



St Hugh's School

Marking and Assessment Policy

Marking and Assessment Policy

The principles that guide the St Hugh's approach to marking:

Embedding a marking/feedback and assessment process that enables students to become reflective learners will help students to close the gap between what they can currently do and what we strive for them to be able to do as learners. Consistent and effective marking has a significant impact on raising achievement, it gives direction for improvement and positively reinforces, and celebrates the individual success of every student, every day to build confident and make self-aware learners.

It is important:

- to provide constructive feedback to students
- that feedback and marking requirements are manageable for teachers and accessible to students
- that feedback relates to the learning intention and comments on previous attainment within the context of the learning
- to give recognition and praise for achievement and clear strategies for improvement
- to allow specific time for students to read, reflect and respond to marking (with appropriate scaffolding and or support to enable success)
- to respond to individual learning needs
- to mark face to face when possible through discussion to involve students within the reflective process
- that marking and feedback inform future planning and group/individual target setting
- that staff use consistent codes across the school
- that marking and feedback is ultimately seen by students as a positive approach to improving their learning focusing on success and improvement needs against learning objectives

The forms of marking/feedback used within St Hugh's

Oral Feedback:

- Oral feedback should always include reference to the Learning Objective and individual Success Criteria
- Oral feedback should always take into account the language level of the individual student and utilise Makaton signing for key/core vocabulary if appropriate
- 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 check a student's understanding or to extend the student's learning)
- A tick and an initial comment may be added to a student's work when there has been a large amount of teacher input in the lesson or where oral feedback was given

Summative feedback and marking:

- Utilises a tick for correct answers and a circle for incorrect answers and is associated with closed tasks or exercises where the answer is either right or wrong
- This method can also be utilised by the students, as part of PASA; as a class or in groups for self, paired marking
- Marked in a colour that can be clearly seen (Green)

Formative feedback and marking:

- Teachers and teaching assistants focus first and foremost on the learning intention of the task
- The emphasis is on both successes against the Learning Objective and individual Success Criterias and areas that need development

To utilise formative feedback **all** staff should:

- Mark in a colour that can be clearly seen (Green), adding initials to identify who has marked or commented on the piece of work
- Read the entire piece of work
- Highlight examples of where the student has met the Success Criterias
- Highlight areas of work which could be improved
- Provide at least **two** focused comments related to successes in relation to the Success Criterias, linked to the learning Objective that are shown by an asterisk (*)
- Provide **one** focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved, or provide next steps in learning shown by an arrow (→)
- The information given must be used and acted on by the students, when work has been marked, time should be given during the lesson/following lesson for students to read and then make one focused improvement based on the improvement suggestion.
- Re-mark and comment, if appropriate, when students act upon next-steps. Adding the date & initials of the person remarking.

PASA (Peer and Self Assessment):

- Self marking:
Students are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Less able students identifying & voicing opinion/dictating their own progress
- Shared Marking:
Teachers can use a 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 the marking process has been modelled with the class students can at times mark work in pairs. This allows them to develop their own critical, reflective capacity.

Literacy:

- Spellings and the use of English; grammar and punctuation, should be corrected in a way which is appropriate to the needs of the student. For example, a focus on spelling in the first five lines of a piece of work or a focus on de-codable words for example.

Marking frequency:

Marking should be used for **all** work undertaken and should follow the guidance set out above.

Monitoring:

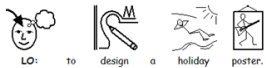
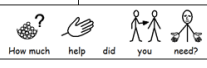

- Scrutiny of Work and Marking will be completed by the senior leadership team on a termly basis for all subjects as identified by a planned timetable:
 - Core subjects - whole-school books and supportive app evidence; 2BuildaProfile, with subject leaders in attendance
 - Non-core subjects - selected teachers and class groups
- Subject leaders are expected to sample the quality and quantity of marking of work in their subject area termly as part of Subject Self-Evaluation days
- Work samples form part of the evidence used for School and subject Self-evaluation and will be collected from teachers termly by subject leaders
- The monitoring of marking and feedback will continue to be integral within lesson observations
- The use of oral feedback and marking may be used as a focus for learning walks
- Students will be able to voice their views and opinions regarding marking and assessment via the student council

Use of Assessment Grids:

Assessment Grids should contain the following:

- Learning Objective - supported by symbols if appropriate to student level of working
- Success Criterias
- Date
- Staff - to identify who has marked
- Two focused comments shown by an asterisk (*)
- One focused comment shown by an arrow (→)
- Peer and Self assessment - supported by symbols if appropriate to student level of working or dictated by indiviudla students
- Colour coded border to identify differentiation of working levels

For example:

	
LO: to design a holiday poster.	
Success Criteria:	
<ul style="list-style-type: none"> I can label a holiday poster pointing out key features, e.g. title, pictures, bullet points, etc. I can explain why the author has used specific words with support. I can create my own eye-catching holiday poster. I can say why I have used specific vocabulary in my own poster. 	
Date:	Staff:
★	
★	
➔	
STAMP	Achieved Independently
	Achieved with Verbal Prompts
	Other
Self	
	
Peer	

Use of 2BuildaProfile app:

The use of the 2BuildaProfile app is to record the practical aspects and evidence of teaching and learning which can't be seen in books. It does not replace work in books. The app provides a simple and powerful way to log student achievements by capturing observations 'on the move', supporting formative assessment. Student's work can be 'tagged' with objectives and annotation using the statements which appear on the marking stamps as virtual post-its.

The app is uploaded with a range of frameworks including P Scales, National Curriculum, BSquared, Adult Curriculum and CALL meaning that observations can be annotated with statements which are not only appropriate for students but which also support assessment systems.

Observations are automatically sent via wifi to a secure website (cloud) where they can be collated, viewed, saved and printed at any time.

Frequency of Levelling Work:

- For core subject this will be completed at least twice per term
- For non-core subjects this will be completed at least once per term
- Students should be given information on their P-Scale/national curriculum level within written feedback
- At KS4 this feedback should include reference to the grading structure of the qualification for which they are studying
- Not all work needs to be graded/levelled as 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

Use of Marking Stamps:

Marking stamps are available in all classrooms. These stamps are as follows:

- * - focused comments
- → - focused comment
- A - achieved independently
- VP - achieved with verbal/signed prompts
- GP - achieved with gestural prompts, e.g. pointing
- PP - achieved with physical prompts
- H/H - achieved with hand over hand support
- M - maintained skill/action after physical prompt removed
- SE - sensory experience, e.g. through hearing, touch, sight, taste
- ER1 - experience recorded; unable
- ER2 - experience recorded; unwilling
- ER3 - experience recorded; no interest/tolerance

These standardised abbreviations can also be used for hand-written marking and comments.