

Melksham Oak Community School Marking & Assessment Policy (with Appendices)

Key Document details:

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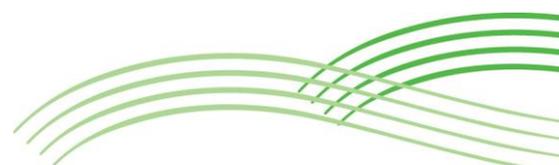
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Policy Objective

This policy is based on the principle of constructive feedback to impact positively upon pupil progress by eliciting a student response.

Formative = DIRT (Dedicated Improvement Reflection Time)

Policy Outcomes

- To develop marking which leads to increased pupil mastery and progress.
- To provide an assessment of pupil learning which is manageable within a teacher's work load, as well as providing information on an individual's achievement, attainment, effort and progress.
- To develop pupils' pride in their work; to motivate and challenge students to take responsibility for and ownership of their work and learning.
- Where appropriate, to support the most vulnerable students by prioritising them in this process.

Formative Marking expectations

DIRT - All formative marking should elicit a student response (**DIRT**) which is often **completed in purple pen**, with the premise that this is given time, guidance and support to action. Ask yourself. "Is the student working as hard as me?"

Differentiation and Challenge Teachers should use this opportunity to differentiate effectively for the individual student providing clear guidance as to how they can progress.

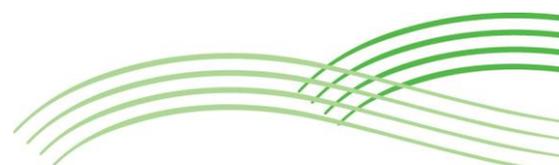
Formative marking

There should be evidence of formative feedback given to each Key Stage with the following frequency as a minimum:

- **KS3 classes** at least **once a term (6 times per year)**
KS3 Core – Maths, English, Science at least **twice a term (12 times a year)**
- **KS4 and KS5 Classes** at least **twice a term (12 times per year)**

Your formative feedback could look like:

- Scaffold Marking – Commentary that leads to clear action
- Prompt questions
- Coding and stickers for action tasks (which are specific to departments)
- It is not necessary to mark every page or record verbal feedback
- Regular opportunities to assess their own and each other's work being given constructive feedback on how to improve (This could happen as well as the monthly teacher feedback)

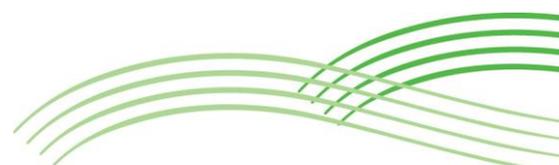


Further Considerations

Not just grades - Teachers should consider how they share grades and marks with students. Research from the EEF (**Education Endowment Foundation 2016**) shows that providing only grades is never beneficial. There is increasing evidence that supportive commentary can drive progress.

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

Qualification constraint – We understand that some qualifications (BTEC, Technical Awards) can be constrained by rules in this area surrounding Marking. These subjects must consider how they can follow key assignments and sharing of grades using DIRT to get students to reflect on the process and consider ways to further develop.



Appendix A – The Formative marking of Summative Assessment

Key Assessments should be marked adhering to the 3 step Policy

Pieces of work identified to be marked in the following way:

1. What Went Well

This could look like:

- Formative Comment related directly to Learning Objective
- Comment that pinpoints specific strengths
- Personalised and positive reinforcement
E.g. “What Went Well...”; “3 Stars...”

2. Even Better If, setting an student action task.

This could look like:

- Formative Comment related directly to their work
- Comment that pinpoints specific areas for improvement
E.g. “Even Better If...”; “I Wish...”
- This should form a brief action in Step 3 below:
E.g. Write 3 sentences demonstrating the use of the apostrophe for possession – “France’s army...”; Britain’s soldiers...; Germany’s leaders...; Spell checking for key terms by using Look / Cover / Write / Check
- Literacy / Numeracy Comment
- Formative comment related to only one specific feature of literacy (POW) or numeracy (Number Ninja)

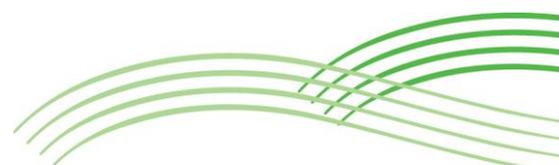
3. Student **ACTION**

- There should be clear evidence of the student completing action tasks in response to the teacher’s marking. Actions could be: Answering a direct question in their exercise book; completing a brief task; provide a hint for them to answer; completing a close exercise; completing an analysis of model answers etc.

