Ulverston Victoria High School

POLICIES

Assessment
and
Marking Policy
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Assessment and Marking Policy:

1. Rationale

By assessment, we mean the formal and informal judgements made by teachers and students about their standard of work. Assessment should involve both formative and summative methods. Formative Assessment is the on-going communication between teachers and pupils which gives specific guidance and outlines areas for improvement. Summative Assessment records the overall achievement of a pupil over time. Its methods are supported by testing and also by synthesising a range of formative assessments. Assessment should be diagnostic in order to inform teaching and learning and to award a grade of attainment to a student. Marking is an integral part of Teaching and Learning which relates to all aspects of student work. All work undertaken by students deserves feedback in order to enable them to know and understand the progress they are making; whether by teacher, by peers or by self assessment against specific criteria, and how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding/misconceptions so that they are able to address these areas and move students on in their learning.

2. Purposes of Assessment

- To create a learning conversation between the teacher and student;
- To inform planning and teaching to monitor progress in learning;
- To provide meaningful feedback to students and offer advice on how to improve in order to support their learning and raise attainment;
- To inform parents of their childrens progress;
- To ensure consistent, regular and appropriate assessment practices across the school;
- To enable students to identify both their strengths and areas for development from which learning targets can be set;
- To enable staff to celebrate and reward good work (see Rewards Policy);
- To ensure a consistent approach to marking within an agreed framework;
- To meet statutory requirements.

3. Marking

Marking is the responsibility of individual teachers who should follow procedures laid out below. The Subject Leader is responsible for ensuring that the policy is adhered to and that there is consistency across each Subject Area.

- Teachers will set challenging work at the correct level for each individual;
- Parents will be able to monitor students' work, thus allowing them to actively support both their children and UVHS
- All teachers' marking will be consistent across UVHS and understood by staff, students and parents
- All students' written and practical work should be marked regularly
- Grades, consistent with National Standards should be awarded on a regular basis either for individual pieces of work or for an amalgamation of several pieces as evidence for reporting windows
- Records of marking and grading will be kept by each subject teacher; by heads of subject and within the whole school data management system
- With each grade awarded, all children should be provided with formative guidance, either written and/or verbal, on what they need to do in order to improve/reach the next grade. Students should respond to the teachers' advice thereby creating a learning conversation
- Coursework should be marked/monitored regularly, with appropriate feedback to pupils which will allow them to make progress.
- When work is peer or self-assessed, it should be labelled as such and clear guidelines and instructions be given to students so the judgements are meaningful

Sixth Form

- As Sixth Form written and practical assignments differ in nature, varied systems of marking appropriate to each subject should be employed.
- These systems should be clearly explained at the start of each course or piece of work as appropriate.
- Essays should normally be marked using AS/A2 Level equivalent grades, bands or assessment objectives.
- Students should be supplied with mark scheme details.
- Written developmental comments are an expectation on all sixth form assignments.
- When marked work is returned to the student they should complete the yellow tracking sheet.
- Students must be told that all work must be their own. They should have plagiarism fully explained to them and be warned of the consequences if they plagiarise the work of others.
- Coursework or extended pieces of writing must be put through "Turnitin" to confirm that a student's work is original.

4. **Standardisation**

Practices should be built into the assessment policies of all subject departments in line with whole school policy. These will be tested during Health Checks and Departmental Reviews.
Standardisation is intended to:
- raise performance
- monitor pupil/staff performance
- ensure equality of treatment for all students
- ensure the highest possible quality of practice with regard to both teaching and assessment
- ensure students are clear on what they need to do to make continued progress

Subject Leaders are responsible for moderation processes in line with whole school policy. It is part of their role both to co-ordinate and to oversee standardisation procedures within their department.
They should do this by:

- ensuring that there are consistent standards for assessing pupils' work
- setting these standards against fixed criteria
- keeping portfolios of exemplar work for reference purposes when making judgements.

5. **Marking with Yellow Stickers (KS3 and KS4)**

- Yellow Stickers should be used after marking a section of work, or an individual piece of work such as a piece of homework. The work marked will give an indication as to whether the student is on target or not without the need to report an exact grade.
- The key point is that the "Yellow Sticker" system is a method of enhancing the "Learning Conversation" which happens between teacher and student and for which good marking, assessment and feedback are key parts.

