



**Irlam & Cadishead College**  
**Whole School Marking & Assessment Policy**  
**2018-19**

This policy sets out our vision for marking and assessment at Irlam & Cadishead College and should be read alongside our teaching and learning policy.

## Aims

- To establish a consistent approach to the way the learner's work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. To ensure all pupils have their work marked regularly to help them reach or exceed their full academic potential. Marking will help pupils to improve their work and will inform teacher planning and monitoring.
- To ensure that marking and assessment across the academy is consistently good or better.
- To ensure that marking across ICC is effective, informs progress and encourages students to be a part of this dialogue in their responses.
- Ensure that opportunities for developed and purposeful responses are created for students and that marking helps to nurture them in fulfilling their potential.
- To ensure that marking across ICC informs teacher planning in response to accurate and appropriate assessment of student ability.
- To ensure that assessment of students work is purposeful and meaningful for them, informing progress and helping them to improve.
- To ensure that, where appropriate, marking and assessment recognises good quality literacy and numeracy and corrects errors in literacy or numeracy if necessary.
- To ensure that all student work is checked for completion, literacy and accuracy.
- Nurture a culture of sharing good practice and striving to be the best among all staff at ICC .

## To achieve these aims we will:

- Support teachers where appropriate in order to improve marking or assessment that is deemed to require improvement.
- Ensure that there is a system of formal testing or assessment within each department including mock examinations as appropriate.
- Monitor the quality of marking and assessment within systems in place for whole school quality assurance of teaching and learning including observations, learning walks, student voice and work scrutiny.
- Ensure that departments provide formative feedback for students within an agreed time scale.
- Ensure that there are mark schemes and systems in place for marking of work across ICC.
- Ensure that departments assess students formally each half term and that accurate data is collated for analysis and purposeful intervention.
- Provide appropriate CPD/training opportunities as appropriate for staff in relation to quality of marking and assessment.
- Encourage all teachers to gain external assessment experience with awarding bodies.
- Ensure that marking and assessment over time is taken into consideration in any evaluation of performance, including lesson observations or performance management, in keeping with systems of triangulation within teaching and learning.
- Hold HoDs accountable for the quality of marking and assessment within the department.
- Support HoDs in ensuring that data is accurate and standardised across teachers within the department.

- Support HoDs in monitoring the quality of marking and assessment within the department, within system of work scrutiny at faculty level and management tasks for the whole middle management team.
- Work to a system of assessment that celebrates success, checks understanding, addresses misconceptions and creates opportunities for students to respond in a way that helps them to improve.
- Ensure all students responses, corrections, re-drafting are completed in purple pen.
- All classes should have dedicated DIRT time so that corrections and amendments are completed.
- Student responses should be checked for accuracy and completion.
- Ensure that students are aware that work ticked twice is an indication of good quality.
- Support use of peer and self- assessment when students are well trained in its application and feedback and assessment is purposeful, appropriate and useful. Peer and self- assessment should be quality assured by the teacher.
- Departments should have systems of quality assurance and standardisation of assessments within the faculty to ensure accuracy and consistency of data.
- Ensure that presentation of students work is of an acceptable standard.

## Responsibilities:

### The Local Governing Body

The Local Governing Body will ensure that the Headteacher and the staff implement this policy from the date of it being ratified by the Local Governing Body. The Local Governing Body will hold the Headteacher and the senior team accountable for the quality of marking and assessment and will be updated through its regular meetings. The Local Governing Body will be involved in governors' quality assurance days and be linked to departments and within these be involved in monitoring the quality of marking and assessment across the academy. Governors will be involved in data analysis and challenge and monitor information provided to them by the senior leadership team as a result of marking and assessment across the school.

### The Headteacher/ Senior Leadership Team

The Senior Leadership Team monitors priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures and will track progress against the College's improvement plan. The senior team hold teachers accountable; monitoring and evaluation principally takes place through curriculum line management, department reviews, learning walks and classroom observations of teaching and learning. The senior leadership team are actively involved in the monitoring of marking and assessment through data analysis, book scrutiny, learning walks, student voice, observations and usual quality assurance procedures. Senior leaders will hold middle leaders to account through a system of whole school management tasks which include monitoring of marking and assessment at departmental level. Senior leaders will take appropriate action if necessary where marking and assessment requires improvement or is considered to be inadequate.

