



Quality Assessment, Feedback and Marking Policy

September 17-18

Name of Policy	Quality Assessment and Marking Policy
Named Person(s)	Kate Seddon
Review Committee	K Seddon, P McMullon
Last review date	September 17
Next review date	September 18

Assessment Co-ordinator: Kate Seddon

ASSESSMENT POLICY
Quality Assessment, Feedback and Marking of Pupils' Work
St Joseph's RC Middle School

Assessment update

Quality marking and assessment is a cyclical process, with the overall aim to raise standards, involving teachers and pupils that has a clear purpose within teaching and learning. Quality marking and assessment provides the opportunity for prompt and regular written or spoken dialogue between teachers and pupils.

Oral Feedback

Oral feedback, in relation to Assessment for Learning, should be regular and ongoing within lessons as appropriate and should be given in a variety of formats i.e. positive praise and advice related to learning objective and success criteria. Oral feedback can be given to pupils either on a 1:1, small group or whole class basis. Verbal feedback stampers can be used or VF to indicate when verbal feedback has been given. Self and peer assessment are also key components of oral feedback.

Written Feedback

Written feedback is only one example of Assessment for Learning, however, it is a clear method of demonstrating the teachers' ability to assess and mark pupils' work and ensure progress over time. Written feedback should also regularly involve self and peer assessment, therefore, ensuring that the pupils themselves are actively a part of the quality assessment process.

Format and presentation for pupils' work

Learning objectives to be written in pupil's book and underlined in red.

Pupils to write their agreed personal target below the learning objective and underline in red when appropriate.

Pupils will write using a blue pen, biro is not allowed. Pupils use pencil for maths.

Teachers will acknowledge, mark or assess work using a black pen.

Self assessment will be completed in red pen or pencil.

Peer assessment will be completed in green pen.

Pencil will be used for diagrams, graphs, pie charts etc.

Coloured pencils to be used for colouring in not felt tip, gel or highlighters.

Expectations

All subjects, except RE, are now following the agreed Partnership assessment policy and will indicate to a pupil whether they have reached the Age Related Expectations, ARE.

RE will share the National Curriculum level achieved by the pupil.

All staff to follow the agreed correction policy when marking pupils work.

Quality Assessment St. Joseph's RC Middle School




Every pupils' exercise book in Y6, Y7 and Y8, in RE, will use an agreed format that informs the pupil of his or her September national curriculum level and their expected two sub level progress by the following July. Y5 pupils will have their baseline/point of entry national curriculum level recorded and target level by October half term.

All other subjects will follow the agreed Partnership assessment policy and pupils will begin the year as 'Entering' the curriculum unless otherwise stated eg SEN pupil. This is in line with the agreed Hexham Partnership Assessment Policy.

Subjects that do not use exercise books regularly must inform pupils using an agreed procedure within the department.

It is expected that all teachers are compliant with the school marking policy and all work will be marked within 4 hours of teaching time.

Personal Pupil Targets

Teachers should regularly mark/assess work in relation to the objective for the lesson. To enable pupils to move forward with their learning in a particular subject it is essential that teachers share with them the next steps in their learning. These next steps can be achieved by giving pupils an amber to green notation,  →  if a pupil has not achieved the objective or as part of an assessed task. The next steps should allow each pupil to move forward and include the use of good questioning and dialogue. Pupils will be given time in lessons to respond in red to teacher feedback. In all subjects next steps should directly relate to the work covered and allows the pupil to move forward in their learning. If a pupil has achieved the lesson objective a green+,  , sign can be used to indicate the next step in the learning.

Assessing, giving Feedback and Marking Pupils' work

Use traffic light system (RAG) to respond to pupils' work

- Green - you have successfully achieved the learning objective. The teacher is pleased with your work.
- Amber - you have achieved the learning objective but you will need to listen to your teacher's advice about future work.
- Red - your work is not acceptable, you have not achieved the learning objective.

Step 1 Acknowledgement marking - the lightest touch!

Acknowledgement marking will take place when the work carried out is not going to be quality teacher marked. This will be an acknowledgement that the work has been read and the traffic light system will be used to indicate the success of the pupil's work in relation to the learning objective and personal target set.

Step 2 - The light touch with purpose! Quality assessment/marking

Responses to the assessment/marking of the learning objective and personal target should be using one of the following:

- Teachers mark/assess pupil's work against the set learning objective and personal target.
- Teachers write a question for pupils to respond to.
- Pupil's self assess their work against the set learning objective and personal target
- Another pupil peer assesses against the set learning objective and personal target
- Feedback using a coding system devised by teacher prompts the child to improve their work
- The use of 'dialogue boxes' to deepen pupils understanding.

For each of the above a comment indicating of whether the pupil has reached the ARE should be shared. In RE a national curriculum level is shared with the work, RAG may also be used.

Step 3 - Thorough marking and assessment of pupils' work

- Work is quality assessed using clear success criteria. A next step forward, as well as pupil response showing the pupil moving forward with their learning.
- The use of next steps or Even Better If, EBI, and Directed Improvement Time, DIT should be evident.
- The use of the correction policy should be evident.
- As above, feedback using a coding system devised by the teacher prompts the child to improve their work.

Teachers should carefully choose success criteria which ensures appropriate challenge for all pupils as this is what work should be quality marked against, relevant to the initial learning objective.

Teachers must allow time in lessons for pupils to respond to their assessed work either by signing comments or writing a pupil response after feedback.

Review

The policy will be reviewed annually and shared with governors.

