LONG FIELD ACADEMY

# Presentation, Assessment, Marking & Feedback Policy

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| **Formulation date:** | **April 2017** |
| **Senior Team Responsibility:** | **Vice Principal** |
| **Governors' Reviewing Committee:** | **QSTLS** |
| **Approved on:** | **July 2017** |
| **Next review date:** | **July 2018** |

## Fundamental principles

The standard at which students present their work at Long Field is an important aspect of the students' learning journey.  Teaching students to take pride in their work and to present their work well is integral to their experience and demonstrates the high expectations teachers have of all students.

Feedback, marking and self-assessment in green pen are important aspects to support student learning and progression. Teachers spend a large proportion of their time assessing and marking students' work; it is therefore essential that comments made are relevant to learning and progress, and have substance and direction.

## The Aims and Purpose of marking and feedback at Long Field Academy are:

- To ensure that the presentation of work produced by students is of a high standard.
- To provide appropriate information for students to enable learning and ensure progress for all.
- To allow students to self-reflect and enhance their own work through the Green Pen process.
- To enable teachers to show how they are fulfilling Part 1.6 of the Teacher Standards and meeting Academy requirements.
- To assess work to inform future planning for achievement of targets for all students.

## Definitions and Practice

**Classwork** – written work and other work completed within the duration of the lesson.

**Homework** – written work or other directed to be completed outside of lesson time, or prioritised by the student themselves. This is set regularly and consistently for all key stages.

**End of Unit Assessments** – common tasks for whole groups/cohort of students to particularly assess their understanding at the end of a unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the department and whole school.

**Self assessment** – students complete a piece of work being aware of the success criteria. They then mark their own work according to these criteria and are able to identify positive aspects and areas for development.  This is to be done by the student in green pen.

**Peer assessment** – Students are organised in learning pairs within an environment of mutual respect. Using success criteria and mark schemes they mark each others completed work and note positive aspects and areas for development.
*(Self and peer assessment needs to be structured so that students are trained in how to do this and that their skills of assessment are developed).*

**Teacher assessment** – formative assessment will vary according to departments. This is due to the differing timetable weightings between departments.  Curriculum Directors are

responsible for ensuring that the guidelines set out for their staff fall within the broad parameters set out in this policy and take staff workload and work-life balance into consideration.

**Detailed formative assessment**
Within each unit of work departments will identify a finite number of key pieces of work for more in depth, quality marking (outlined in individual department marking procedure documentation). These pieces of work will focus on the assessment of progress in relation to specific learning objectives or curricular targets. Success criteria will be shared with students and at the end of the marking process it should be clear to the student "what they have done well" and "what they need to do to improve". Students may be given a grade.

**Attainment**
Grades are not always necessary. However, it is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done. Students need to be clear about what to do to progress from one grade to the next and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process:
- Grades as well as success criteria should be translated and shared with students using appropriate language.
- Key pieces of work will be awarded an attainment grade expressed in terms of an interim grade, percentage or mark.
- At the end of a unit a formal assessment will take place and a grade or percentage will be awarded.

**Recording of marks**
Teachers should record all marks and grades either electronically or manually, according to guidelines set out by CDs.

**Colour of ink**
Marking should be completed by teachers in red ink. Marking undertaken by a teaching assistant will be in purple ink and student reflection, marking and redrafting will be undertaken in green pen.

**Marking for literacy**
Teachers should mark for literacy in all subjects and also subject specific key terms.

**Personal Learning Checklists (PLCs)**
Each faculty has created a comprehensive PLC for each year group which is used to measure progress and identify areas for intervention. The PLCs are explicitly linked to the schemes of work for each subject and are statements about what students should be able to do as a consequence of their learning. Students are expected to rag-rate these statements, the frequency of which is determined by the CD of each faculty.

**Academic Overview** – Termly form of reporting to parents.

## Section 1: Presentation of Work

Students are expected to present their work well and demonstrate that they take pride in their work. Across the academy students are expected to underline their titles with a ruler and date their work.  They should draw diagrams and charts in pencil and write in black or blue pen. Refinements to their work, following teacher feedback, should be done in green pen. In addition to this, each department has included specific guidance on presentation pertinent to their subject and this can be found within their own Presentation, Marking, Feedback and Assessment procedure documentation.


## SECTION 2: Frequency of assessment, marking and feedback

Marking of work should take place as soon as possible following completion in order to ensure impact and provide time for the student to respond.

- CDs should provide their staff with specific guidance on the frequency of marking, presentation & assessment guidelines. Other types of formative assessment and the frequency with which this is completed will be specific to departments and outlined in their individual Departmental Presentation, Marking, Feedback and Assessment procedures.

- Detailed feedback with curricular targets set for the subject, related to levels or grades should be completed each half term by the teacher and inform the Academic Overview.

- When students mark their own work or their peers in class, this should be checked by the teacher and acknowledged and included in markbooks as appropriate.

- Feedback from oral or practical work could be logged in the student's book and departmental tracking documents / electronic markbooks if appropriate.

- Markbooks may be paper based or electronic and should be completed regularly with accurate and valid data, based on both formative and summative assessments.

- There is an expectation that students will respond to marking using a green pen by improving, re-drafting or repeating work as instructed in the feedback. This should be acknowledged and monitored by the class teacher and intervention should take place if a student causes concern.

Marking and feedback will be subject to regular monitoring by the CD and SLT in accordance with the whole school calendar.


See Table 1 below for an overview of Faculty presentation, assessment and marking details.

## SECTION 3 Tracking of progress, use of grades/percentages and target setting.

- Marking and feedback to students should be tracked across the year and key stage to ensure continuity and progression as students move from teacher to teacher and key stage.

- Grades or percentages should be as a minimum, re-evaluted half termly for Academic Overviews, derived from classwork information and any formal assessment activities.

- Progress should be discussed with students and referred to in feedback and marking of classwork as appropriate and should be evident in exercise books. Feedback should include specific target areas for improvement.

- Progress should be related to assessment information and ongoing marking and feedback should be reviewed half termly by teachers and CDs as part a departmental moderation process.

- CDs and the SLT will monitor the tracking and progress information regularly as part of the monitoring and evaluation cycle. This should take place as a minimum on a monthly basis.

## SECTION 4: Quality of feedback

Feedback to students should be regular and prompt, with clear guidance, both spoken and written, clear statements on whether the learning objectives have been met and what part of their work needs to be improved; Comments on _how_ the pupil is to attain higher grades and curricular targets which are manageable and achievable should be evident.

- Encouragement marking should be used, but this should be specific. Using praise and identification of positives in work should be communicated to students, followed by a target for improvement.

- Comments should be focussed on learning, understanding, knowledge and progress. Comments such as 'good' or 'neat work' in isolation do not help students understand where they are in their learning and how to progress.

- Detailed, summative comments related to end of unit or assessment performance should be justified with an example to show how students can attain a higher level or grade.

- Effective questioning should be used in response to students' work to prompt reflection and action for improvement.

- Oral feedback and modelling could be used to support students to make progress and identify next steps in learning.

- We recognise that in some subject areas the majority of marking is given verbally but is summatively recorded in written form to support this.

- Students' assessed work should be showcased to peers and other staff as appropriate, through class activities, departmental work and display.

Students are helped most where the quality of the written or spoken feedback on their work gives clear evaluation and constructive advice, that leaves them with action points they are able to work on in relation to their curricular target. It is expected that following feedback, students should respond in green pen deeply to allow greater reflection and a deepening of understanding to take place. This should occur frequently and details of this will be provided to departments by the CD.

## SECTION 5: Marking for literacy

Marking for literacy is essential for developing communication skills for students at Long Field Academy.

- Evidence of marking Literacy should be present in written work. Errors could include; spelling errors, capital letters, punctuation or a missing word/syntax error. There is an expectation that pupils respond.

- Subject specific vocabulary should be supported in classrooms and expectations from examination boards applied at KS4 and the rewards system can be used to support this.

- Formal English and appropriate grammar must be used in all written work and marked as such. The use of different types of writing should be encouraged and common forms and conventions used.

- The use of word walls, writing frames, spelling mats etc should be encouraged and departments should provide support materials for literacy in their subject area as appropriate.

## SECTION 6 – Roles and Responsibilities

## Role of the Classroom Teacher

**Teacher Standards (Part 1.6)**
**Make accurate and productive use of assessment**
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

In addition to the above Teacher Standards, and with regard to presentation, marking, feedback and assessment, Long Field Academy teachers are expected to:

- Follow the specific guidelines set out in department presentation, marking, assessment and feedback policies.
- Follow the broad guidelines set out in this policy.
- Have data packs for each class readily available, including assessed work and markbooks showing progress over time.

**Role of Curriculum Director** (In addition to the Classroom Teacher responsibility)

- To establish a consistent departmental marking and feedback policy that is monitored and moderated regularly.

- To ensure staff within the department understand their roles and responsibilities and the importance of completing SIMS accurately and within deadlines.

- To plan and implement moderation of marking and assessment across the department.

- To be able to demonstrate the robustness of the data through the internal departmental tracking systems.

- To ensure that ensure that the SIMS data collection is completed on time and that the current grade is accurate.

