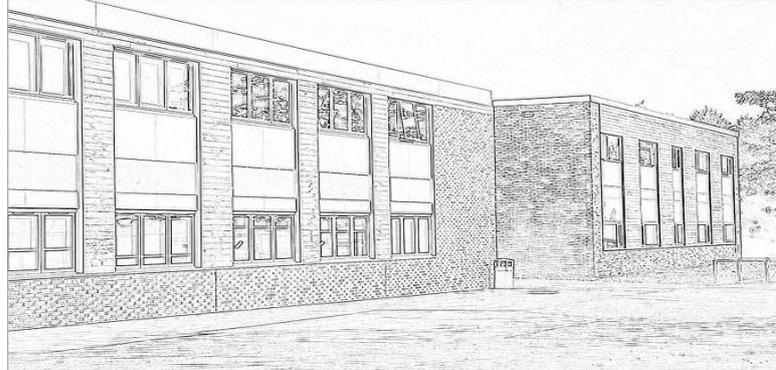


Martin High School



ASSESSMENT AND MARKING POLICY

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The Martin High School Governing Body adopted this policy on 5th November 2015

Rationale:

To provide regular and relevant feedback to all pupils; ensuring there is consistency across Martin High School in the feedback pupils receive to help them make progress.

Feedback should enable all pupils to improve their work and feel that their work is valued; recognising achievement and shaping future learning. Assessment and marking should allow pupils to have deeper learning experiences, allowing for opportunity to improve work and aid progress.

The purpose of a whole school marking policy

- To encourage and positively affect pupils' learning and progress.
- To ensure consistency.
- To acknowledge achievement of individual pupils and help to motivate them.
- To identify areas of concern and recommend strategies for improvement.
- To indicate where work is incomplete.
- To develop a valuable point of communication with parents to inform them of pupil progress using criteria which are clear and understood by all.
- To provide feedback to the teacher which can inform future planning by identifying aspects of the course which require individual, small group or whole class attention.
- To ensure a common approach to marking based on shared expectations.
- To adhere to the principle of AfL so that pupils all achieve success. (See appendix i)

Martin High School's Universal Symbols for Marking:

Symbol to be used by all staff:	What the symbol means:
Sp	Written in the margin - with the misspelt word underlined in the text.
P	Written in the margin with the incorrect or missing punctuation in a circle in the text.
C	Written in the margin, with the missing or misused capital letter in a circle in the text.
NP //	NP in the margin and the two // to indicate where the paragraph should begin.
G	Written in margin with grammatical error underlined.
^	To indicate where a word is missing
?	Written in the margin - where the meaning is unclear (underlining of the text is also useful here).
X	To indicate where response/answer is incorrect.
/	Tick - to mark answers as correct or to indicate where a mark has been awarded in assessment.

Providing written comments

Written comment should be legible and in a language that pupils can easily understand. Work must be marked in purple ink. This should happen at least twice a half term using the guidelines below and a DIRT task set (every 3 weeks minimum) but colleagues are free to mark work more frequently if they feel this is appropriate to support the learning of specific groups or for individual pupils.

They should be based upon the following guide:

WWW - What went well

EBI - Even better if

Pupils should be made aware of this approach to making comments. Written feedback from staff might also provide specific short term targets for improvement.

Verbal feedback must be recorded using the verbal feedback stamp and pupils must date when this happened beneath it. Colleagues may also wish for pupils to write a target or change work in light of the verbal feedback and this too could be recorded (using green pen also).

Key Stage 4 and Key Stage 5

Some subject areas will be marking mock exams and controlled assessments which mean that comments will go onto these pieces as well as a grade. Where this is the case pupil's books should be marked at least once every four weeks with evidence of this other marking in folders.

Marking for Literacy

Staff training will be given in all relevant areas.

There will be half termly literacy focus and marking should be directed towards this. When marking for literacy only mark the first two paragraphs (where appropriate - in practical subjects it may be planning sheets etc.) in detail so pupils can see what they need to do. (D.I.R.T. can then be used for pupils to look at the rest of the work themselves.) Use literacy stickers where appropriate.

Spellings should be clearly marked and spelling lists at the back of pupil's books should be completed for frequently misspelled words. Where this is the case please correct the spelling and ask the pupil to add to their spelling lists.

D.I.R.T (Directed Independent Reflection Time)

To enable our formative marking to have the biggest impact possible colleagues must plan in some D.I.R.T at least once every three weeks for pupils to use their written feedback to gain deeper knowledge and understanding by using it to inform corrections/re-drafting/improving etc. Green Pen from pupils should also be evident in books when marking literacy/responding to feedback.

Home Learning

All homework must be marked within two weeks of receiving it. This will ensure that pupils feel their efforts are valued. Homework needs to have clear success criteria and the marking needs to reflect this.

For exceptional effort or achievement pupils can be recognised and rewarded using the school's rewards policy.

Presentation in Books and Folders

All exercise books used by pupils (and work presented in assessment folders) must be presented using the Martin High School presentation guidelines. There should be high expectations of quality work and acceptable presentation standards (see guidelines in appendix) for all groups of pupils. Presentation guidelines, spelling sheets and 'How we mark your work...' sheets need to be clearly displayed in all books.

Frog

Marking on Frog for homework or class based tasks is also part of the rich variety of ways we assess pupils work at Martin High School. Teachers can make use of the in-built marking and assessment tools within Frog to assess pupils work in both formative and summative ways. Teachers should use their professional judgment to decide how often they do this. If writing formative comments, it will be beneficial for pupils to have paper copies in their folders for key pieces of work if completed via Frog.

A full range of assessment opportunities should be used by all both in books, paper and via other interactive methods.

(Appendix i)

Assessment for Learning

AfL has a positive impact on learning outcomes to ensure no pupil is left behind. It clearly mirrors the ECM outcomes and simply put means all learners should:

Know where they are now



Know what they need to do next



Know how they are going to do it.

Below are some terms and phrases commonly used in assessment for learning in daily lessons:

Learning Objectives:	What the teacher wants pupils to learn e.g. being able to punctuate work
Learning Outcomes:	How pupils show they have learnt something e.g. using full stops and commas accurately in writing
The Big Picture:	How lesson content/concepts/skills in a lesson fits into what they pupils have learnt before and what they will learn in the future
Success Criteria:	The key steps or ingredients pupils need in order to be successful and meet lesson objectives
Modeling:	Where the teacher or another pupil talks and shows an individual (at the same time) how to do something
Feedback:	The comments from the teacher or another pupil about a pupil's work. These can be spoken or written
Peer assessment:	Where one pupil marks another pupil's work and provides feedback
Self assessment:	Where a pupil judges their own work and identifies its strengths and points for improvement

Date approved by Governors:

Review date:

Head Teacher's Signature:

Date:

Print Name:

Chair of Governor's Signature:

Date:

Print Name: