

Marsh Academy

MARKING AND ASSESSMENT POLICY

PURPOSE

The purpose of assessment should be to:

- help students reflect on work done, and identify progress to date
- guide students through the various stages of their courses
- encourage students to take a greater responsibility for their own learning by considering ways of improving their performance in each curriculum area
- enable students to act upon realistic targets for improvement
- Enable students to gain an appreciation of the inter-dependant nature of the various parts of their courses. This should help students to see how work covered will relate to that which is to come
- Enable the teacher to evaluate the effectiveness of the content and methods of teaching and learning employed for a given section of work.
- inform teacher planning

MARKING

Students' work should be marked in accordance with each Curriculum Area's own Marking Policy which should operate within the parameters of the Academy Marking Policy.

POLICY

The Academy Marking Policy below should be taken into account when marking:

- The overall aim of the Academy Marking Policy is "to enhance the quality of students' learning".
- Depending on the task, marking may be:
 1. diagnostic - matching content to criteria;
 2. informative - showing students how to improve work;

September 2009

Governors:

To be reviewed:

3. corrective - e.g. proof reading/editing/presentation.

- Tasks requiring marking fall into two categories:
 1. Work in Progress: This includes Classwork and Homework, which should be marked regularly (weekly or fortnightly) in a corrective and diagnostic manner.
 2. Summative Pieces of Work: These are End-of-Unit Assessments based on pre-set criteria. They should be marked in an informative manner setting clear targets and giving advice on how to achieve them.
- Marking should motivate students through providing regular, positive and constructive feedback.
- Marking should be sensitive to the needs and abilities of individual students.
- Marking should inform teachers planning for lessons at individual, group and year level.
- Marking should take account of the presentation, literacy and numeracy policies.
- A target-based comment should be made on the student's work, together with appropriate positive feedback.

ASSESSMENT

Aims:

- To accurately and systematically assess students' progress throughout their school career.
- To record assessment data in a common format at regular, identified intervals using Assessment Manager.
- To use the information to effectively monitor and track students' progress.
- To use assessment information to help review the curriculum and plan for students' future learning.

September 2009

Governors:

To be reviewed:

POLICY

- Assessment will be facilitated through Assessment Manager.
- End of Key Stage Target levels for the core subjects, based on prior attainment and Fisher Family Trust generated data, will be recorded for each student at the beginning of the academic year. **These targets should not be changed.**
- Teaching Staff are required to assess students and enter data according to the following:
- Interim reports will be provided to parents each half-term showing the current level, either from an assessment test or from teacher assessment. An effort grade will also be shown, E,G,S,R,U (Excellent, Good, Satisfactory, Room for improvement, Unsatisfactory A target level will also be shown. These will be set as follows :
 - Key Stage 3 will be assessed using National Curriculum levels including sub-levels: e.g.
 - 4a Above level 4, close to a level 5.
 - 4b Secure level 4.
 - 4c Level 4 just achieved.
 - Year 7 will be assessed each short term on their achievement in Building Learning Power skills. Year 7 students will also self-assess themselves in these skills at the end of each unit.
 - Key Stage 4 will be assessed using GCSE grades from A* - G and U (ungraded) where a student's performance is of an unacceptable standard.
- Individual departments are responsible for the moderation of assessments carried out. Individual Department Assessment policies should reflect the process for moderation.
- Assessment data will be printed and distributed to Student development leaders and tutors as appropriate. Students should enter data into the Assessment page of the Student Diary – previous attainment will be entered in September, and then half-termly assessments entered for Autumn, Spring and Summer. Tutors should

September 2009

Governors:

To be reviewed:

review and discuss effort levels with their tutees. Subject teachers should discuss attainment levels and grades.

- Subject teachers should set students an individual SMART target at least once a term based on the unit of work they are about to work on. This should be recorded in the appropriate Target Setting page of the Student Diary. One target is to be recorded for every student in every subject once a term. Regular review of these targets is essential and tutors should discuss them with their tutees.
- Whole school Review Days will take place twice a year around the middle of the autumn term and in the summer term when parents, students and tutors will meet to set 'aspirational' targets for the students and review progress so far.

September 2009

Governors:

To be reviewed: