



CHALK HILL

Assessment, Marking and Feedback Policy

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Persons responsible for review: Trust Leadership Group

Assessment, Marking and Feedback Policy

Principles

- Assessment is integral to the process of identifying students' learning needs, monitoring their progress, implementing and modifying teaching strategies and intervention, and evaluating their impact.

- Marking and feedback form an essential dialogue between a teacher and a student about the quality of learning and progress that has taken place;
- Marking and feedback should inform learners about how they can learn more effectively and make further progress in the future;
- Marking, feedback and assessment, both formative and summative, should be used to report progress against targets;
- Marking and assessment should also inform teachers' future planning of lessons and units of work;
- Marking and feedback may relate to written work, oral work, creative and practical tasks.

This policy focuses primarily on written marking and assessment, which – although first and foremost for the benefit of the learner – also has a wider audience of parents/carers and those involved in scrutinising the quality of student progress such as senior leaders. A lot of teacher time is invested in the written marking of students' work and it is important that this secures progress in attainment.

Assessment

All students are assessed by the Lead Teacher within the first two weeks of arrival, using a range of detailed standardised tests to ascertain their current reading age and ability, spelling age and ability, phonological awareness (if deemed necessary), and numeracy skills and levels. Levels in written and spoken English are assessed by teaching staff and the Lead Teacher within the first two weeks. A profile of each pupil's specific strengths and weaknesses is drawn up by the Lead Teacher detailing where there are gaps in learning and suggesting strategies for support.

This baseline assessment is essential to ensure that all students' progress is measured from a standardised starting point. It is common for academic data about a student on arrival to be inaccurate, for a range of reasons. Depending on the student's circumstances these may include - for example - significant breaks in learning prior to arrival, attendance at several education providers in relatively quick succession, a period of absence from education, or sustained refusal by the student to participate in learning activities.

Chalk Hill has developed a framework for assessment based on the 2014 National Curriculum to measure attainment and progress. Standardisation will take place termly at teachers' meetings. Where possible external standardisation will be organised in partnership with other schools.

Teaching staff are expected to complete summative assessments in English, Maths and Science at the end of every half term, along with supporting evidence such as assessed written work and Maths tests. The assessment data is recorded on an online shared spreadsheet. These are evaluated by the Headteacher who will analyse the data, looking for trends and patterns to inform future priorities. This assessment framework is being extended gradually to include the full range of National Curriculum subjects plus a framework of behaviour targets.

Students are also assessed before admission using the Boxall Profile, which provides a framework for the precise assessment of children who have social, emotional and mental health needs (SEMH) and are failing at school. It helps staff to plan focused intervention for our students. The profile provides staff with insights and suggests points of entry into the child's world, and considers what lies behind

the behaviour. Further profiles are conducted at key points, such as the 12 week placement review, the Annual Review of a student's Education Health Care Plan (EHCP) / Statement of Special Educational Needs (SEN Statement), or transition review. The outcomes of the Profile are converted into numerical indicators which are submitted to the Headteacher in order to review progress and analyse trends and patterns in order to inform future action.

Marking and Feedback

Promoting Improvement

Identifying and addressing learning needs is the responsibility of all teachers. The aim of the teacher is to promote improvement. High expectations must be matched by action and intervention to ensure that they are met.

Identification of learning needs

- Teachers must familiarise themselves with relevant data as it becomes available and use this to inform expectations and monitor progress. These must be made explicit to students.
- Teachers must familiarise themselves with students' EHCP/SEN Statement where relevant, and ensure that they apply the recommended strategies.
- Teachers are expected to prepare an Individual Education Plan (IEP) for each student in their class, which will be informed by the baseline assessment data, EHCP/Statement, Boxall Profile and any other relevant information. The IEP will set out the student's learning needs and strategies to address them. A copy of this will be submitted to the Lead Teacher.
- Teachers are expected to review their students' IEP half termly, on the basis of progress data and empirical evidence. Reviewed IEPs will be submitted to the Lead Teacher.
- Clear learning targets must be set for each student in each subject. These should be evident in exercise books/folders, for example by the use of target sheets stuck inside the front page with relevant targets highlighted, and then ticked as the student achieves them.
- Staff must be aware of barriers to learning which may prevent students from achieving, which will be documented in their referral paperwork, EHCP/Statement, Risk Assessment/Behaviour Management Plan and other supporting evidence on admission.

Frequency of marking

- Marking of students' work should take place regularly in order to monitor learning and support progress.
- Students should receive feedback on their work promptly. Best practice requires that work will be marked and returned by the next lesson after completion. No work should be unmarked for more than one week.

- Not every piece of work will be assessed by a teacher, but all types of work will be checked regularly. This means that work may be ticked or initialled but will not necessarily receive an assessment or target.
- Students should be assessed and informed about their attainment and progress towards their targets in each subject at least twice every half term in all subjects, and once every two weeks in English, Maths and Science.
- Staff need to record if work is not handed in by a student as this can often explain why work appears to be unmarked.
- Poor presentation by students should be challenged. Teachers should insist upon the expectations for presentation of work, including underlined dates, titles and indication of homework and classwork and, either in writing or verbally, challenge poorly presented work. Books with graffiti on the cover should be re-covered by students.

