



# KING JAMES I ACADEMY

## Whole-Academy Assessment and Marking Policy

Date adopted by Governors: October 2020

Date of Next Review: October 2022

**Rationale:**

A range of stakeholders, including pupils, staff, senior leaders, parents and governors have been consulted as part of the development of this policy and the elements within it. The requirements of this policy form the basis for all assessment across the academy, but Directors of Learning and departmental staff will adapt and refine elements of it to meet the needs of learners in their own subject areas, and (in Key Stage 4&5) to meet the assessment requirements of external examination boards and providers. Subject-specific assessment policies should be clearly defined in a Department Assessment & Marking Policy, which should be agreed within departments and shared with all department staff.

**Section 1: Principles of Assessment**

- Assessment is the on-going process of measuring pupil success against defined criteria (knowledge & skills) at a defined point in time.

- High quality assessment and marking will identify strengths in pupil work, areas for development and will inform further learning to bring about improvement in these development areas.

- Marking and assessment from the teachers should be met with responses from pupils, which demonstrate greater evidence of knowledge or use of skills, and therefore improved progress.

- Assessment is only valid and useful when it results in an improvement in student work and an understanding of how this improvement can be brought about.

**Section 2: Assessment system**

Pupils in all year groups are formally assessed 3 times every year, or as calendared in the Academy Assessment Calendar. At these defined points, pupil progress is measured against the whole academy grading system, based on GCSE 9-1 scale. Assessment criteria are defined departmentally, and should always be used by staff when determining assessment outcomes.

**Section 3: Formal Assessment Points (3 annually per year group)**

At these calendared assessment points, pupils must complete a formal assessment in appropriate conditions. The blank proposed examination paper related to the year group will be past to the Key Stage lead along with a standard mark scheme, once a scrutiny has been carried out by the Key Stage lead and the paper has been past fit for purpose the examination can be given to the students. The standard mark scheme must be provided to all staff marking the assessment to ensure consistency of marking, and the Director of Learning / other staff should consistently moderate assessment decisions from all department staff for all year groups, and as appropriate. Once marking and departmental moderation is complete, the teacher for each class will input assessment grades & other requested data in to SIMS. Deadlines for SIMS completion can also be found in the Academy Assessment Calendar.

#### **Section 4: On-going Written Teacher Marking**

- A clearly defined set of assessment criteria should be set by Director of Learning for all year groups, as appropriate to the key stage. Generally, PiXL PLC's are used in Key Stage 4, and staff designed PLC criteria in Key Stage 3. This will ensure that personalized feedback is provided to individual students, rather than generic feedback which does not meet the needs of students in identifying development needs specific to them.

- In addition, all teaching staff have a professional responsibility to mark and assess a range of features of pupils work. Features which must be assessed are as follows, and whilst these key features for marking are the minimum expectation, the list is not definitive: Marking of numeracy, literacy, knowledge, skills, structure of work and spelling, punctuation and grammar. Praise and recognition of good work should also be recognised. This can be done using whole-academy strategies, including Class Charts, Rewards Cards and via Achievement Assemblies. Alternatively, as agreed within a given department, recognition of pupils could be addressed via a department-specific strategy.

- All marking should be completed by the teacher of the class in **red** pen. General lesson tasks should be marked as determined by Directors of Learning, and in 'reasonable' depth. Teachers should objectively assess any marking they plan to undertake, prior to marking, and should ensure that, at all times, they only mark or assess work where marking or assessment has a tangible, positive and defensible impact upon a student's learning.

- A 'significant'\* task should also be set by teachers at 2-3 week intervals. These 'in-depth' activities should be opportunities for students to demonstrate the progress they have made against the criteria they have been set, and should be based on the topics they have studied over the past 2-3 week period. At these points, Doodle/PiXL PLC's could be used/updated, by staff and pupils, to consider progress at interim points within an assessment window.

- When pupils respond to written feedback, they should do so in green pen in all cases.

- Teachers should ask pupils to leave a page/space after these regular 'significant' tasks so that they can be used to add development questions for students, and avoid them having to make 'green pen' improvements in margins etc. Improvement boxes restrict student responses and should not be used.

- Teachers should mark books as a minimum on a 2-3 weekly basis, depending on the frequency of lessons in their given subject area. Departmental assessment policies should define the maximum frequency of book-marking in all cases. Subjects in which two or more lessons take place each week should ensure that the maximum time frame between marking is two weeks\*\*. This period can be longer in some

subjects with fewer lessons per week, as agreed by the Director of Learning and the Key Stage Coordinator.

- Spelling, punctuation and grammatical errors should be identified through the underlining of errors. Strategies which can be used to address these issues are pupil repetition of the incorrect spelling- 3 times- in green pen. Other grammatical and punctuation errors must also be underlined and comments made.

- In addition to classwork, homework tasks used to extend current learning, or introduce new learning, should be marked appropriately and on a regular basis, as with other work. Homework issued should be varied, so that learners have an equal opportunity to make further progress using a variety of methods (some of which will suit some students more than others, and vice-versa).

### **Section 5: Verbal feedback and questioning (in-lesson assessment)**

- Verbal feedback is crucial as it offers opportunities for pupils to understand areas of strength in their work, or about how they can develop further. Questioning is crucial in assessing pupil knowledge and understanding of how to apply skills during lessons. Teachers should:

- Measure the progress of pupils in lessons against lesson objectives and success criteria. Verbal feedback, alongside written lesson activities, should be used to evidence progress towards the set objectives.

- Ensure that verbal feedback is regular, and opportunities to give verbal feedback whilst pupils complete lesson tasks take place as standard.

- Ensure that 'deep' questioning takes place to confirm knowledge and understanding, and drive improvement. Questions can be targeted at specific pupils based on ability, development needs or other variables. High-quality questioning should be a common feature of all lessons.

- Directors of Learning should define subject-specific methods for evidencing where verbal feedback has been given. Methods used in some departments are to use a stamp, and then ask the pupil to respond to the feedback and guidance in green pen. Other departments may choose to use 'improvement stickers' where pupils provide responses to verbal feedback on the sticker. In some departments, progressive assessment methods, such as 'live marking'\*\*\*\* can and should be used, when appropriate as defined by the teacher.

### **Section 6: Peer and self-assessment**

- The frequency of peer and self-assessment is to be determined by the class teacher/ departmental staff, but as a general rule students should regularly be given the opportunity to assess their own work, and that of their peers.

- Peer and self-assessment should always see pupils analysing the relevant work against pupil-friendly, clear assessment criteria\*\*\*

**Key:**

\* Significant is defined as an extended activity which tests pupil progress against a range of the key criteria (knowledge and skills) which pupils are tested against. Likely to be a 'draw together' task, based on recent topics studied and, in appropriate subjects, could be an extended writing activity, or another 'subject-appropriate' (as defined by teacher) task.

\*\* Reasonable and infrequent extensions to this defined two week period for subjects in which students have two or more lessons are at the discretion of the department.

\*\*\* Clear, accessible criteria to measure work are crucial to ensure effective self and peer-assessment takes place.

\*\*\*\* 'Live marking' involves the teacher marking and assessing work at the contact point with pupils- during lessons. Marking which takes place at this point can be easily explained, constructive and often provide students with greater clarity with regards to improvement needs.