

Ormiston Bolingbroke Academy Whole School Assessment and Marking Policy.

Aims:

1. To establish a consistent approach to the way we review and assess the learning that happens across OBA so that students know their efforts in learning are valued.
2. To ensure all students know how well they are doing and what they need to do to improve and make continued progress.
3. To establish regular, meaningful, clear marking and feedback that provides opportunities for praise, allows students pride in their work and creates a professional dialogue between student and teacher.
4. To enable students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to do and guarantee the best possible outcomes
5. To effectively use marking as part of the planning process which enables teachers to accurately track and monitor student progress.

Rationale:

Assessment for Learning at OBA is used as a tool to support good outcomes for students, and to inform good planning for staff. Our feedback is quality, timely and clear to ensure students develop in a reflective manner and are able to understand how they have attained new knowledge, concepts and skills. Students have opportunities to reflect on their learning and improve their skills.

- **Assessment** includes opportunities for teachers to assess students' work in a variety of situations: e.g. written work, including homework or set tasks, oral work, group work and practical tasks.
- **Marking** refers to the annotation and comments when assessing students' work
- **Feedback** consists of comments about what a student has done well and what they need to do to improve.
- **Response to feedback** contains an area where students respond to the feedback given, whether that be re-writing sections, correcting spellings or other

Feedback at OBA

All feedback should provide detailed and personalised evaluation that will aid further development. Marking should be specific and useful, with a clear purpose.

Feedback Should:

- a) Not consist of tick and flick marking - on class notes or work.
- b) Feedback should be diagnostic and relate to lesson objectives and outcomes.
 - This should offer chances to stretch and challenge, as well as address errors or misconceptions.
- c) Feedback should be encouraging with subject specific praise, not generic comments such as 'well done, Eva'
- d) Individual feedback given to students, with students given time to respond to feedback.
- e) Formative assessment given within lessons – both verbally and as whole class feedback.
- f) Focus on the promotion and improvement of literacy skills, regardless of the subject.

Frequency of Marking:

All books should be marked every two weeks.

Key Stage 3: core subjects, English, Maths and Science should mark one substantial piece every two weeks alongside marking for literacy. Foundation subjects should be marking for literacy every two weeks, followed by a substantial piece of work on week four. Lessons for Life should be marked every two weeks and include marking for literacy.

Practical subjects at KS3 should mark a substantial piece at least once per half term with opportunities to implement any feedback given. Feedback will be in line with departmental practices.

Key Stage 4: all subjects should be marking every two weeks a substantial piece of work alongside marking for literacy. Lessons for Life should be marked every two weeks and include marking for literacy.

Key Stage 5: all subjects should be marking every two weeks as a minimum a substantial piece of work alongside marking for literacy. Lessons for Life should be marked every two weeks and include marking for literacy.

Feedback strategies:

- a) Teacher assessed
- b) Self-assessed
- c) Peer-assessed
- d) Practical, project-based subjects need to regularly assess student work in line with the expectations of other departments, even if the project extends over a long period of time – there must be evidence of regular feedback and guidance throughout the project.

Consistency in Praise and Targets

- a) Provide meaningful praise that identifies successes within the subject. For example, 'good work' does not indicate how or where the student has been successful, which doesn't guide them to continued success. Alternatively, 'fantastic use of discourse markers' demonstrates to the learner what element of learning they have mastered.
- b) Identify 1-2 strengths in pieces of work, clearly labelled 'strength' or 'S'.
- c) Identify precise, subject specific targets that are clear and precise.
- d) Identify 1-2 targets in pieces of work, clearly labelled 'target' or 'T'.
- e) Provide follow up questions that are linked to the skills students have been learning. These should be open questions wherever possible.

Actions

- a) Students are to have **quality** feedback in a **timely** fashion
- b) Clarity of feedback is provided to encourage students to act on feedback
- c) Avoid unnecessary written dialogue that is not purposeful.
- d) Plan time within lessons for students to reflect and act upon feedback

Marking for Literacy

- a) Marking for literacy should be frequent – a two-week cycle.
- b) Whole School Literacy policy should be adhered to, with the correct marking codes used
- c) Maximum 3 spelling errors corrected per piece of work. Students to correct x 3

Presentation

- a) Titles and Dates in full, with capital letters and are underlined.
- b) Students to write in black or blue pen, with graphs and grids drawn in pencil.
- c) Teachers mark in red pen.
- d) Feedback completed in purple pen.
- e) All sheets glued in, or stored in a separate file/ folder.
- f) Presentation comments do not form part of the feedback for learning.

Assessments

Assessments should take place frequently (see above) in all subject areas to inform future planning. The assessments can vary from short knowledge checks to substantial pieces of work which is marked diagnostically and recorded centrally within each faculty area. The academy will have three whole school assessment weeks per academic year for all year group. The content of the assessments will have 50% knowledge from the previous years teaching with 50% recently taught content. All assessments should be challenging in content and test out at KS3 the strands of the national curriculum as a minimum and at KS4/ KS5 the course specification. Standardisation/ moderation should be discussed regularly in department meetings to ensure assessments are marked accurately and consistently. Curriculum Leaders will be required to sample data to check on the accuracy of predictions and will form part of the quality assurance process highlighted below.

Quality Assurance

The monitoring of this policy will be the responsibility of the curriculum leader and their Line Managers. CLs must ensure their department marking and assessments are in line with the school policy.

CLs undertake the work sampling of their subject in accordance with the whole school monitoring and evaluation cycle. They will work with their Line Managers to oversee the process and provide opportunities for middle leaders to share and discuss practice with their teams. The findings will be fed back to staff with suggested action for improvement.