



## **Assessment for Learning and Marking Policy**

### **Assessment for Learning**

#### **Introduction**

AfL is the process of seeking and interpreting evidence for use by students and teachers to decide where the students are in their learning, where they need to go and how best to get there. AfL incorporates marking and feedback but is also a process of learning and teaching.

#### **Policy Statement**

AfL shall be formative and used to inform learning and teaching. It shall be standardised where appropriate, regular and include a programme of planned formal assessments. The ultimate responsibility for this lies with the governing body, working in conjunction with the staff and school. The Vice Principals (Curriculum) are responsible for developing AfL, in consultation with the Leadership Team and Heads of Departments, and for presenting any review to the Interim Executive Board.

#### **Key Aims**

- Assessment should be formative and used to inform learning and teaching.
- Assessment for learning strategies should be used for all learners and include termly peer / self and teacher assessment using yellow stickers.
- To ensure feedback is meaningful, differentiated Learning Objectives will be written up and, at least in part, copied by students. Clear success criteria will be set.
- Teachers will ensure that students regularly use the WCS objective tick system to self assess progress against Learning Objectives.
- Written, formative teacher comments will include the student's name, will praise and highlight where success criteria have been met, will be of immediate use to the student and will periodically focus on literacy and PLTS. PLTS boxes on yellow stickers must be used.

- The “WCS” literacy code notation must be followed.
- Keyword glossaries must be kept in the back of exercise books for all subjects.
- Exercise books and folders must have target grades or levels clearly on front covers.
- All learners should be aware of their target grade/level, the target/level they’re currently working and how to improve their attainment.
- Each faculty must have a programme of formal/summative assessments. These will happen at least three times a year for all subject areas. These assessments should lead to achievement grades or levels. In KS4 this will reflect exam board criteria and GCSE markschemes.
- For summative assessments there should be a grade or level given by the classroom teacher with comments on strengths and areas of improvement.
- Where teachers provide a formative comment on work there should not be any grade, level or mark but a comment only with strengths and areas of improvement.
- Comments should be against agreed success criteria so the students can thrive and improve.
- Effort grades will only be used as part of school reports.
- Head of Departments will have an effective programme of work sampling and standardisation in place in order to quality assured the effectiveness of AfL in their areas.
- Lessons should regularly include exemplification of standards through modelling and sharing examples, verbal feedback to students and pre-planned questioning.
- Different questioning techniques, PPPB, should be used at all times and preferable planned in advance.
- Students will not be allowed to deface books. Teachers will ensure that students take care with their presentation and that written work has an underlined title and date.

## **Marking**

At Worle Community School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

### **Objectives**

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
  2. To give learners accurate feedback on their progress and achievement.
  3. To celebrate and reward learners' achievement and progress.
  4. To agree and set challenging targets for improvement.
  5. To standardise the marking procedures throughout the school.
  6. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
- Not all work needs formative comments but, in order for students to feel that their work is valued, it should be marked on a regular basis. Teachers must flick and tick through exercise books at least every three weeks.
  - Formative feedback, peer and self-assessment feedback must use the house style yellow stickers.
  - For KS3, each half term should have at least one yellow sticker from either peer or self-assessment and one formative comment based marked yellow sticker from the classroom teacher.

### **Detailed Marking Constitutes:**

1. Piece of work/assessment completed by the student. Prior to this success criteria established and students shown models of good practice.
2. Students check their work before it is submitted (proofread work) and make any corrections. If this does not happen, this would form part of the feedback (areas of improvement).
3. Work is marked by the teacher and a level/grade is given or just feedback. Diagnostic comments from the teacher outlining the successes and strengths of the work and areas of improvement linked to clear success criteria. Where possible, the areas of improvement should be

posed as a question. All teacher marking should be with green pen.

4. Work is also marked for literacy using the WCS literacy code.
5. Lesson time is used to allow students to act on feedback using purple pen. Teacher goes through common misconceptions and mistakes during the lesson and students have the opportunity to act on any feedback given and improve their work. This includes answering questions from the teacher, redrafting a paragraph or the entire piece of work. The amount will vary depending on the nature of the task and the individual student.
6. Teacher acknowledges improvements and gives the work a new grade/level but does not need to give further diagnostic comments.

### **Monitoring and evaluation of marking**

**Heads of Departments should monitor and evaluate the quality of marking and response to students' work across the team.** They:

- Ensure that curriculum teams have an explicit understanding of the regularity of marking in their curriculum areas.
- Ensure scrutiny, moderation and dialogue about marking occurs and celebrate and share good practice in departmental meetings
- Establish mechanisms to ensure that there is feedback to team members as necessary, making provision for actions with timescales to secure any necessary improvements regarding marking.
- Participate in whole school learning walks, faculty reviews and book reviews as appropriate
- Ensure moderation and work scrutiny activities take place consistently.
- Report to the LT Line Manager through their line management meeting regarding the quality of marking.

#### **WCS Literacy Code**

W	WRONG PUNCTUATION
C	CAPITAL LETTER IS NEEDED
S	SPELLING MISTAKE
//	NEW PARAGRAPH
??	IT DOES NOT MAKE SENSE

### **Policy Review**

The policy will be reviewed bi-annually by the Interim Executive Board.

**Data for Review**

The Governors will use lesson observations, faculty reviews, analysis of data relating to external exams and parent and student voice to assess the implementation of this policy.

**Other Related Policies**

Curriculum Policy, Equal Opportunities Policy, Learning Policy, Literacy Policy

**Date Policy Proposed - July 2016**

**The name of the designated person is: Angelos Markoutsas**

**The Policy is to be reviewed every 2 years and the next review is due in July 2018**