- To oversee the feedback to students and ensure that all students know their target grades and also know where they are currently working at.  This should happen half termly as a minimum.

**Data manager**

- To maintain SIMS and SISRA ANALYTICS with correct student data including SEN status, PP status, change of groupings etc.

- To ensure that the reporting cycle is completed on time.

- To provide data to SLT as and when required and ensure that it is accurate.

- To create strategic data reports for SLT on pupil groups, headline figures, trend reports, underachievement etc. after every reporting cycle and also when required.

- To oversee the production of academic overviews and pupil profiles.

**SLT**

- To quality assure the tracking process through the monitoring and evaluation cycle ensuring that the data and assessment from teachers to departments to SIMS.

- To provide reports to governors ie. Reports analysis, process reports etc.

- To review the quality of the standard of marking, assessment, feedback and data within departments and to provide support where necessary.

- To set the whole school intervention strategy.

## Table 1 – Summary of department procedures

| | Where students do their work | Assessment Procedure KS3 | Assessment Procedure KS4 | Marking at KS3 | Marking at KS4 -if different | Organisation & Presentation (see dept procedures for details) | Use of PLCs |
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| **English** | Books and assessment books | Two full language papers throughout the year. Mostly every half term | Formal mock examinations | Yellow box marking | Yellow box marking | P.R.I.D.E (see below) | Following each assessment in assessment books |
| **Maths** | Books & folders | Mini test at end of each topic, linked to PLC.<br><br>Half-termly assessment | Year 10 Mini test at end of each topic, linked to PLC.<br><br>Half-termly assessment<br><br>Year 11 Past paper homework<br><br>Half-termly assessment | Diagnostic feedback Codes A, B & C (see below) used for differentiated homework | Year 10 Diagnostic feedback). Codes A, B & C (see below) used for differentiated homework<br><br>Year 11 Past paper homework | List of non-negotiables including use of green pen also working out to be shown.<br><br>Examples displayed in classrooms | Pre-topic and post-topic |
| **Science** | Books & folders | Progress exams before each data drop | Progress exams before each data drop | Marking following each assessment window- 2 per half term | Marking following each assessment window- 2 per half term | Clear expectations and guidelines shared with students | Reviewed with each progress exam |
| **Business Studies** | Electronic folders with sub folders | Each topic formally assessed | Controlled assessments and end of unit theory tests | Electronic mark book used across faculty | Electronic mark book used across faculty | All folders labelled and organised at the very start of the course | Controlled assessment objectives are PLCs which are shared with students |
| **D&T Including Art** | Booklets and folders (and through practical artefacts) | Midway & at the end of each rotation | As parts of projects are completed | WWW & EBI used across faculty | Controlled assessments marked in sections | Comments about organisation and presentation including in all marking & suggested areas for improvement | All on booklets and reviewed through each formal assessment |

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| **ICT & Computing** | Electronic folders with sub folders | Each topic formally assessed | At the end of every unit – topic test | Electronic mark book used across faculty | Electronic mark book used across faculty | All folders labelled and organised at the very start of the course | Tracked electronically |
| **MFL** | Books & Folders | Each half term | Each half term & controlled assessments | Learning question and green pen dialogue | Learning question and green pen dialogue | Expectations made clear with every group at the start of each half term | PLCs completed each half term |
| **PE** | KS4 books | At the end of each sport | At the end of every unit – topic test | PLC review at the end of each sport | Green pen activity at the start of the lesson | Expectations shared with students regarding presentation | At the start & end of each sport & topic |
| **Performing Arts** | Assessment folders | Each half term as per PLC schedule | Each half term as per PLC schedule | Formative with green pen comments expected | Every 2 weeks there will be exam papers or other areas of controlled assessment criteria set for units /coursework marked in green pen | Expectations constantly reinforced in lessons and in feedback | Each half term through formal assessment |
| **Social Sciences** | Books & folders at KS4 | Assessed each half term | Assessed each half term | Teachers are expected to mark books for literacy, presentation and quality of work (including any incomplete tasks). This can be supported by learning questions. Assessments (based on GCSE style questions) marked with formative comments, green pen improvements expected. | AS KS3 plus in History "show you know" knowledge tests – marked by students | Expectations shared and re-visited regularly with a presentation powerpoint and through feedback. | Reviewed at the start, middle & end of each topic Teacher analysis of PLCs takes place in half termly meetings. |

**English Codes:**
P = pencil for drawing
R = rulers for underlining
I = ink (blue or black)
D = date & title for each lesson
E = errors should be corrected

**Maths codes:**
A – Emerging understanding
B – secure understanding
C – Mastered.