LONG FIELD ACADEMY

Presentation, Assessment, Marking & Feedback Policy

Formulation date: **June 2020**

Senior Team Responsibility: **Vice Principal**

Governors' Reviewing Committee: **QSTLS**

Approved on:

Next review date:

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.
• To allow students to improve their literacy skills.

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/Topic 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 other's 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 (CDs) 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 - summarised in **Table 1** of this document). 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. They should do this using the 'Long Field Marking for Literacy' guidelines (**see Figure 1**).

Personal Learning Checklists (PLCs)
Each faculty has created a comprehensive PLC for each year group in Key Stage 3, which is used to measure progress and identify areas for intervention, in line with our Growth Mindset approach. 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. PLCs can be found under the 'Curriculum' section of the school website.

Academic Overview – termly form of reporting to parents.

Interleaving Structure – interleaving is incorporating previous learning into assessment plans allowing for regular review ensuring prior learning is retained.

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. For further expectations on the presentation of work please see Figure 2. In addition, 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 (**see Table 1**).

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 (**summarised in Table 1).**

- An overview of assessment is provided in individual Curriculum Overviews (found on the school website) and Interleaving Structures.

- Detailed feedback with curricular targets set for the subject, related to levels or grades should be completed as per the Faculty marking policy 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

- Feedback for homework will take place on Show My Homework (our online platform). Teachers will use a criterion to assess homework - this could be in the format of effort grades, scores out of 100, percentages or grading's. Details on the frequency of homework for each subject can be found in table 2.

- 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 Quality Assurance Overview.

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.   The process for this is outlined in the Quality Assurance Overview.

- Grades or percentages should be as a minimum, re-evaluated 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 termly by teachers and CDs as part a departmental moderation process.

- CDs and SLT will monitor the tracking and progress information regularly as part of the Quality Assurance Overview.

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 CDs.

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. See Figure 1 for expectations in relation to marking Literacy.

- Teachers should develop students understanding of disciplinary literacy.

- 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.

- Teachers and students should refer to the 'Progress in Literacy' guidelines to help support their written work. See Figure 3.

- 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 (**summarised in Table 1**).
- 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 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 how to progress through the use of PLCs at Key Stage 3 and assessment data at Key Stage 4. This should happen half termly as a minimum.

Data manager

- To maintain SIMS, RAG documents, FFT Aspire 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 data sheets.

SLT

- To quality assure the tracking process through the Quality Assurance Overview.

- To provide reports to governors i.e. 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

Faculty	Where does marking take place?	Organisation & Presentation (see dept procedures for details)	Key Stage 3 (KS3)			Key Stage 4 (KS4)	
			Assessment Procedure	Marking– frequency/ Type	Use of PLCs	Assessment Procedure	Marking – if different to KS3
English	Books & Assessment Books.	P.R.I.D.E (see below)	One formal assessment each term.	Once every half term in class books with a focus on Progress Pieces and detailed after each assessment.	Following each assessment in assessment books.	Formal mock examinations.	After each question completed (approx. every 2-3 weeks).
Maths	Blue books & Folders	P.R.I.D.E (W) (see below)	Golden Questions throughout topic. Mini test at end of each topic, linked to PLC. Half-termly assessment.	Books marked after each topic (typically 8 lessons). Tests marked on completion.	Pre-topic and post-topic.	Golden Questions throughout topic. Topic test at end of each topic available. Half-termly assessment. Year 11 Fortnightly past paper homework. Topic test at end of each topic available. Mock exams.	Year 10 Books marked after each topic (typically 8 lessons). Tests marked on completion. Year 11 Past paper homework. Mock exams, including QLA.
Science	Purple books	Clear expectations and guidelines shared with students – PRIDE(W)	1 formal assessment per half term. 1 informal assessed piece of work each half term.	Following each assessment (formal/informal) within purple books.	PLCs RAG rated following assessment.	End of topic assessments (summative). Formative assessments within topics. Mock exams. Exam questions.	Following each assessment within purple books.

