

The Holy Trinity C of E Secondary School



Assessment, Marking & Recording Policy	
Policy last reviewed:	November 2022
Next review due:	November 2023
Member of staff responsible:	Mr R Bradley, Deputy Headteacher
Governor's Committee:	N/A Reviewed by SLT

Vision Statement

Our vision is to be a centre of excellence for learning inspired by Christian values where every person in our school community fulfils their potential.

Mission Statement:

"Deeply Christian Open To All". Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.

Values Statement

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its students.

Dignity

Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.

Community

Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.

Wisdom

As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.

Hope

As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.



Assessment, Marking, Recording & Reporting Policy

Assessment, Marking & Recording

Assessment procedures must always act as a tool for learning. Feedback is considered as a consequence of performance (Hattie). Feedback is considered to be the most important part of the assessment process and should take part in the form of a constant dialogue between teacher and student.

'Effective Feedback must answer three major questions asked by a teacher and/or student: Where am I going? (what are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?). These questions correspond to notions of feed up, feedback, and feed forward.' (Hattie and Timperley, The Power of Feedback 2007)

All departments show opportunities in schemes of work for the following types of assessment:

- Formative/diagnostic - what do students need to do to improve
- Summative - recording of overall achievement/attainment at critical points, e.g., end of year. exams, Teacher Assessments at end of KS3, KS4 & KS5. This should be moderated
- Evaluative - adjusting lesson plans and schemes of work in light of assessments

The aim of marking students work is to:

- let students know what they need to do to improve in order to set realistic goals and targets
- monitor students' progress and give them an indication of their level of achievement
- provide information for parents about students' progress
- acknowledge achievement

The aim of recording marks is to:

- monitor progress over time
- provide accurate historic information for students/parents/other teachers
- provide evidence to support reporting and target setting

In order to support these aims:

- Teachers are provided with baseline data, attendance and other information such as DSEN, EAL and G&T in order to inform their planning and teaching



Key Responsibilities

The responsibilities of Students

- There should be a student response to the teacher comments; something should be done; it could be to do a task set by the teacher, redo a piece of work, to complete or improve the work they have already handed in, to check and learn some spellings, to do some more research, to complete a new task, to set a new target to ensure future goals are understood (this is known as the A for 'Action' in PIA)
- Student feedback should be completed in green pen if possible

The responsibilities of Teachers

Work will be regularly marked by the teacher. The exact frequency will be determined by individual departments who will produce their own marking and feedback policies in line with the principles laid within this document. However, all departments will ensure students have the opportunity to close the feedback loop at more than just set assessment points.

Work will be marked according to explicit criteria that enable students to understand what they have achieved and, more importantly, what they need to do to improve. These criteria are subject specific.

- Teachers will be encouraged to use the PIA criteria (Appendix1). Where possible this will be linked where possible to Big Ideas (Assessment without Levels) or GCSE/GCE grades. While PIA is an excellent scaffold for providing feedback it is also recognised that teachers might want to use other techniques that follow the same principles. Individual departments are free to recognise preferred techniques within their own marking policies as long as the principles of good feedback are followed, positive praise accompanied by formative comments and followed up by student actions.
- The school marking codes should be used for Literacy Feedback within written work (see appendix 2).
- Marks, attendance and baseline data should be accessible to Line Managers at all times and will normally be recorded in a planner or mark book which may be electronic.
- At the beginning of each Key Stage a Target Level or Grade will be decided for each student for each subject. Marking will show the student the progress they are making against their target
- At the beginning of KS3 target GCSE grades are calculated using external baseline data from the Fischer Family Trust. These will be reviewed as students move into KS4. At Key Stage 5 target grades are generated using ALPS.
- The reporting cycle is different for each year group; In Years 7&8 there are 2, 3 in Years 9,10&13, 4 in Years 11&12. Teachers will provide a Current Grade and in KS4 & KS5 a Predicted end of course Grade, consider work produced at school and at home and offer an 'Action' comment. This assessment should be supported by evidence and moderated within departments. These results will be analysed in order to identify any underachievement where intervention may be necessary. (This detail is repeated in the Reports section on page 6.)



The responsibilities of Leaders of Learning and Subject Leaders

- Define how regularly members of the team should be marking and suggest appropriate feedback methodologies within the subject area.
- Ensuring there is regular and appropriate summative assessment.
- Ensuring work is marked and recorded regularly and thoroughly; recorded marks are accessible at all times and marks are standardised across the department.
- Designing an assessment coversheet that all students use to record assessment information and targets
- Recognising overachievers and ensuring appropriate extension activities are put into place
- Ensuring all students receive PIA based feedback and have received discussions about next steps
- Analysing departmental data to identify trends to inform future planning. Devising and implementing departmental strategies to support any underachieving Groups
- All of this will be outlined in a subject assessment policy which is found within the Subject Curriculum Guide.

