

Assessment and Marking

Assessment

Purpose:

1. Students should be aware of their **target grade** and their **current performance** and **how to make progress**
2. The purpose of assessment is to enhance the quality of teaching and learning.
3. Assessment should be student centred, and should allow them to assess their own progress and that of their peers. (self and peer assessment).
4. Assessment information should be used to plan the next steps in learning and effective records should inform students and parents of levels of progress and attainment.
5. Good assessment gives students confidence and motivates them to aim for higher standards.

Types of Assessment

Assessment needs to be varied in the form of:

- Teacher Assessment
- Self Assessment
- Peer Assessment

Teacher Assessments will either be:

- Summative or
- Formative

Summative assessment takes place after teaching and learning. It is the process of measuring student's progress and achievement.

- *For example* students might have a test where they get 8 marks out of 10 or a termly / half termly assessment piece which is marked with a level or grade
- Summative assessment usually consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, students should self-mark or the work should be marked in class or in groups.
- Summative assessment, which **tests** the student can include numerical marking.
- Feedback on levels or grades should be given at the end of each unit of work.
- Students should be aware of their target grade and their current performance and how to make progress.

Formative assessment takes place during teaching and learning. It identifies and enables a response to students' learning needs.

- Formative assessment should be used as a framework for teaching and would consist of 'progress checks' such as: red/amber/green cards in planner; mini plenaries; thumbs up/down; mini whiteboards.
- Students need to know where they have achieved **success** and where they could **improve** against the **Learning Outcomes**
- Variety of types of questioning should also be used as a method of Formative Assessment

Self Assessment

Students should be encouraged to self-mark as part of the assessment process. Strategies can include 'traffic lighting' (smiley faces/use of planners) or encouraging students to identify their own three successes and look for improvement points.

Peer Assessment

Paired marking will provide students with opportunities to assess others' work and give feedback to others.

Students need to be trained to do this, through modelling marking with the whole class. Ground rules need to be established, e.g. listening, interruptions etc. Students should point out what they like first and then suggest ways to improve work, but only against the learning outcomes and not spellings etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.

Marking

Marking is an integral part of both formative and summative assessment; it helps to inform teaching and learning and supports target setting.

Purpose:

- To acknowledge achievement of individual students and help to motivate them
- To identify areas of concern and recommend strategies for improvement
- To provide feedback to the teacher which can inform future planning by identifying aspects of the course which require individual, small group or whole class attention

Outcomes

- Students' work will be marked according to an agreed, consistent method
- Both formative and summative assessment will be used, giving credit for good work, drawing attention to areas of weakness, strategies for improvement to performance relative to target grades
- Department assessment will be in line with College Data Tracking process

Expectations of Marking

- Students' work must show that marking has been carried out at least every two weeks and dated to give evidence of this. The only exceptions to this are KS3 subjects which only have one lesson per week (currently: geography; history; philosophy and ethics; art; music; computing and literacy). These subjects will mark on a three-week cycle.
- Assessment/Marking Feedback forms are to be used as the format for giving all feedback to students for all work assessed and/or marked, across all curriculum areas, for all year groups.
- Teachers should mark students' work with subject specific written comments. These comments must inform a student as to how they can improve their work and how they can progress.
- Teachers should mark for literacy. This should be done by selecting the appropriate literacy target sticker to be placed onto Assessment and Marking Feedback forms. There will be different target/task stickers available for each College literacy focus. It is important that teachers use their professional judgement and take into account the ability of the learners when setting targets.
- Teachers' comments should be directly related to students making progress. Comments should clarify any misconceptions that students have and challenge them to improve further.
- When work has been marked, time should be given for students to read the comment and then make one focused improvement based on this comment. Students could respond through: correcting work; answering questions posed; developing ideas further. This should be done in green pen only.
- Students need to receive feedback quickly
- Students should be given opportunities to engage in peer and self-marking based upon a clear understanding of the criteria
- As it is not possible to write lengthy comments on all work, colleagues should identify key pieces of work that will be marked in depth (students should be made aware of these key pieces of work)

Assessment and Marking Feedback Forms

Assessment and Marking Feedback forms are to be used as the format for giving all feedback to students for all work assessed and/or marked, across all curriculum areas, for all year groups. These forms should be used for both assessment pieces and for general marking and thus could be either summative or formative in style;

- When completing the WWW and EBI sections, not all of the three bullet points need to be addressed but no more than three comments should be written. The comments should be subject specific, should link to the learning outcomes and should make it clear how the student could improve.
- The student reflection section should be completed in green pen. This is an opportunity for students to demonstrate that they have engaged with teacher feedback. Students may respond with a comment, a question or a demonstration of how they have acted upon feedback. Particularly for those subjects where student reflection is more developed and the expectation is that there should be a demonstration of understanding, then students should not be constrained by the box: further details can continue beneath the sticker.
- The literacy target section requires the teacher to select the most relevant literacy sticker. Students should then complete the necessary corrections in green pen. Teachers should ensure that this has been completed by the student. The same system applies to the use of numeracy target stickers.
- Teachers should input the target grade/level and the grade/level awarded for the piece of work/assessment.
- The marking/assessment should be dated in the relevant box.
- Teachers should tick the box to indicate that Vivos have been awarded or indicate how many Vivos have been awarded. The use of the assessment stickers is a strategy to ensure that students are receiving comprehensive and structured feedback on a consistent basis. The use of the stickers does not and should not prevent teachers from correcting mistakes (spelling, grammar and punctuation) or annotating other sections of students' work to promote improvements, or giving verbal feedback.