D&T Including Art	Student books, booklets and folders (and through practical artefacts).	Expectations consistently reinforced in lessons and in feedback.	2 formal assessment within a rotation of 9-weeks.	Mid and end assessment and feedback against PLCs.	Evident in booklets and reviewed through each formal assessment.	Mock exams and core knowledge assessments at end of each project in D&T/Art. NEA strand marking in D&T. In art, as evidence builds for each assessment objective. As projects are completed.	Controlled assessments marked per assessment objective.
Computing	Electronic folders and books.	Clear expectations and guidelines shared with pupils.	Formal assessment every half term.	Once per half term. Including Red/Green pen. Keyword test (end of term).	Following each assessment every half term.	End of topic tests. Mock papers. Controlled assessments. Exam Questions. Homework booklet.	Once per half term. Green and Red in books. PLC's with upgrades. Formal upgrades on assessments.
MFL	In exercise books.	Expectations made clear with every group at the start of each half term, these are also consistently reinforced throughout the academic year verbally and in feedback in books.	Each half term.	Marking once per fortnight Learning question and green pen dialogue. Feedback sheets following assessments.	PLCs completed each half term following assessments during PLC intervention week.	Marking once per fortnight Learning question and green pen dialogue Feedback sheets following assessments.	Each half term & fortnightly controlled writing assessments.
PE	KS4 books	Expectations shared with students regarding presentation.	At the end of each sport.	PLC review at the end of each sport.	At the start & end of each sport & topic.	At the end of every unit – topic test.	Green pen activity at the start of the lesson.

Performance	Assessment Folders.	Expectations constantly reinforced in lessons and in feedback.	Each half term as per PLC schedule.	Formative with green pen comments expected.	Each half term through formal assessment.	Each half term as per PLC schedule.	Every 2 weeks there will be exam papers or other areas of controlled assessment criteria set for units /coursework marked in green pen.
Social Sciences	KS3 books KS4 Assessment books	Expectations shared and reinforced in lessons and re-visited regularly with a presentation power-point and through feedback.	Assessed each half term.	Teachers are expected to mark books for literacy, presentation and quality of work (including any incomplete tasks). This should be supported by learning questions, differentiated on ability. KS4 assessments (based on GCSE style questions) marked with formative comments, green pen improvements expected.	Reviewed at the start and end of each topic. Reviewed through formal assessment each half term.	Assessed each half term.	Same as KS3.

PRIDE & (W)

P= Pencil for drawings, tables, charts and graphs

R= Rulers for underlining or any straight line

I= Ink (Blue/Black) (Green for reflection/correction)

D= Date & title for each lesson

E= Errors should be corrected

(W) – Calculation related – Full working out to be shown

Table 2: Homework Frequency

	Subject	How often?	Details
Year 7-9	**English**	Weekly	Students will be given a Knowledge Organiser on the unit of work being studied in lessons. They will be asked to revise a section each week ready for a 10 question quiz in their lesson. They will also be given spellings to learn every two weeks.
	Maths	Weekly	Booklets issued with homework alternating weekly between 20 questions and HegartyMaths tasks.
	Science	Weekly	Set on Educake or in booklet form.
	Languages	Weekly	A variety of tasks relating to the current or past topics.
	History	Fortnightly	Consisting of either a task from the topic grid or revision questions.
	Geography	Every one to two weeks depending on the task	A task to consolidate or extend learning or revision.
	Computer Science	Fortnightly	Usually in booklet format but can also consist of quiz style questions via SMHW.
	Design & Technology	Fortnightly	Various tasks that will develop both skills and knowledge.
	Art	Project based tasks set over a number of weeks	Project based
	P.E.	Approximately every three weeks	Quiz style/recall activity at the end each topic/sport/activity based on the theory elements that link in to GCSE PE.
	Performance	Twice per half-term	A written task based on what is being studied in lesson.
	RS	Fortnightly	A creative, research style activity to compliment learning in the lesson.

	Subject	How often?	Details
Year 10	English	Fortnightly	Tasks from a Language/ Literature booklet.
	Maths	Weekly	Booklets issued with homework alternating weekly between 20 questions and HegartyMaths tasks.
	Science	Weekly	Revision task or exam paper.
	All other subjects		
	Students are given regular homework according to the subject they are studying. In addition, students should be completing ongoing, independent revision for all their subjects; they should be completing two hours of homework or revision a night.		

	Subject	How often?	
Year 11	English	Weekly	Specific and personalised revision for Literature/ Language.
	Maths	At least fort-nightly	Past examination papers
	Science	Weekly	Revision task or exam pa-per.
	All other subjects		
	Students are given regular homework according to the subject they are studying. In addition, students should be completing ongoing, independent revision for all their subjects; they should be completing two hours of homework or revision a night.		

Figure 1.

📚Long Field Marking for Literacy📚

Margin:	What it means:	Example:
SP	Spelling error	Do<u>se</u>
^	You have missed something out	The cat ^ the mat
P	Punctuation error	Don<u>t</u>
?	Unclear, poor expression	He home of the day
WW	Wrong word	They <u>where</u> running
N.A.S	Not a full sentence	Running down the street
C or =	Needs a capital letter	<u>d</u>ave lives in <u>l</u>ondon
//	New paragraph	//The next day
T	Tense error	I go to the store and I <u>bought</u> milk.

Figure 2.

