



Assessment for Learning Policy 2016/17

This Assessment for Learning Policy is a key part of our overall Teaching and Learning Policy. High quality assessment is crucial in helping students to make effective progress. Fundamental to this policy, is the belief that our students will become better and more motivated learners when they are aware of the level they are currently working at and fully understand how to make progress. This policy sets out to explain the expectations for teaching staff and details of common assessment techniques that can help our students to make effective progress. High expectations will be set in terms of effort, literacy and the presentation of work.

Principles of Effective Marking

Regular and effective marking of work can be a very motivating factor for students. High quality marking is a prerequisite for teaching that is graded as being 'outstanding' overall. The highest quality marking:

- Provides constructive feedback which helps students to understand what they have achieved and what they need to do next.
- Encourages student engagement through questions which can be followed up. Work is subsequently re-drafted, corrected or completed.
- Focuses on explicit learning outcomes as the criteria for success.
- Engages with subject specific knowledge, understanding and skills and not just with effort and presentation.
- Supports consistently high expectations of the quality and presentations of students work
- All teachers/subject areas have a responsibility to feedback on effective literacy and this will include highlighting spelling and grammatical errors.

Marking Expectations

1. It is expected that there should be at least one piece of work per month that is marked in detail, using the new level descriptors for attainment and effort at Key Stage 3.
2. Effort grades, as well as the new number system will be used at GCSE level. Subjects with a higher contact ratio e.g. core subjects may mark at a higher frequency if required. A level grades will also be provided monthly.
3. This piece of work must be marked using 'SWI **style** feedback (Strengths, Weaknesses and Improvements) and using the literacy marking guidance referred to below. The SWI assessment *style* may differ from faculty to faculty, but the fundamental principles across the school will remain the same.
4. Ensure that time is provided, either in class or during homework, for students to respond to these improvement targets, some staff call this Directed Improvement and Reflection time (DIRT). This includes time for students to act upon 'NOW' targets and for correcting any spelling or grammatical mistakes you have highlighted.
5. Our student's response to improvement targets is the most important aspect of marking and should focus specifically on student's moving to the next level of attainment and/or improving their literacy.

6. Teachers must provide guidance for key assessed pieces of work. This guidance should help pupils gain a clear idea of how to make progress from one level or grade to the next, for example through the provision of GCSE assessment criteria or the new Key Stage 3 assessment descriptors.
7. Books/Folders will contain an assessment record, to indicate how pupils are progressing.
8. Books and folders should be visually checked by the teacher at least on a fortnightly basis. At these times, teachers can, for example ask for work to be re-done, tick or write shorter comments.
9. It is expected that work handed in for marking will be returned to the students with detailed feedback within one week.
10. Work that is completed to a standard lower than expected will be returned to the student to be re-done.

Marking of literacy errors:

All teachers are responsible for improving pupil literacy. This means the marking of literacy, spelling, punctuation and grammar will be evident in all books and folders.

1. Teachers must identify and correct spellings of key subject vocabulary and/or frequently used words such as homophones; 'there' and 'their', for example, which are misspelled frequently.
2. It is expected that poor sentence structure or repeated punctuation errors are also highlighted, for example, incorrect use of capital letters or punctuation to end or link sentences. Arrows should be used to indicate where any incorrect word order has been used. Students must correct these errors.
3. In order to promote consistency, a 'common departmental approach' to the marking of literacy errors should be used. Departments can choose from a range of techniques, including the use of departmental **literacy codes, the highlighting of errors, self-correction, peer correction and the numbering and listing of specific errors** to ensure that students are focussed on improving their writing. It is the responsibility of departmental and faculty heads to ensure that a common strategy within each departments is established.
4. Books and folders must show evidence that teachers provide time in class or during homework, for students to correct the grammar, spelling or punctuation errors highlighted.

Principles of Assessment for Learning Strategies

Alongside regular and effective marking there are important strategies that can play an important role in continual assessment and when used consistently they can be a powerful factor in helping students to learn effectively and make excellent progress. At the Sir John Colfox Academy this will include:

- Assessment criteria being shared clearly with the class, groups or individuals.
- Regular small 'AFL' tasks within lessons allowing the teacher and learners to measure the progress they are making against the learning objectives.
- Effective lesson plenaries that enable the teacher and learners to evaluate the levels of understanding within a lesson.
- Use of Self Assessment to enable students to better analyse their own work against assessment criteria.
- Use of Peer Assessment to enable students to better analyse their classmates work against assessment criteria.

- End of unit summative assessments to enable students to see the level they are working at within controlled conditions.

The following grid highlights the characteristics of assessment for learning within 4 stages. At the Sir John Colfox Academy we continually strive for assessment that **enhances** learning (Stage 4).

Stage 1 Focusing	Developing	Establishing	Stage 4 Enhancing
<p>Learning objectives are shared with children at the start of lessons or learning activities and are reviewed in the plenary.</p> <p>Teachers promote positive attitudes to children and to learning.</p> <p>Learning objectives are clear and appropriately challenging, and teaching is well focused.</p> <p>Teachers make use of a range of day-to-day assessment strategies in lessons/learning activities</p> <p>Teachers use a range of assessments techniques to judge children's attainment.</p>	<p>Success criteria are focused on learning.</p> <p>Teachers make explicit to children the links between current learning objectives and previous learning.</p> <p>Teachers outline or describe to children the overview of learning across a whole unit.</p> <p>Teachers provide written feedback to children on their progress.</p> <p>Children are made aware of their curricular targets.</p> <p>Teachers review progress against targets.</p> <p>Children are given positive praise and advice on how to make further progress.</p>	<p>Teachers define and make explicit to children the success criteria for meeting the learning objective.</p> <p>Teachers provide written and oral feedback against the success criteria to engage children in their learning.</p> <p>Teachers identify success and illustrate how further progress can be made.</p> <p>If appropriate, children work individually and then with a response partner (peers) to identify success against the learning objective.</p> <p>Success criteria are focused on learning and shared with children.</p> <p>Children are supported to understand the steps towards the curricular target through teacher/practitioner feedback, both oral and written.</p>	<p>Children are involved with their teachers in defining success criteria linked to the learning objective.</p> <p>Children are encouraged to evaluate and improve their own work during a learning activity/the lesson, making effective use of success criteria.</p> <p>Teachers and peers review progress against success criteria and provide written feedback to children.</p> <p>Evidence that children act on written feedback from teachers/practitioners and peers.</p> <p>Children are involved in both setting and evaluating curricular targets.</p> <p>Targets are monitored and evaluated regularly for impact in order to inform the next steps.</p>