Practical approaches to marking and feedback

- Written comments should be legible, comprehensible and unambiguous for the students concerned, with due regard to a student's reading ability. Written comments should be in green ink.
- Written comments should be personal to the student by using their name and referring to relevant detail from the marked work using the format of **two strengths and a target**.
- The target should be specific, achievable, realistic and directly related to the learning.
- The student should be given the opportunity to practice / attempt / achieve the target in ensuing tasks. This should be evident in exercise books and folders of work.
- Records of assessed work must be kept and should enable the teacher to make informed judgements about a student's individual strengths and weaknesses, the quality of their work and attainment levels, for assessment and intervention purposes.
- Teaching staff will transfer summative marks to the students' central folders in the staff work room every half term.

Very often feedback is also given verbally. This should be recorded clearly in the exercise book/folder, using a stamp or VF in capital letters, with the date it was given. Where possible a brief note of the feedback given should be added.

The Headteacher and Lead Teacher will monitor the consistent application of the whole school marking and assessment through lesson observations, learning walks, work scrutiny and student perception interviews.

APPENDIX 1: MARKING

WRITTEN WORK

Staff should mark in green

Students should work in black ink or pencil

Students should correct and improve work (including responding to targets) in blue ink

Peer assessment should be undertaken in purple/pink ink

TARGET SETTING

All students should be set targets regardless of ability.

S **One** Strength should be clearly identified.

T **Two** Targets should be clearly identified.

Targets should be SMART:

S – Specific: Specific to the learning objective, specific to the child and specific about what needs to be done.

M – Measurable: Will the teacher, student and parent/carer be able to see that the target has been achieved?

A – Achievable: The target needs to be relevant to the student's level of ability and any specific learning needs.

R – Realistic: The target must be one which can be achieved by the student within a specified time frame.

T – Timed: Give a clear expectation of when the target needs to be met.

TEACHER MARKING CHECKLIST

Teachers should employ a consistent approach to identifying strengths and areas for development:

✓ something good – put these in the body of the work to be specific

sp sp in the margin and incorrect spelling underlined

? ? in the margin and wavy underline to indicate something is unclear or needs to be reconsidered

// a new paragraph should be inserted

CL capital letters are missing here (check proper nouns and starts of sentences)

p an error in punctuation

v vary vocabulary

APPENDIX 2: SPELLING

Whilst the quality of written communication does take into account the quality of grammar and punctuation as well as spelling, this is often the area in which most errors occur and often these have a grammatical basis (i.e. use of prefixes and suffixes, tenses, plurals, homophones etc).

A range of the following suggestions should be employed in the classroom:

- Remind students frequently that the majority of the spellings they need are often likely to be found in whatever text-book, worksheet etc. is in use. Careful reference to source material will avoid the initial error which can lead to the wrong image of a word becoming fixed in the student's visual memory.
- Produce word-processed 'Spelling Banks' i.e. lists of words specific to any subject and any topic. Five or ten minutes spent looking at a "Word Bank" at the start of a new topic will not only help with spelling but will provide an opportunity to familiarise less able students with any new reading vocabulary for that topic. Students should be referred to this list during reading and writing tasks. These could be secured in the back of books as a fold out or on a word wall where students can "borrow" the words they need.
- Set subject specific spellings for homework but ensure that when testing students they write them in a sentence which also shows a comprehension of the word's meaning.
- Use the checklist above to indicate an inaccurate spelling i.e. sp in the margin and the error underlined. Differentiate according to ability when deciding if to add the correct spelling for the student, showing which part of the word is wrong or highlighting the word and asking them to correct it. The marking approach taken will then lead to a differentiated approach to target setting for the individuals.
- Make sure the students know what is required of them in terms of 'spelling corrections'. A suggested approach:
 - If students have had access to the words (e.g. in the text-book or in a 'Spelling Bank' provided) they should be advised to find the words and correct them themselves.
 - For other words it would be helpful if teachers were to write the correct spellings for the students and then remind them that these words need practice.
 - Learning spellings can be done by the traditional methods such as 'Look, Cover, Write, Check'.
 - The least able spellers, who make many mistakes in each piece of work, are unlikely to benefit from correcting all of them; their memory would be overloaded and they would probably remember nothing. In these cases it is better to target a few - say 3 - of the most common words and make sure these are learned thoroughly.
- Remember, dictionaries are only useful when a student knows the correct letters at the start of a word. These are best used before the event, to ensure that the correct word is written, rather than being used later for corrections.
- Share spelling strategies with students; these might include mnemonics – it would be a great class competition to create these for key words – use of word families or reference to patterns, spelling rules or strings of letters within words, sounding out or a strategy you employ to spell specific words.
- Many students need frequent reminders to re-read their work to check it. We all know how difficult it is to proof-read our own writing, yet somehow we expect our students to do it. They need to be given tips on effective proof-reading e.g. check again after a time gap;

when checking specifically for spelling, look at one line at a time, working from the bottom up; look for words which don't 'look' right.