



Marking and Assessment Policy



INFINITI SCHOOL

Marking and Assessment Policy

Rationale

Feedback should lead to students recognising their next steps and how to take them. Feedback should be explicitly linked to progression and students' desire to learn.

How often do I mark work?

- All students must have evidence of feedback on their work twice every half term as a minimum to ensure progression and to inform teacher planning.
- All milestone work should be marked within two weeks of being handed in, draft work may be sooner. Major pieces of controlled assessment will be fed back within three weeks.

Principles that guide marking?

Marking and feedback should:

- be manageable for staff and accessible to pupils;
- relate to the learning objectives and comment on previous attainment within the context of the learning objectives;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for pupils to read, reflect and respond to marking;
- respond to individual learning needs, marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- use consistent codes across the school;
- ultimately be seen by pupils as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

Verbal Feedback

It is important for pupils to have verbal feedback from the teacher working with them. The member of staff might initially talk to the pupil about how they have met the learning objectives and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning.

Pupils of all ages need regular verbal feedback. This will be indicated in marking by outlining that verbal feedback was given.

Quantitative feedback / marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong or can be benchmarked against set measures. i.e. B squared, etc. Some marking of this kind can be done by the pupils, as a class or in groups.

Qualitative feedback / marking

Using qualitative feedback, staff focus first and foremost on the learning objective of the task. The emphasis being on both successes against the learning objective and improvement needs. When using qualitative marking staff should:

1. Read the entire piece of work;
2. Highlight the extent to which the L/O has been met within the lesson;
3. Highlight areas of the work which met objectives and were successful through purple feedback.
4. Provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved through use of feedback.

What general expectations and protocols help us to mark work consistently?



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Pupils use drawing and writing implements that best suit their own style and comfort. Written work should generally be completed in pen and any drawing or number work completed in pencil.

All tests / assessments / exams must be completed in black pen.

All work is dated and underlined- with English lessons using a full date.

Feedback should be focused on success of LO and areas for next step improvement should encourage progress and greater understanding of LO.

How will pupils respond to the comments that have been put at the end of their work?

For the marking to be useful, the information must be acted on by the pupils. Time should be given during the following lesson for pupils to read and then make one focused improvement based on the improvement suggestion. Pupils will initial next to teacher feedback to indicate that they have read the commentary.

Teachers should use this as further opportunity for verbal feedback and discussion to aid pupil progress and understanding.

Other types of marking and assessment

Self-assessment - pupils are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Pupils should be encouraged to work within a meta- cognition and self-regulation ethos and environment. Pupils should be encouraged to work towards self-evaluation and self-planning, self-monitoring and evaluation. Self-marking dialogue should encourage pupils to be thinking about the impact of their performance and how they can improve.

Shared Marking - staff sometimes use one piece of work from an unnamed pupil in another class to mark as a class. This enables staff to model the marking process and teaches particular points at the same time.

Peer-assessment - once a marking process has been modelled with the class pupils sometimes mark work in pairs. This allows them to develop their own critical capacity.



Structure of Marking

**Milestone Work
(including draft/practice work)**

Everyday Work

How will I mark these milestone pieces of work	How do I mark everyday pieces of work?
<p>Use the marking criteria, which has been shared with students with explicit reference to standards in the subject.</p> <p>Marking should be recorded using the stickers and WWW, EBI and To Progress...</p> <ul style="list-style-type: none"> • WWW – What Went Well, confirms where the students has been successful against the criteria and can include reflection on a student’s strengths in literacy. • EBI – Even Better If, indicates how to improve. Specific guidance is given on what the student could do to attain a higher grade and to improve the quality of their written communication. • To Progress..., where relevant provides an opportunity for students to respond to the feedback. Student reflection on how they will develop the feedback given to progress. Students correct errors of literacy highlighted by the teacher as part of their response. • Award a grade where appropriate 	<p>This will depend on your purpose for marking students’ work. Criteria could include:</p> <ul style="list-style-type: none"> • Checking for completion e.g. classwork <p><i>If incomplete write a statement to ensure students act on it.</i></p> <ul style="list-style-type: none"> • Checking for understanding e.g. formative assessment – exercises to practice skills/test skills/knowledge and research <p><i>A brief comment on accuracy or the correction of errors using SIR where appropriate</i></p> <ul style="list-style-type: none"> • Checking the presentation of work against Infiniti School Presentation Expectations’ <p><i>Where appropriate reward good standards and challenge poor</i></p> <p>Peer, Self-assessment and Verbal Feedback are recognised methods to support progression. Where this is used, it should be identified by recording on the piece of work the date and either ‘P.A.’, ‘S.A.’ or ‘V.F.’</p>

POLICY REVIEW CYCLE

This policy and all policies at Infiniti School will be reviewed and updated by the leadership team & governing body as per our policy review cycle.