



Manor Academy
Aspire Achieve Excel

The Manor Academy Marking and Assessment Policy

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The Manor Academy Assessment and Marking Policy

In order to help all our students fulfil their potential we should be assessing work in a variety of different ways. This policy is intended to maximize the impact on learning and to promote the effectiveness of time staff devote to assessment and marking.

Aims

The aims of our Assessment Policy are:

- To ensure that every student knows how they are doing and understands what they need to do to improve and to achieve their full potential.
- To review student progress and help them to learn by identifying the next steps.
- To provide information on which to base intervention strategies in order to prevent underachievement.
- To ensure staff are equipped to make well-founded judgements about learners' attainment and progress and how to plan to improve it.
- To establish academy systems for making regular, useful, manageable and accurate assessments.
- To encourage students and staff to set challenging and achievable targets.
- To ensure every parent/carer knows how their child is doing, what they need to do to improve, and how they can support their child and their teachers.

There are six key elements to the way we assess at The Manor:

1. Checking during lessons. Using Assessment for Learning (AfL) strategies, questioning and offering words of praise, encouragement and advice.
2. Using plenaries to gauge progress made. If this is used skilfully it can provide a wealth of information about how the lesson has impacted on individuals and inform future planning.
3. Monitoring homework. When Homework is set and completed it needs a swift response.
4. Work should be marked at least once every four weeks with a detailed piece of quality written feedback that the students must reflect upon. The feedback must explain what the student has done well and two targets for improving/ extending on their learning with one being a target for improving the student's standard of literacy. Each faculty area has a particular manner of recording their assessment which reflects the natural variation in the subject needs. These methodologies can be viewed in the appendix.

When marking summative comments should make reference to:-

- Subject relevant comments on the good learning that has taken place and how to progress further
- Use of Super 7 (Presentation)
- Basic literacy (e.g. subject/key word spelling, punctuation or paragraphing).
- Provide Quality Written Feedback

5. Informed assessments will take place once every 3 weeks. This data will be used to inform the Academy's assessment windows. These assessments should provide a very strong indication of what the student has achieved, using the assessment criteria appropriate to the stage the student is working at and learning challenge they are following. All students in Years 7-11 will be assessed on GCSE grades 1-9 and BTEC grades L1 Pass, L2 Pass, Merit or Distinction.

Effective Quality Written Feedback is expected on all assessed pieces of work. This must clearly identify what the student has done well, the level or grade achieved and clear, precise advice about what they need to do to improve. Furthermore, the teacher must be able to clearly demonstrate that they have allowed time for the student to reflect on this advice and that they have acted upon it to bring about improvements in their learning and progress.

Staff should ensure that the feedback sheet or QWF stampers are used and that all sections are completed so as to improve learning and progress.

6. Through the academy's tracking system students' progress will be monitored and interventions put in place where necessary.

Roles and responsibilities:

Students will:

- Be involved in the assessment of their work and understand what they need to do to improve.
- Be aware of the criteria against which their work will be assessed and where possible, the kind of evidence by which particular attainment targets can be demonstrated.
- Be aware of the level at which they are working in each of their subjects.
- Act on the advice given by their teacher

Subject staff will:

- Share learning objectives and review outcomes with students
- Mark students' work regularly, including at least one formal assessment every 4 weeks to evidence data input into the school's tracking system which will take place three times per academic year.
- Use a range of assessment strategies including the involvement of students in peer and self-assessment.
- Provide feedback that focuses not just on what needs improving in the work but also how it can be improved and follow-up to ensure students have acted upon the advice given.
- Allow time in the lesson for students to review what they have learnt and assess the progress they have made.
- Open up an assessment dialogue with students which makes clear how well the individual is doing, what they need to do to improve and checking that they are doing it.
- Provide praise and encouragement in addition to areas for development.
- Ensure that students are aware of the criteria by which they are going to be assessed.

- Discuss progress and review targets with their students.
- Record students' assessments and progress in line with the academy's tracking system and published assessment points.
- Keep evidence to support assessment judgements.

Subject Leaders will:

- Ensure that key marking and assessment points are incorporated into their scheme of learning.
- Ensure schemes of learning include how and when elements of learning will be assessed.
- Monitor the effectiveness and quality of assessment and marking through the school's QA processes and ensure feedback sheets or the QWF stamper are being used.
- Monitor and evaluate the QWF provided by staff and ensure reflection time is given to students to consider the advice provided and that staff follow-up to check students have acted upon the advice provided.
- Moderate the grading of key assessment points to ensure a consistent approach by all their team in collaborative planning time.
- Internally verify work completed in vocational examination subjects, in line with exam board expectations.
- Monitor student progress and evaluate the effectiveness of learning and teaching.
- Provide all the required assessment and target data.

The SENCO will:

- Work with other staff to develop and support appropriate assessment methods and differentiation for students on the SEND register.
- Liaise with external agencies over formal assessment for statementing.
- Monitor and evaluate performance data for students on the SEND register.
- Ensure students have the appropriate special consideration requests for external examinations.

Tutors will:

- Use prior attainments and performance data to monitor their mentees progress across all subjects and intervene where necessary to ensure that they are on track to achieve their learning targets.

Senior Leadership team will:

- Monitor the consistent use of marking and assessment through the academy's QA programme.

Parents and Reports

We will inform parents of achievements and attainment in termly progress reports and through Parents' Evenings.

Quality Assurance

Regular collaborative assessment and discussion will be used to ensure that assessment standards are reliable and consistent. This means that regular meetings will be held when judgements will be periodically standardised and moderated so they are secure, and discussion will clarify and create a common understanding of assessment criteria and their application.

Much of the evidence for the effective use of AfL, including quality written feedback, and for effective marking will be collected through QA procedures, including lesson observations, work analysis and lesson plan analysis which will be carried out by Subject Leaders under the line management of a member of the Leadership Team. Marking and quality written feedback will also be subject to unannounced scrutiny by Subject Leaders and the Leadership Team.

Marking and assessment are outstanding when:

- teachers and other adults are acutely aware of their students' capabilities and of their prior learning and understanding, and plan very effectively to build on these.
- marking and dialogue between teachers, other adults and students are consistently of a very high quality.
- students understand in detail how to improve their work, are consistently supported in so doing particularly by the creation of an assessment dialogue between teacher and student including the teacher checking that students are acting on the advice given on how to improve their work leading to students making good or outstanding progress over time.
- teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning

*In this policy, 'teacher' means any professional involved in teaching and assessing a student.

Literacy Marking Policy

The following criteria have been used in producing this part of the assessment and marking policy:

- to be straightforward and easy to apply
- not add unnecessarily to teachers' workload
- to develop consistency across all subjects so that pupils understand that 'getting the basics right' i.e. full stops and capital letters, is important in all subjects
- its use would only apply where relevant, such as in extended writing, and would not apply to other forms of written responses such as plans, labelled diagrams or rough notes that are not assessed.

Symbols to be used when marking written work:

p – this shows that you have missed out or used punctuation incorrectly (full stops, question marks etc.)

C – this shows that you have not used capital letters where required.

// – this means that you needed to start a new paragraph (indented when written and leave a line when typed)

SF – this means that what you have written is not in a properly formed sentence

sp - you have spelt a word incorrectly and need to check the correct spelling in a dictionary (or if it is technical or subject specific language then this should be corrected by the teacher)

? – does this part make sense? Read it through to check

We can make a contribution to improving literacy by reinforcing the basics in all subjects so that pupils realise that it's not just a focus in English lessons. By establishing a common practice applied in all subjects we are more likely to encourage the 'grounding' of basic literacy.

Vocational Faculty Marking Policy 2018-2019

This marking policy sets out the standards expected of all staff delivering subjects based in the Vocational Faculty. Staff must adhere to follow these guidelines to ensure that marking is an effective part of teaching and learning, which facilitates expected or better student progress.

Day to Day classwork books and folders

Classwork books and folders should be checked by staff and there should be evidence of this happening at least once per half term. Books should be Super 7 stamped and any literacy errors should be identified. There does not need to be feedback comments on student classwork. The Manor Academy literacy code should be followed.

Assessment Marking

Formal assessments should take place on a regular basis, the frequency expected is outlined below. Formal assessments should be printed on yellow paper and should be stored in student books or folders. Electronic copies of assessments are suitable but feedback should be readily available in paper form (apart from ICT where feedback is used in electronic folders).

Group Type	Frequency of Marking
Key Stage 3 Group (seen once per week)	One formal assessment every 6 weeks.
Key Stage 4 Exam Group (seen three times per week)	One formal assessment every 3 weeks.
Key Stage 4 Coursework Group (seen three times per week)	Assessments to fall in line with agreed exam board assessment plan.
Key Stage 5 Coursework Group (seen five times per week)	Assessments to fall in line with agreed exam board assessment plan.

Assessments should be annotated with 'strengths' and 'problems' throughout. Staff should aim, where appropriate, to include a comment on each page of the assessment. The Manor Academy Stamper should be used to give summative feedback. Here a grade must be recorded and should include a sub-level.

Learning questions should be provided to the student. A bank of these may be prepared, however, the learning question issued should be personalised to the ability of the student. Assessments should be marked within one week so that students can complete their green pen feedback in a timely manner.

When marking coursework, the rules of the exam board must be adhered to. Assessment records should be completed referring to the skill and content of the work. Green pen does not need to be completed for this assessment, instead a record of any remedial action should be kept. In the case of BTEC subjects, assessment decisions should be justified but there should be no leading information regarding how a student may improve their work or grade.