



MARKING, ASSESSMENT AND FEEDBACK POLICY

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This policy will be reviewed annually.

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1.0	August 2020	K. Park
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1) Rationale and Context

At Wetheringsett Manor School (WMS), the aim is to approach assessment not as a process for the collection and collation of data, but as a tool for supporting the ambitions of our pupils and for driving them on to fulfil their goals and beyond. For assessment to be truly effective this requires any dialogue, decision or data produced by the process to be consistent, accurate and rigorously scrutinised.

2) Fundamentals

- Objectives will be shared with pupils in every lesson.
- Formative Assessment will be utilised in every lesson. Pupils will play an active part in the assessment of their own learning.
- Every lesson will have identified "target time". This is an opportunity for pupils to discuss their own targets for the lesson, and to discuss any feedback in books/folders.
- Every lesson will have clear opportunities for Formative Assessment. Pupils must know how they are being assessed.
- Summative assessment will take place on a termly basis.
- Work should be marked in accordance with Appendix II on a bi-weekly basis.
- Summative data needs to be entered online before the last week of half term by all teaching staff.

3) The Language of Formative Assessment

Every Teacher should identify the key skills, processes and knowledge that pupils will be learning in a period of teaching. These elements should be broken down into:

- Emerging: The student has a grasp of the simple elements of the skill/process etc. They have basic knowledge and can carry out key processes via simplified methods etc.
- Developing: The student shows confidence in demonstrating skills, knowledge etc. They can recount key knowledge accurately and identify when skills and processes are required.
- Securing: The student can demonstrate the key skills, can confidently carry out key processes and can confidently recount relevant information. They can also demonstrate the ability to identify when skills are required and use them appropriately.

These levels are in line with SOLAR, which is the monitoring tool that will be used by staff for reporting progress of pupils .

Our formative assessment of pupils should only focus on skills/processes/knowledge and the language should be about their level of Mastery. Formative assessment is solely to develop student skills.

4) Summative Assessment

Summative assessment will take place once per term (3x yearly) and will measure student's progress for that term as well as for the entire year. Student progress will be recorded and shared with parents and external agencies as required. Teachers are required to have the appropriate marks and feedback completed by the last Tuesday of each term.

5) Reporting to Parents

Reports to parents will be completed once every term (3x yearly), with parents being briefed on a regular basis about their child's achievements.

Reports to parents should identify three pieces of information in terms of assessment.

- Summative Assessment Results: This should identify the starting point in terms of the scale identified above, and the score from the summative assessment at the end of a period of teaching. The key piece of information is the progress identified against the progress expected.
- Formative Assessment Summary: This should identify the key skills etc that a student has achieved in a period of teaching and should have a summary description of their level of mastery and their overall achievement throughout the term.
- Overall summary of the student's wellbeing and 'soft-skills' development: This will go through achievements that the student has made throughout the term and will focus on the personal accomplishments of the student.

6) Roles & Responsibilities:

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context.

Teaching staff are responsible for entering summative data on a termly basis onto SOLAR for progress. This is due the week before term ends, to aid reporting to parents. Staff will be held accountable for this data being available on the appropriate spreadsheets.

Outcomes will be shared with pupils as part of an ongoing dialogue about their learning progress; this is facilitated through Learning Conferences held at the end of each term where pupils and teachers discuss academic and behavioural progress and jointly set targets.

7) Review

This document was originally created in August 2020 as WMS: Marking Assessment and Feedback.

8) Responsibilities

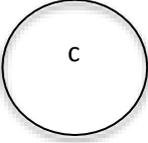
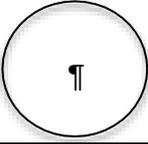
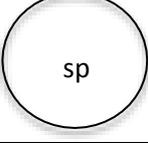
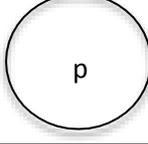
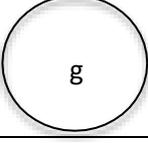
The Headteacher and Head of Education will be responsible for monitoring use of the policy, and disseminate it effectively to all staff and allied agencies. The Head of Education will be responsible for monitoring it's use on a day to day basis, and ensure training is effective and allows all staff equitable access to the policy. All staff with a defined teaching role will be responsible for following the policy, and providing data as per the expectations.

9) Appendix 1

Appendix 1 Marking for RWCM (Reading, Writing, Communication and Mathematics)

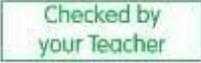
This should be placed at the front of each of the student's books to help them recognise the symbols used when marking occurs.

Teachers need to ensure that they are highlighting this work to help progression and not be punitive.

Symbol	Meaning
	You need to look at your capital letters here.
	Start a new paragraph here.
	You have made a spelling mistake- (Correct spelling should be in the margin).
	You need to look at your punctuation here.
	You need to look at your grammar here- (Correct expression should be given).

10) Appendix II

Marking Policy Outline

	Type of marking	Stamp/ Symbol associated	What it looks like	Frequency
1.	Acknowledgement marking		<ul style="list-style-type: none"> • Work is checked for completion and correctness. • Light touch “tick and flick” marking. • Brief attainment-based comment. 	Every piece of work produced.
2.	Verbal feedback (VF)		<ul style="list-style-type: none"> • Discussion with pupils about their ongoing progress and work. • Use of open and deep questions in order to provoke thinking and progress against the Learning Objective (LO). • Pupils should respond to VF as it happens (notes to be made in book) 	At least once a week.
3.	Diagnostic teacher marking	WWW EBI	<ul style="list-style-type: none"> • Opportunity for pupils to complete an assessment task/assessed piece of work. • Detailed feedback which relates to how well pupils have shown skills from the LO’s/ MTPs (Medium-term plans). • Positive comments related to LO/Success criteria. • Evidence Based Interventions (EBI)- an area where the LO was not met or a there is a suggestion/question in order to progress. • Pupils will have the opportunity to respond to EBI through Directed Improvement and Reflection Time (DIRT). 	Every 2 weeks.

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4.	Directed Improvement and Reflection Time	D.I.R.T.	<ul style="list-style-type: none"> • Pupils to reflect on EBI comment/question and respond or redraft work. • Teacher to then re-check work for improvements made. 	At least once per term.
5.	Peer/ Student self-assessment		<ul style="list-style-type: none"> • Opportunities for pupils to self-check their own and peers learning. • Allows pupils a better understanding of where they are, where they need to be and what they need to do to get there. • Can be written or oral through RAG (Red, Amber, Green) or Q and A. 	At least once per term.