



# Assessment & Marking Policy

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## Assessment and Marking Policy

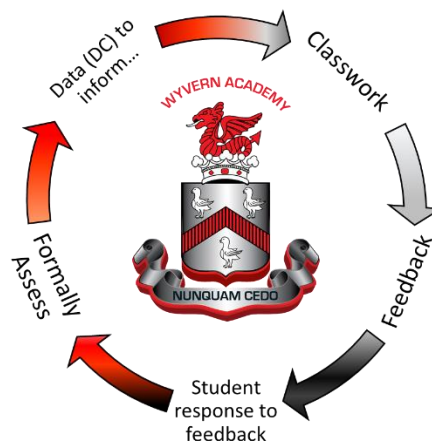
### Rationale

This policy is built on the premise that assessment is integral to teaching and is vital in fostering learning. It is recognised that in practice teachers will develop a wide range of assessment techniques to support their pedagogy with the intention of promoting good outcomes for pupils.

This policy describes the Wyvern Academy's ethos in relation to assessment and describes how knowledge, understanding and skills will be assessed to identify gaps and misconceptions, thus enabling pupils of all abilities to succeed.

### Implementation

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice and should be viewed as a continuous cycle.



So that...

#### **Students know**

- Where they are in their learning
- Where they are going in their learning
- How to get there

#### **Teachers know**

- Where students are in their learning
- What the students' next steps need to be.

Wyvern Academy acknowledges that assessment takes place whenever there is interaction in the learning environment between teacher and student; it is a professional activity managed by teachers, as professionals, in accordance with their:

- subject knowledge and expertise;
- knowledge of the needs of their students;
- judgements of the specific demands of the work;
- planned learning aims, desired outcomes and
- work-life balance.

All formal assessments should have a degree of transparency. Students need to know when these assessments are taking place and be given time to prepare. The students also need to know what they are expected to do. The criteria by which they will be assessed should be shared with them.

Across both key stages, formal assessments should be rigorous and must mirror or prepare the students for terminal assessments and the end of Key Stage 4.

### **Marking**

Marking should be meaningful, manageable and motivating and used according to the teacher's judgement alongside other assessment practices. It should help to advance the pupils' learning and outcomes, therefore, we at Wyvern Academy will take a quality over quantity approach.

As a consequence of this, a minimum of one piece of work must be depth-marked by teachers approximately every ten lessons. These formative assessments must be included in medium term planning and standardised by the curriculum or faculty leader. The assessment should be returned to the student with diagnostic feedback based upon success criteria for that assessment. Feedback must allow the student to correct misconceptions and/or demonstrate progress. It is the expectation that all students be given sufficient time within lessons to respond to this and any other feedback.

In addition to this all other classwork and out of school learning must be at the very least acknowledged by the teacher, who may, **at their discretion** provide written diagnostic feedback.

Self and Peer Assessment should be used when appropriate as it encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes;
- Identifying their own strengths and areas for improvement;
- Encouraging individual learning goals and action plans for future progression;
- Fostering a self-reflective learning culture;
- Encouraging independence and resilience in learning.

In order to show consistency across the curriculum and to make our assessment process transparent and obvious, the following conventions must be adhered to:

- Teacher provided diagnostic feedback in red pen
  - Red = teacher input requiring a response.
- All self and peer assessment must be completed in green pen.
- Students respond to **any** feedback (teacher/self/peer) in green pen –
  - Green = student responsibility for progress

### Marking for literacy

Within every half term there will be a minimum of one piece of work which is literacy marked by the teacher. This piece of work will be marked using the following codes. The work must be annotated with the codes if possible, in the margin on the same line as the student has made the error. The student will then be given an appropriate amount of time to annotate their own work in accordance with the required actions below.

Code	Meaning	Student action required
<b>S</b>	Spelling error (Code used a maximum of 3 times)	The student circles the error/errors using green (getting better) pen
<b>P</b>	Error in punctuation	
<b>G</b>	Grammatical error	
<b>V</b>	Poor vocabulary	The student must substitute the word annotated with technical vocabulary of more complex vocabulary
<b>C</b>	Poor structure of compound sentences	The student must substitute a poor or repeated connective with a more suitable one.
<b>O</b>	Poor opening word of a sentence (e.g. Then... Then... Then...)	Student substitutes the opening word of the sentence with a more suitable one
<b>P</b>	(see punctuation comment above)	
<b>//</b>	New paragraph required	Student uses the same symbol to indicate in their own
<b>PR</b>	Proof read (If the work is syntactically incorrect, the student has contradicted themselves or generally makes little sense.)	The student will re-write the relevant section of their work.

### Quality Assurance

The quality assurance process is the responsibility of the curriculum or faculty leaders, under the direction of senior links.

The quality of student work, setting of appropriate homework (using the PREP model), quality of feedback and student response to feedback will be determined through the quality assurance areas

as determined by the school calendar. The curriculum leader will be expected to evaluate the standard of each of the above strands across each curriculum area and evidence the quality assurance process.

Formal assessments must be standardised and must undergo a process of moderation to ensure consistency. At the discretion on the senior link, evidence to demonstrate due rigour during moderation may be required.

### **Whole-School Examinations**

It is required that all subject areas partake in whole-school examinations (e.g. end of year exams) as per the calendar.