



Curriculum –Assessment, Marking and Feedback Policy

Drafted by: MWI

Approved by Governors on: July 2015

Reviewed on: July 2015

Next Review: July 2016

Person (position, not name) to perform review: MW and JQ

This policy should be read in conjunction with all other policies and not as a stand-alone policy

Reasons for this policy:

- To embed a **consistent** whole-school approach to assessment, marking and feedback
- To embed **regular and rigorous** assessment opportunities
- To embed a highly effective system that focuses on **on-going student progress** from teacher feedback
- To develop a highly effective whole-school assessment, marking and feedback policy that **reduces workload** for teachers across the school and instead focuses on the **impact** of student progress.

Policy statement:

Definition of assessment: *a task which is levelled or graded; it can be a piece of homework or classwork, formative or summative, a short task or a full exam paper as appropriate.*

All departments have an assessment overview for each year group or Key Stage which details the pieces of work on which students will be assessed and receive detailed feedback. This information may also be found on the Progress tracker (*Appendix 1*). The piece of work used for the 'assessment progress grade' needs to be clearly identified for all staff and students. The assessments are planned with rigour and uphold the expected demands of each subject curriculum at KS3, KS4 and KS5.

Assessment overviews are the overall responsibility of the Heads of Department and are given out to their team along with the KS3 homework timetables. The monitoring and moderation of assessments takes place each half term/term across all departments through department meetings and regular Learning Walks.

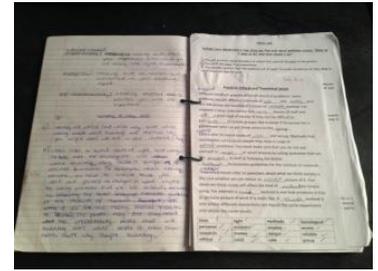
- The regular assessment opportunities inform progress grades and are linked to NC levels or exam grades.
- Assessments are used to inform the intervention of teaching and learning strategies to raise attainment, reduce in school variation and also to identify and share good practice.
- Level ladders/descriptors and success criteria are also given to the students so they are clear about how to make continuous progress



What will the new Marking and Feedback initiative look like?

KS3:

- All subject areas will have A4 hole-punched exercise books (except a few subjects that will have folders or booklets)
- Assessments to be attached to exercise books to track progress overtime
- Yellow Progress Tracker (*appendix 1*) to be attached in the front of all exercise books
- Targets written by students on the Progress Tracker to be specific to what and how improvements will be made
- Use of **green pens** to **amend or improve** assessed or comment marked work
- White labels to be attached on the front of all exercise books with target levels or grades



KS4:

- Marking and feedback will take place in the same way as KS3 (above). However, some departments also used additional homework booklets

KS5:

- Marking and feedback will take place in the same way as KS3 (above). However, some departments may wish to use folders instead of exercise books

How often do the students receive detailed feedback?

	Subject	Number of <i>levelled</i> assessments <u>per term</u> <i>(minimum expectation)</i>	Additional detailed feedback <u>per term</u> (<i>combination of teacher, peer/self-assessment, CW and HW</i>)
KS3	English, Maths, Science, RE	2	4
	MFL, History, Geography	2	2
	Music, Art, Drama, PE, DT, ICT	1	1
		Number of <i>graded</i> assessments <u>per half term</u> <i>(minimum expectation)</i>	
KS4	English, Maths, Science	3	Additional ungraded feedback may also be given where appropriate
	All other subjects	2	Additional ungraded feedback may also be given where appropriate
KS5			Number of <i>graded</i> assessments <u>per half term</u> <i>(minimum expectation)</i>
	All subjects	4	Additional ungraded feedback may also be given where appropriate



What does the detailed feedback look like across all key stages?

- **WWW** (what went well)
- **Action** (at least one)
- **Literacy action** (where appropriate)
- Feedback given within two weeks

For assessments/assignments, also:

- A NC level (including sub level) at KS3
- Exam or coursework grade at KS4/5

Teachers are responsible for ensuring students’ books or folders have a high standard of presentation and that missing work and misconceptions are addressed.

Literacy opportunities:

In an attempt to raise literacy standards, all staff at Cardinal Wiseman school will use the following symbols and abbreviations when marking students’ work. The spelling, punctuation or grammatical error will be text marked and an abbreviation will be put in the margin to indicate what sort of error it is.

Staff may choose to focus on one type of error in a piece of work, or may focus on one section of text to mark.

Students should be encouraged to use the same system when proof reading their own work, or when they peer assess another students’ work.