### All Staff

Assess all classwork and homework appropriately and provide formative feedback in keeping with the marking and assessment policy. Ensure that feedback is purposeful, celebrates success and supports improvement. Provide opportunities for students to respond to assessment in order to improve and fulfil their potential. Staff should ensure that marking of formal assessment and subsequent data entry is accurate and therefore purposeful for monitoring and intervention purposes.

### **Heads of Department**

HoDs will monitor the teaching and learning within their department through the ICC triangulation calendar – they should take action as appropriate. HoDs are expected to monitor progress and hold staff accountable for the learning of all students. HoDs should ensure that marking across the department is standardised and therefore accurate supporting purposeful data analysis.

### **Parents/Carers/Students**

Parents/Carers and students are expected to share any concerns or views with teaching or leadership staff at the College, as appropriate, in relation to marking and assessment. Students should ensure that work is completed to the best of their ability and is well presented. Students should respond fully to the advice and feedback from their teachers to support their learning and ensure that they fulfil their potential. Students should respond to written feedback purposefully and in red purple pen as per ICC policy.

## **The Marking Process**

Marking must provide detailed and personalised evaluation points for future developments (*Ofsted: Good Assessment in Secondary Schools*)

### **Written Feedback must:**

- Be predominately encouraging and constructive
- Be personal and address the pupil personally
- Be learning focused and not effort based
- Give specific and positive feedback via 'what went well' (WWW)
- Set task specific targets using 'Even Better If' (EBI)
- Challenge the pupils to think for themselves

### **Marking:**

- Must be regular, kept up-to-date, and promptly returned to pupils
- Pupils need to understand marking systems, both the criteria for marking as well the comments and grades or marks awarded.
- Each subject must have a marking policy and should determine the frequency of marking of regular tasks
- Departments must utilise the Literacy marking code, with a particular focus upon the spelling of key terminology
- Important and significant errors should be corrected

- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time
- Marks should be recorded in a mark book and/or SIMs/Arbor
- Only put marks and grades on work if it is judged that these will motivate and encourage pupils. Just grading pupils' work can have a negative impact on pupil learning and motivation

#### **Assessment:**

- Comments will be given that show what has been done well (WWW) and what still needs improvement (EBI) and shows pupils how to improve their performance and move them on in their learning
- Over the course of a term when marked work is returned to a class, time should be set aside to allow each pupil to respond to the teacher's comments and improve their understanding – responses must be made in purple
- Pupils' work for external examinations should be marked using the marking criteria of the examinations
- Collaborative 'Book Looks' must be incorporated in to Departmental meetings in order to produce consistent standards between different teachers
- All grades submitted for reporting purposes must be holistic

#### **Frequency of Book Marking**

The type and extent of written feedback will vary from subject to subject. Wherever possible, this should take place three times per half-term.

All books must demonstrate:

- DUMTUM – Date, underlined, miss a line, title, underlined, miss a line.
- Pride in work/self
- Evidence of learning
- Evidence of progress over time

#### **How the books should be marked**

At the end of each section of work that is marked, teachers need to give:-

- The level or grade achieved (depending on key stage).
- WWW - marking should be as encouraging and positive as possible.
- EBI - one improvement that could be used to raise attainment taken from the piece completed.
- A question or task that allows the pupil to show improvements towards their EBI.
- Pupils must respond in purple.

#### **Spelling, Punctuation and Grammar**

Standard codes should be used across all subject areas. (Literacy across the curriculum)

Marking code (to be noted in the margin)	Type of error
<b>Sp</b>	Spelling mistake
<b>Gr</b>	Grammar error
<b>P</b>	Punctuation error
<b>//</b>	New paragraph needed
<b>^</b>	Missing word
<b>Ww</b>	Wrong word

## Homework

Regular feedback should be given to pupils on their homework in line with the above policy and the Homework Policy.