(see attached appendices)
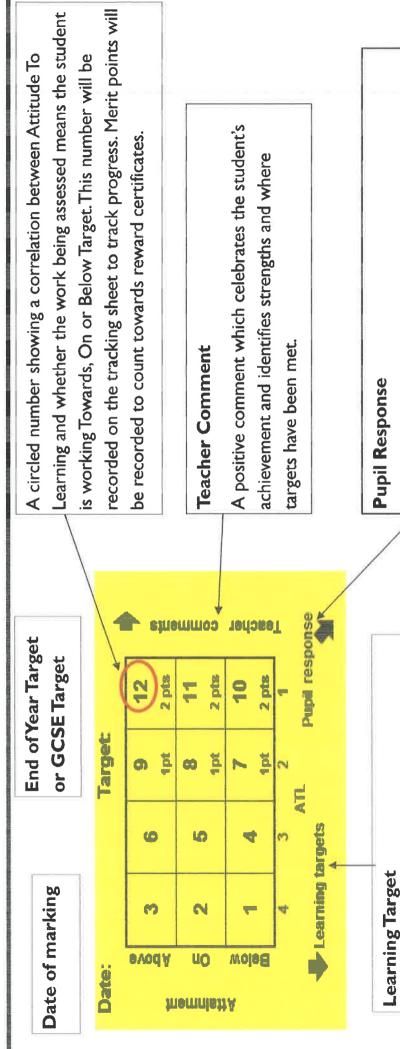
.   Formal assessment

- At K.S. 3, 4 and 5 every subject area will carry out at least one formal assessment per term. These assessments will be calendared to link in with data input windows.
- One of these formal assessments will be an examination which will provide an accurate grade.
- The two other required formal assessments may take the form of tests or an extended piece of work which will be assessed according to an agreed and moderated set of criteria and will provide an accurate grade.
- This model will be adjusted for those subjects which run on a carousel.

7.   Practical Strategies

- written feedback is predominantly encouraging and constructive;
- written feedback is personal;
- students understand exactly what is expected from their written and practical work and how they can achieve success/improve their performance;
- exemplar work is provided as often as possible so that students are able to understand the standards that are expected;
- peer and self assessment are regularly used to enable students to become immersed in the assessment criteria;
- formative comments will be given that indicate what has been done well and shows the student how to improve their performance and move them on in their learning;
- feedback is interactive and used by students and teaching staff in future lessons to evaluate the effectiveness of the teaching and learning;
- comments are phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process;

The Yellow Stickers: Assessment for Learning

Yellow Stickers should be used after marking a section of work, or an individual piece of work such as homework. The work marked will give an indication as to whether the student is on target or not without the need to report an exact level. The key thing to remember is that the "Yellow Sticker" system is a method of enhancing the "Learning Conversation" which happens between teacher and student and for which good marking, assessment and feedback are key parts.

End of Year Target or GCSE Target

A circled number showing a correlation between Attitude To Learning and whether the work being assessed means the student is working Towards, On or Below Target. This number will be recorded on the tracking sheet to track progress. Merit points will be recorded to count towards reward certificates.

Teacher Comment

A positive comment which celebrates the student's achievement and identifies strengths and where targets have been met.

Pupil Response

A response to both the teacher comment and the learning target which identifies to what extent the student has understood what they need to do next to progress and informs future planning.

Date of marking

Date:

Teacher comments →

Pupil response →

Learning targets →

Attainment	Target			
Above	3	6	9 1pt	12 2 pts
On	2	5	8 1pt	11 2 pts
Below	1	4	7 1pt	10 2 pts
ATL	4	3	2	1

Learning Target

A formative LEARNING target including aspiration, and method of attaining this objective. This target should give examples where necessary and really inform the student what they need to do to get better and achieve their target level, the next level or beyond.

Monitoring my own progress

My Current Target is:

Target

Date:

Attainment				
Above	3	6	9 (1pt)	12 (2 pts)
On	2	5	8 (1pt)	11 (2 pts)
Below	1	4	7 (1pt)	10 (2 pts)
	4	3	2	1
	Learning targets	ATL		

Teacher comments

Pupil response

Box Number	Description																							
12	Working very hard and exceeding expectations	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
9	Pupil is above target and putting in a satisfactory amount of effort	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3,6	Working above target without really trying	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Working very hard and achieving target	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
8	Pupil is working at the level expected and putting in a satisfactory amount of effort	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2,5	On target but not putting in very much effort	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Below target but working very hard to improve	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
7	Putting in an acceptable amount of effort but not achieving target	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1,4	Serious cause for concern	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Merit Point Counter

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30