Text Mark	Abbreviation	Meaning
O	Sp	Spelling error. Find the correct spelling and write it out.
O	P	Punctuation error. Check full stops, commas, apostrophes
O	C	Check Capital letters
O	Sm	Check speech marks
O	?	Check question marks
//	NP	New paragraph needed
~~~~~	Exp	Expression lacks clarity or is awkward: rephrasing is required
O	T	Check tense
O	St	Error in spelling of subject specific terminology



Homework opportunities:

The purposes of homework are:

- To consolidate the work covered in class
- To encourage independent learning and study
- To inform reporting procedures to students, school, parents, etc
- To allow students the opportunity to show their knowledge and understanding of the subject
- To assess, where appropriate, student levels of attainment
- To allow students the opportunity of practising solving problems including past examination questions

How often are students set homework?

KS3	KS4	KS5
<p>A published timetable sets out on which day homework is set:</p> <ul style="list-style-type: none"> ○ Once a week: English, Maths, Science, RE, MFL (in Yrs 8 and 9) ○ Once a fortnight: History, Geography, MFL (in Yr 7) ○ Once a half term: Music, Art, Drama, ICT, D&T, PE <p><i>KS3 students are expected to spend approx. 5 hours a week on homework to support their learning in school</i></p>	<p>Homework is set at least once a week from each teacher of each subject.</p> <p><i>KS4 students are expected to spend approx.10 hours a week on homework to support their learning in school</i></p>	<p>Homework is set at least once a week from each teacher of each subject.</p> <p><i>KS5 students are expected to spend approx. 15 hours a week on homework or private study to support their learning in school</i></p>

- **The approximate time allocated for homework across all key stages will increase during exam periods.**
- **All homework should be marked within two weeks of the hand in date.**

Homework should include a range of learning activities that help students to make progress (e.g. research, flipped learning, extended writing tasks, etc). Some of these pieces of homework will be formally assessed by the teacher with detailed feedback provided on how to improve. Other homework will be self or peer assessed by students and checked by the class teacher.

Curriculum Heads and Heads of Department are responsible for monitoring the setting and marking of homework, within their department while SLT monitor across the whole school. Homework is recorded in students’ Personal Organisers and checked by parents and teachers. All homework will be set on Frog (MLE) too.



Awarding Progress Grades:

KS3 Levels and sub-levels:

- **Levels and sub-levels** are awarded to recognise the students' skills and knowledge with regard to the level descriptors for each subject. They recognise **all prior learning**, not just the previous term's work. The students' levels and sub-levels can progress forward or remain static but cannot regress
- The minimum expectation is two sub-levels progress per year (see departmental growth plans for clarification)

KS4 and 5 Grades:

- The **Assessment Grades** are awarded to specifically recognise the quality of the work or the test/ exam results completed in the period since the last set of Progress Grades
- The **Predicted Grade** is the grade the teacher estimates the student will achieve at the end of the course if he/she continues to work at the present rate
- The **Fine Grades** are added to the predicted grade to provide students and parents with a deeper understanding of the potential to achieve a grade. The predicted grades include a + , = or - symbol, depending upon a student's probability of attaining that grade. For example:
 - B + : the top band of a B grade; a secure B grade but the student has considerable potential to move up to an A grade
 - B = : the middle band of a B grade; a secure B grade
 - B - : the lower band of a B grade; a B grade is not yet secure, further work/support is needed to consolidate the grade

Accuracy of Grades and Levels:

- External standards and level descriptors must be used as a comparison to ensure accuracy of grades and levels.
- Awarding of levels and grades must be consistently applied across each subject area primarily through moderation within departments but also through Learning Walks, book checks etc.

Targets: all Target Grades/Levels are aspirational and are designed to raise expectations and challenge and stretch the students. This is the grade that the student has the potential to achieve with hard work and commitment coupled with high quality teaching and support

- **KS3 End of Year and End of KS3 Targets:**
 - English, Maths and Science targets are set by the KS2 data
 - All other subjects' targets are set by the Progress 1 baseline testing
- **KS4 Targets** are set by FFTAspire20 as a minimum baseline
- **KS5 Targets** are set by ALPS



How will Progress Grades be used?

- **Teachers and Support Staff:**
 - Review of Progress Grades will take place as set out in the calendar by the appropriate TLR holder
 - Grades will be analysed to review the effectiveness of the current curriculum provision and to inform future planning of Teaching and Learning strategies and intervention; to be reported to relevant stakeholders e.g. curriculum teams, Governors, Line Managers
 - Data collection and publishing on SISRA ensures all teachers and support staff have transparent access to the Progress Grades

- **Students:**
 - Progress Grades are published and entered into student planners after each cycle
 - Tutors and teachers use the Progress Grades to discuss on-going progress with individual students

- **Parents/Carers:**
 - Progress Grades are sent to parents and also accessed through the school's VLE for each cycle
 - Progress Grades are used extensively in the school's interactions with parents/carers e.g. Information Evenings, Pastoral meetings, Curriculum meetings