Presentation Guidelines:

- Take **PRIDE** in your work!
- Titles should have **capital letters** and be underlined with a ruler**.**
- The date should be written on the right-hand side.
- Handwriting should be neat and **tidy** using black pen.
- Diagrams should be drawn **neatly** in pencil with a ruler.
- Mistakes should be crossed out neatly with a single line.
- Stick all sheets in your book **neatly**.
- Label homework tasks **clearly**.

Presentation of Work

Write in **black** pen

Date all your work

<u>Underline</u> titles with a ruler

Draw in pencil

Draw tables and graphs using a **pencil and ruler**

Stick all sheets in book **neatly**

Marking Guidelines:

- Your teacher will give you specific **targets** to work on in 'Green Pen Time'. Take note of these targets and act on them to help you make good **progress.**
- **Please use green pen for all peer and self-assessment along with acting on targets set.**

Figure 3.
PROGRESS IN LITERACY: *Improve your performance!*

WRITING
CONNECTIVES/DISCOURSE MARKERS

Comparing	Contrasting	Structuring
Equally, Secondly,	Whereas	Firstly,
In the same way,	Instead	Meanwhile
Similarly,	Alternatively,	After
Like	On the other hand,	Finally,
Compared to conclusion,	In contrast to	In

Adding information	Emphasising	Cause/Effect
Also,	Above all,	Because
As well as	Most importantly,	
Consequently		
Furthermore	Especially	Therefore,
In addition,	Significantly,	So,
Besides this,	Notably,	As a result

The counter-argument	Giving examples
But, Yet,	For example/instance
However, Although,	to illustrate

WRITING RULES
Identify the **PURPOSE, FORM, AUDIENCE**

Use a range of punctuation . , ? ! : ; - ( ) " " …

Vary sentence structures – short, long

Start some sentences with –ly or –ing words

Use a thesaurus for better vocabulary

Check spelling carefully

Use subject specific vocabulary

WORD TYPES
NOUN: names of people, places, objects e.g. car
ADJECTIVE: describing words e.g. **big, red** car
VERB: doing or action word e.g. running
ADVERB: describes action/verb e.g. running **quickly**
PRONOUN: replaces a noun e.g. I, you, he, she, it
PREPOSITION: shows the relationship between words in a sentence e.g. over, after, behind, on
CONNECTIVE: words that link sentences and paragraphs together e.g. but, so etc

READING STRATEGIES

Reading aloud – volunteer in lessons, read to a partner.

Skimming – read a text quickly to get an idea of what it is about.

Scanning – read a text looking for a particular word or idea.

STRATEGIES FOR UNDERSTANDING:

PREDICTING – after 3/4 paragraphs, make notes on what you think will happen next

VISUALISING – at 3 different points in the text, draw a sketch of what has been described

READING BACKWARDS/FORWARDS – read the text backwards and forwards noting down connections

QUESTIONS – after a few paragraphs, write down some questions about the text to help you think about it in more detail

SKIMMING – after skimming for 1 min, cover the text and write a brief summary

SCANNING – scan the text and write down 3 questions to ask a partner

INFERRING – underline key words and phrases and work out what characters are feeling/their opinions

EMPATHISING – at different points, jot down how you would feel/what you would have done in that situation.

PUNCTUATION

BASIC…

Capital letters, full stops, exclamation marks! question marks?

BETTER…

Apostrophe – *Omission* e.g. do not = don't *Possession* e.g. George's bag, the girls' bags

Comma – to separate clauses e.g. Running to school, I dropped my bag.

BRILLIANT…

Semi-colon – *used to link two closely related sentences* e.g. I opened the box; it was difficult to pull the lid off. *Also used to separate longer items in a list* e.g. In my shed I have: a bucket and spade; a huge workbox of tools; two old chairs and a lamp.

Colon – *used to introduce a list* e.g. I'm shopping for: bread, milk, apples and eggs. *Also used to emphasise a word or phrase* e.g. The way to describe it is: appalling!

Ellipsis – indicates you have missed some words from a quotation, or an unfinished or trailing thought e.g. Suddenly, it happened…

PURPOSES OF TEXTS:

argue, persuade, inform, explain, advise, describe, review, analyse, explore, imagine, comment, entertain

PARAGRAPHS

Use paragraphs to organise your work-
- Start a new line and indent 2cm OR
- Miss a line and start next to the margin

REMEMBER *TIP TOP* to start a new paragraph:

Time **P**lace **T**opic **P**erson

ANALYSING READING

Use P.E.E. – *point, evidence, explanation*

This shows that…

This demonstrates that…

This describes…

This is significant because…

This indicates that…

This highlights that…

This implies that…

From this, we can infer…

This emphasises…

This suggests that…

The key word is … because …

This reveals that…

This illustrates that…