Key Underlying Principles

DO:

- Mark those pieces of work that have been identified by the Department as “Key Assessments” in detail; giving formative feedback using the 3 steps above
- Adopt a positive tone; use the student’s name; create a dialogue; build self-esteem; “can do...”



- Expect students to respond to feedback; always plan time in lessons for Student Response
- Get students to standardise levels/grades using model answers using student speak assessment criteria
- Build in Self/Peer Assessment opportunities
- Plan “Key Questions” for subsequent lessons that will challenge and extend learning
- Share learning objectives and assessment criteria explicitly with students
- Have a clear rationale in terms of how your Department uses “Assessment of Learning” (Summative Assessments that, for example, may inform Reporting) and “Assessment for Learning” (Formative “Key Assessments” focused on what students need to do improve)

DO NOT:

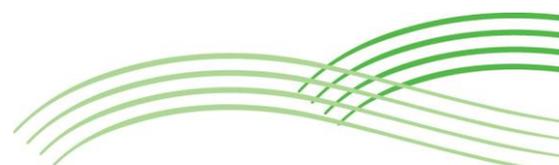
- **Share Levels / Grades at the same time as formative feedback**
Research suggests students will ignore formative feedback, it clearly indicates that students concentrate on the Grade / Level, and the result can often be a negative comparison with peers and a lowering of self-esteem, thereby actually inhibiting learning;
Grades / Levels in terms of formative feedback have been demonstrated to be counter productive
- Grades / Levels could be shared after step 3 above, after Student Response, and related explicitly to step 2, Areas for Further Improvement.
- Grades / Levels could be shared immediately after step 3, Student Response or alternatively in a future lesson

Sources:

Working Inside the Black Box – Black, Harrison, Lee, Marshall & Wiliam

Beyond the Black Box – The Assessment Reform Group

TEEP Assessment for Learning – Teacher Effectiveness Enhancement Programme



Appendix B – Formative Assessment Strategies

Formative marking

- There should be evidence of formative feedback given to each year group, at least once a term (6 times per year). Your formative feedback could look like:

Scaffold Marking

- Scaffolded Marking may be done in the classroom by teachers/TAs so that dialogue can take place and areas of difficulty be promptly dealt with, resulting in “rapid progress” in many instances
- Use of www/ebi can be useful here
- Prompt questions
- Coding and stickers for action tasks (which are specific to departments)
- It is not necessary to mark every page or record verbal feedback
- Use of WWW / EBI

Peer/Self Assessment

Strategies could include:

- sharing assessment criteria in student speak and getting students to peer assess one another’s work or self-assess, with an emphasis upon students justifying their judgements
- explicitly teaching the skills required to carry out effective peer assessment
- it is **the process of engaging with the assessment criteria and being able to justify their judgements that is key.**

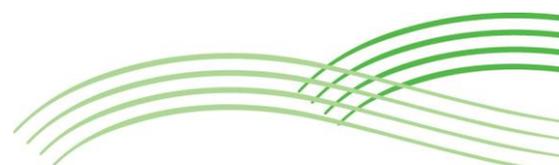
Assessment through Questioning

This serves a number of purposes:

- to recap on existing knowledge
- to help create new understanding
- to develop thinking
- to focus on key issues
- open/HOT (higher order thinking) questions to stimulate discussion and thinking
- Bloom’s Revised Taxonomy utilised to differentiate and target questions to specific students moving from questions that test:

Knowledge – *Remember / Recall / Identify / Name / Label / Outline...*

Understanding – *Describe / Explain / Summarise / Infer / Discuss...*



Application – *Do / Use / Construct / Solve / ...*

Analysis – *Analyse / Investigate / Compare / Contrast / Debate...*

Evaluation – *Critique / Assess / Justify / Judge...*

Creativity – *Create / Formulate / Solve / Invent / Produce...*

Questions should be:

- closely linked to the learning
- challenging and planned to cater for different abilities
- used to help students organise their thinking and learning
- phased in such a way to encourage students to answer in an atmosphere where they are prepared to take risks and accept that making mistakes is part of the learning process
- used to help the lesson to progress

Assessment through Discussion

This will give students who do not always write clearly the opportunity to demonstrate their understanding. This may include:

- to actively encourage students to contribute
- to treat other people's ideas with respect
- to give reasons for ideas and opinions
- you can disagree if you can give a good reason
- you can change your mind

Marking Homework and Assessing Student Progress

- Comments could cover academic achievement, effort and how future work could be improved in order that progress can be made.
- Time should be given in the following lesson for students to take note, understand and respond to the comment.
- If grades are awarded for effort a clear distinction needs to be made between these and grades awarded for exam board criteria.