The Responsibilities of Year Leaders

- Monitoring the progress of Year Groups
- Identifying underachievers and ensuring intervention is planned in communication with Area and Subject Leaders
- Play a leadership role in ensuring Pupil Premium Money is spent appropriately and impact is assessed accordingly
- Ensuring all key groups within the Year Group are tracked and every effort is made to narrow gaps

The Responsibilities of the Senior Leadership Team

- Supporting Leaders of Learning, Year Leaders and Subject Leaders in all that they do above
- Being involved in assessing typicality
- Meeting regularly with middle leaders in a line management meeting to monitor work done and offer support where appropriate

Assessment

- Departments will use assessments to supplement learning within a unit of work. It will be up to the department to determine what sort of assessment is used and how often assessments are delivered within their departmental policy for Feedback and Marking. It is also up to the department to determine whether SOLO or BLOOMS or something else is the right template to employ for the delivery.
- The assessment will be linked in to the Big Ideas and further broken down into a skills based ladder scaffold to help demonstrate progression. It is this progression that will be the central and commonality driver of language when all subjects feedback to students.
- Through the use of formative and summative assessments teachers will also need to provide subject leaders with a GCSE or A-Level grade (through use of the BIG IDEAS skills matrix).
- This grade is shared with students in all age groups.
- Assessments will be moderated internally to ensure consistency of delivery by the subject team. This moderation will be a sharing of top/middle/bottom assessments within the team to ensure standardisation but as always exact format is determined by the subject area.



Reporting

Communication with parents is an important part of our home college partnership. Student progress is continually monitored and communicated to parents. This may take the form of written reports, parents' evenings and Year Group Evenings. Other forms of communication that can be arranged at the request of staff or parents are letters home, phone calls and interviews.

Reports

For all assessments we collect classwork and homework grades (compulsory) and allow the entry of up to 3 Positives and 3 Improvement (optional). In addition, for each subject there will be an Action statement (compulsory), detailing how a student can improve their work.

At KS3 we also report on Current Grade and internally monitor progress towards students' GCSE targets. The report will show a Current grade against an end of year target.

At KS4 and KS5 we collect current grade and the projected **end of course grade**. So for example for Year 10 we collect the projected grade we expect the student to achieve at the end of Year 11 when they take their GCSEs. In year 12 we collect the projected end year 13 A level grades, but also in Year 12, for Level 3 BTECs or GCSE resits we collected projected grades for the end of the year (i.e. BTEC Certificate/GCSE result).

For Years 10, 11, 12 & 13 we will also collect Pre-public exam grades in the next data sweep after main Pre-public exams. For Pre-public exam results we will collect grades of the actual papers taken and an overall grade (not always) which should include Pre-public exams taken and any coursework/controlled assessments which have been assessed.

A data collection schedule is provided and all staff are expected to adhere to the deadlines set. They are a progress check and serve to highlight any problems to ensure action is taken and also to highlight achievement. These reports are also available electronically through the SIMS Parent App. (alternatively - Reports are sent home electronically via SIMS InTouch. Parents can subsequently access them via the SIMS Parent App).

Year Group Evenings

At the beginning of the new academic year the school will host a number of Year Group evenings where parents and students have access to a carousel of wide-ranging topics, from access to the SIMS Parent App, effective safeguarding for staff of a secondary. Throughout the year there will be a range of opportunities provide to parents and carers, in a range of formats as required, to provide information relevant to their child.

Parents' Evenings

Each year group will have one parents evening during the academic year. Parents will have the opportunity to meet with subject teachers to discuss the progress of their daughters/sons. At this meeting parents are also supplied with current level/grades and target level/grades for each subject.

An Equality Impact Assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.



Appendix 1:

Departments will use a common language to help students understand their feedback. The preferred acronym is called PIA.

PIA

- **P – Positive**

What is really good about this work? Which skills have been demonstrated really well here?

- **I – Improvement**

What mistakes have been made? Which areas have not been done correctly?

- **A – Action**

This is the closing of the feedback loop and represents a part of the ongoing dialogue. The student should be acting upon the advice given. In other words an improvement should be made to the work already completed.



Appendix2:

Holy Trinity Church of England School

Whole School Marking Codes

The following correction symbols are to be used across the school to identify specific features of students' work. Other subject specific symbols, deemed appropriate by the teacher, may also be used. The codes work alongside meaningful teacher comments which are positive, formative and inform students of how their work can be improved.

Where appropriate, staff should insist on correction; misspelt tier 2 words are considered a priority and corrections should be recorded by students on their work in green pen.

Over correction is best avoided as this can be discouraging; instead teachers should use the codes to identify specific learning needs.

