assessments and examinations more effectively.

7.5   Classwork Marking and Feedback

Feedback on classwork will be mostly verbal. Teachers will give regular verbal feedback on all aspects of day to day learning in lessons. Effort grades will sometimes be given for classwork as the teacher circulates The approach of live marking is encouraged as often as possible as it is a highly motivating tool especially for SEND and PP students.

Peer-marking and self-marking will also be common for classwork with teachers giving clear guidance on how to carry this out effectively.

Teachers will insist on the use of green pen MAD time additions to work in class when appropriate in order for students to regularly have improvement opportunities and to help identify key points that students need to commit to long-term memory as well as improve metacognitive and self-regulation skills.

8.   MARKING AND ASSESSMENT OF LITERACY

Teachers in all subjects will pay attention to marking and assessing literacy and mathematics.

When marking literacy teachers will check that:

- all sentences start with a capital letter
- correct punctuation is used

- key subject specific words are spelt correctly, and other spelling is reinforced, without allowing marking to become too demotivational
- paragraphs are used appropriately
- opportunities are taken to explain or reinforce the meanings of particular words or expressions
- when explaining answers, students express themselves clearly and carefully, whether in spoken or written responses

Appendix 1

Consistent Approach to Feedback and Improvement at Lady Manners School

Live (in-lesson) feedback and checks

When you circulate the room **give effort grades** (all teacher feedback and marking should be in red) **for classwork** for any student you talk to and encourage them to make a note of any advice you give in green pen. Verbal feedback is just as important and useful to students as written feedback. Research suggests **live marking is a powerful feedback tool and reduces workload**. If you get an opportunity to do that more regularly for PP and SEND students in particular that will help with **metacognition and closing gaps.**

When going through answers in class, **students should be told to use green pen to mark their own or a peer's work and routinely improve their work. MAD time is not just for homework and assessment**, it is how we approach improvement on a daily basis and one of our key metacognition and self-regulated learning (SRL) strategies. **Please verbalise the term MAD time for any self/peer marking.**

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Check on Students' Books /Folders

- *Once per term* as part of live marking in lessons It is important to check the general quality of students' books/folders so you know they are doing the work as intended. Check their books are neat, worksheets stuck in or tagged to enable the book/folder to be used effectively for revision. Check students are self-marking when instructed. This should be done on a rota basis so it reduces workload. This will encourage **self-regulation** and shouldn't take much time if students are well-trained

- *Twice a year* collect books in and have a good look through so you can pick up any issues with individuals. No need to mark or write anything on their books if you have done the live marking approach as they will have effort grades from you regularly. **However, if you haven't done any live marking you will need to give feedback at this point** as there should be a teacher presence in books to show we value students' work. The main purpose though is to check more thoroughly how well the students are using their books/folders as a learning resource.

Each Faculty/ Curriculum Area will decide which of the 3 options for marking and feedback listed below are to be used for different types of work in order to give more autonomy and reduce unnecessary workload. Directors of learning will oversee this process

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a) Approach A: Specific teacher feedback from teacher to students. (Teacher marking should always be in red)	b) Approach B :Guided metacognition/self-regulation	c) Approach C: Whole class teaching sequence
• **Effort grade:** E1-4 to reflect effort **not** attainment • **HTI (How to improve):** The HTI must be diagnostic and specific, tailored to individual need. Codes or feedback sheets can be used to reduce workload, but students must write the full HTI on their work from the code • **Grade/%/Mark:** Included if appropriate e.g. on a test. There is some evidence that if we give students a grade or mark that is all they take note of not the HTI so this needs to be considered carefully • **Literacy codes:** These should be given for a written response but up to a maximum of 5 points so as not to overwhelm, care needed to not overwhelm dyslexic students • **MAD (Make a Difference) Time:** An improvement task that directly relates to the work that has been marked. Students should use green pen for this so it is clear to them what they added/improved **Teacher checks on MAD time.** There is no need to mark improvements. If you have guided the MAD time and circulate the room you will pick up on issues that way. This could be an opportunity for some more live marking for key students and to discuss metacognition and self-regulated learning Examples of work this approach could be used for: Cycle assessments, retrieval homework, extended writing tasks, marking exam style questions at A level etc.	Students reflect on learning since the last reflection point. This may have stemmed from verbal/written feedback. At each reflection point students identify and record their own: **WWW** (What went well) Focus on what has improved or what needs to be maintained **HTI (**How to improve) Students are set specific learning goals for further improvement **MAD time** As well as correcting or adding improvements, students should reflect on the quality of the preparation they did as part of self-regulation. The teacher should guide the students with their reflections and discuss improvements with individuals as often as possible Examples of when this could be used: practical lessons, discussions whilst completing coursework/NEA, after retrieval quizzes, A level folders, curriculum areas that only see students once a week etc	Teaching sequences are planned in response to work that has been reviewed. This is likely to include modelled examples of question types with frequent mistakes and discussions of common misconceptions. **WWW** (What went well) Focus on verbal feedback and identifies aspects of completed work the class are doing well **MAD time** will be completed in response to feedback in green pen. This is likely to involve students completing *similar questions* to those identified as the focus for the whole class; giving students an opportunity to utilise any verbal or written feedback and undertake independent practice. Planned opportunities for retrieving this learning will be systematically incorporated into the taught curriculum at a later date This is useful when frequent teacher input is required to support student improvements

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Defined end point

All feedback and improvement approaches MUST ensure that students can articulate for each curriculum area:

- **What they are doing well**: What they have improved on already or what a teacher wants them to sustain
- **How to improve:** What they need to focus on next to improve
- **How they are using MAD time: T**hey should be able to show their MAD time work in green pen and recognise it as useful for them to reflect on their learning and be doing it automatically every time a teacher goes through something or if they peer/self-check in lessons as it is one of our key metacognition and self-regulation strategies

Key features of feedback approach

LMS language of feedback	Every teacher **must use HTI, MAD time , E1-4 for effort and the literacy codes**. This consistency is key to students understanding the purpose of feedback and using it effectively.
Verbal feedback (live in lessons)	It is important that students understand that verbal feedback is really important. **Students should act on verbal feedback** as much as on written feedback. **Teachers should expect students to make a note in green pen of any specific feedback given as the teacher circulates the room doing live marking.** If you are happy to allow it, you may allow a SEND student who would be better to record your verbal feedback to use their phone or if you teach a practical subject where verbal feedback is more useful for students improving a current piece of work.
Coding and decoding	**If using codes for an HTI in written feedback to reduce workload these must be decoded by students in their books/folders before carrying out MAD time activities.**
Errors versus mistakes	A mistake should be automatically corrected by students in MAD time e.g. spelling mistakes or silly mistakes in a calculation. Errors will require strategies during MAD time from teachers to address misconceptions/misunderstandings or gaps in knowledge.
MAD time	In order for MAD time to be effective and time well spent, MAD time activities should be tailored to student learning needs. If a student got everything right for homework, for example, they should be given a MAD time activity that pushes their learning to a higher level. Students must respond to any written feedback or any other MAD time in green pen, and must be expected to use green pen for self-marking or peer marking. Teachers must use this high impact strategy regularly: metacognition and self-regulated learning can add up to 6 months improvement in learning. Research suggest that time spent on this in lessons has far greater impact than expecting students to make improvements for homework.
Feedback leading to adaptive teaching	Students perform better in assessments and external exams if they have time to reflect on learning (metacognition and self-regulated learning) even if not all curriculum content is covered. Teachers need to use their professional judgement on this. MAD time should be used to address learning gaps before moving on, and should be used within class teaching not just for assessments and after teacher marking. It is always powerful to show students **what a good one looks like (WAGOLL)**. This can be done easily using a visualiser.
Book checks	These are invaluable for teachers in checking for any misconceptions and the extent of understanding and to check on the quality of improvement work that students are doing in MAD time. There is no need to comment or mark this but there should be a clear teacher presence in books/folders from live marking. Teachers should also check books are neat and well presented. If you want to check work done in MAD time this can be done using self/peer-marking to reduce workload.

Guide to effort codes. The number will reflect most of the description	
E1	**Excellent** You have produced work which shows that you are working exceptionally hard and that you want to reach your true potential. You have put in an outstanding effort. You understand the work and can apply your knowledge very well. You have shown you are an excellent independent learner. Your presentation is exemplary and it was handed in on time. You are a self-regulated learner
E2	**Good** You have produced work which shows you are working hard and that you want to make progress. You have put in a good effort. You understood the work and can apply your knowledge quite well. You have shown you can display independent learning skills. Your presentation is good and it was handed in on time. Your self-regulation is improving

E3	**Inconsistent** You have produced work which shows you have attempted some work. You have made some effort. You understood some of the work. You need to work on your presentation and effort. Hand your work in on time, unless there is a valid reason why this can't happen. Make sure your work reflects your true ability. You are not self-regulating your learning enough yet.
E4	**Poor** Your work shows a lack of effort and does not reflect your potential. You need to work on your presentation and effort. Hand your work in on time, unless there is a valid reason why this can't happen. Make sure all your work reflects your true ability. You are not self-regulating

Guide to marking codes	
<u>Underlining</u>	An <u>underlining</u> indicates you have made a spelling, punctuation or grammatical mistake.
Sp	Spelling error: You have spelt a word incorrectly, it will be underlined. You now need to find out how to spell the word (use the 5Bs) and write it out 3 times. Your teacher will do this for a maximum of 5 spellings in each piece of work. For dyslexic students staff will provide the correct spelling but restrict the number to correct to a sensible expectation on each occasion
P	Punctuation error: Punctuation is wrong or missing where it is underlined
Gr	Grammatical error: The grammar needs changing where it is underlined
C	Capital letter error. The letter will be circled
//	A new paragraph is needed
^	You have left something out
?	Unclear meaning, confused or untidy shown by ∿∿∿
√	A good part of your work for example a correct answer, a good idea or a good use of language
X	A wrong answer