In the Margin (by teacher)	On your work (by student)	What it means
Sp	dose	Spelling error
C	dave lives in <u>c</u> rawley	Capital letter error
P	dont	Punctuation error
//	//The next day	Start a new paragraph here
T	T He screams and ran out of the room	Tense (verb) error or shift
~	Two cat sat in the mat	Indicates a lack of clarity or confusion
^	sat The cat^on the mat	You have missed something out
X	The world is flat	Indicates factual error, lack of relevance or repetition
?	?	Indicates particularly good point



Appendix 3

HOLY TRINITY MARKING POLICY: Teaching and Learning

'It is the nature, rather than the amount, that is critical when giving students feedback on their work' (Black, Harrison, Lee, Marshall and William: Working inside the Black Box, 2002)

'Effective Feedback must answer three major questions asked by a teacher and/or student: Where am I going? (what are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?). These questions correspond to notions of feed up, feedback, and feed forward.' (Hattie and Timperley, The Power of Feedback 2007)

At Holy Trinity we believe that quality learning and teaching is facilitated by providing relevant and constructive feedback to students. This marking policy aims to promote consistent standards of marking across the school which consists of a balance between correction and advice. It is a whole school marking policy which offers key principles and guidelines to departments who have, in turn, each drawn up a specific policy to suit its own needs.

Marking practice should follow the following criteria:

- All teachers should use the whole school marking codes.
- Feedback and marking should be prompt; within a week of submission.
- Feedback and marking needs to be regular; the exact frequency will be determined by individual departments who will create their own marking policy to reflect this.
- Where appropriate effort should be indicated using the following coding system to ensure consistency with the codes used in the reporting system.
 4. Working very hard
 3. Working well
 2. Some cause for concern
 1. Serious cause for concern
- Work is marked (teacher, peer or self assessment) according to success criteria or assessment criteria that the students understand. Wherever possible this is linked to skill level/Big Idea/grade descriptors.
 - Hattie recognises that there are clear progression steps for feedback (Task Level, Process Level, Self Regulation, Self Level). Students should be encouraged to develop the skills necessary to both Self Regulate and Self Level.
 - Information guiding students on how to understand marking systems, both the criteria
 - for marking and the comments, grades or marks should be found on cover sheets or
 - other information provided by the department.
 - Marked work gives students, and their parents, clear guidance on what is needed for
 - improvement.
 - Students' work in preparation for external examinations should be marked using the marking criteria of the examinations. However it is also recognised that research clearly shows that giving marks/grades/levels can lead to students ignoring the underlying comments. Students should therefore be encouraged to always enter a dialogue of feedback after an assessment is returned.
 - Marking should include comments, not just ticks (unless comments are not appropriate
 - e.g. preparation for controlled assessments).



- The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. It is particularly important that they tell students what they have done well and what needs to be done to improve their work.
- Errors should be corrected. There may be a case for not correcting every error, where for example to do so may discourage a student, but important and significant errors should not be left uncorrected
- With some students, the decision may be taken to indicate only errors of relevance to the specific student or task set
- Marking in all subjects should include the students' use of English, particularly spelling, punctuation and grammar
- Marking may include instructions to students, asking them to re-do work, correct mistakes or asking them questions. When students are asked to do this, it is important to check that they do so and to mark their corrections or repeated work
- It is suggested that any responses to questions by students, responses to feedback or self and peer assessment be written in green pen in order to be easily identified
- It is therefore suggested that teachers do not mark in green pen but preferably in red
- Marks, effort grades or grades should be recorded
- Marking may include various forms of self and peer-assessment by students

Overview of expectations for the work in students' books
1.C/W or H/W should be written in the margin
2. Work clearly dated
3. Title or learning objective included and underlined
4. Blue or Black ink used
5. No Tippex – errors should be neatly crossed through
6. Feedback and targets should be acted upon (preferably in green pen)
7. Target sheets in folders or in the front of books should be filled in
8. No pages should be ripped out – students should be asked to number pages if this is suspected of happening
9. No graffiti or doodling on books
10. Books to be covered or kept in plastic wallets
11. Worksheets should be tagged or glued into books

Overview of expectations for teachers' marking
1.Evidence of regular marking of work and assessment
2. Errors in spelling, punctuation and grammar identified using the whole school marking codes
3. Target sheets should be filled in
4. Evidence of a dialogue between teacher and student
5. Peer assessment and self assessment clearly identifiable (preferably marked in green pen)
6. Skill level/grades and effort evident in marked work
7. Students respond to feedback (preferably in green pen)
8. Formative comments evident: regular evidence of precise feedback (PINS) so students know how to take the next steps to improve their learning
9. Limit numbers of sequences of pages just ticked with value judgements such as 'good'
10. Skill levels/grades and effort numbers should be kept in teacher records
11. Students' names should be used frequently in feedback

In order to support our teaching and learning statement certain practices are expected from staff. Every



department area will have their own systems with regard to these practices which are outlined in department handbooks.

This policy is monitored through the typicality process. The Typicality process is the main framework for delivery of Quality Assurance through the monitoring of professional standards of all teaching staff. Furthermore, where this process identifies any concerns in the pedagogy of a teacher then this will trigger supportive intervention. This process is consistent, robust and well informed. Furthermore, it is transparent in that teachers receive a full copy of all data that has been gathered following a drop-in to their classroom and this information is provided within a very short timeframe from the visit to the classroom taking place.

Learning Walks, Book Looks and Student Voice are the three principle ways in which typicality is recorded. All typicality is recorded through SISRA OBSERVE, a web based online tool.

This policy is supported by the following policies:

- Teaching and Learning
- High Achievers
- Controlled Assessment

