



Saint John Wall Catholic School
A Catholic School For All

Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Assessment, Marking & Homework Policy 2022 - 2023

"In everything, set them an example by doing what is good."

Titus 2:7

Introduction

In order to realise our Mission statement 'to educate each and every unique child in our care to hear and respond to what God calls them to be' and to offer the highest quality of feedback leading to good pupil progress; Saint John Wall Catholic School has an Assessment, Marking & Homework policy that is mindful of the Catholic nature of the school, its continued pursuit of excellence and the protection of pupils' education in all areas of school life. This policy is also mindful of the expectations placed on all teachers in the National Teacher Standards and aims to provide clear parameters so that teacher assessment and feedback is as effective as possible to support pupils to close gaps in their learning and make exceptional progress.

Key Principles

The best feedback is a dialogue between pupil and teacher that provides clear guidance for how to improve and gives pupils the opportunity to make the next steps in learning. All marking, should therefore, be diagnostic and this links to our motivational teaching ethos. An integral aspect of this process is the school's Assessment and Reporting Calendar, which forms part of our intent and implementation for the curriculum. The sequence of schemes of work should consider the cycle of interim assessments scheduled for each year group, with the expectation for all subjects to submit examination requirements (except for practical subjects in Year 7 and Year 8).

1. Assessment

a. **Formative Assessment**

All lessons/series of lessons should have: (a) clear learning objectives and success criteria; (b) opportunities for peer/self-assessment; (c) actionable feedback and (d) opportunities for pupils to respond by adjusting their learning and/or actioning the next instructional steps.

b. **(Formative use of Summative Assessments) Formal Assessments**

To maintain educational standards, formal assessments, including mock examinations, will take place as per the Assessment Calendar. Formal assessments will be marked using examination mark schemes, against national assessment standards. Assessment grades will be submitted following each Year group's assessment cycle. The assessment results will provide the benchmark for whole school data analysis on progress, as well as the QTA cycle.

c. **Assessment for learning feedback grids**

Including pupils in the cycle of assessment feedback is a powerful means to engage and motivate pupils to improve their learning. Pupils will receive feedback using a subject assessment for learning feedback grid that outlines the assessment criteria. Assessment feedback lessons must be conducted at the earliest opportunity after marking and moderation. Pupil completion of the learning grid must be followed by appropriate gap task(s) from the assessment (see point 2b).

d. **Moderation Integrity (QTA)**

To ensure marks are accurate and consistent, departments will regularly standardise and moderate assessed work. HoDs are required to provide a record of assessment sampling and work scrutiny as part of the QTA report to ensure that work has been consistently marked across the department.

e. **Progress Trackers**

All teachers must keep records of assessment results via department progress trackers for their classes. Progress trackers could include results of classwork, homework and department assessment tasks as well as any interventions for each pupil (see department marking policies). This forms part of a wide range of available evidence of pupil performance for reporting to parents and key stakeholders.

f. **Quality of Teaching Analysis (QTA)**

Following formal assessments, a responsive teaching cycle will ensue via the QTA process. A Calendared meeting will take place to produce a department QTA report after each formal assessment. Teachers will identify where knowledge and skills are secure; barriers to learning and suggestions on how to target these areas. Teachers should use the analysis to inform lesson planning and make any necessary curriculum adjustments, including adapting teaching practice to address underachievement.

g. **Curriculum Review**

In order to triangulate the impact of teaching, learning and assessment, each year group will have a curriculum review to assess whether the progress made by pupils is secure. Reviews should be carried out by the department, as per the Assessment Calendar. The curriculum review should generate further department discussions on the impact of the QTA action points and inform the next round of assessments in conjunction with any necessary adaptations to the curriculum delivery/schemes of work.

2. Marking and Feedback

There are several types of written feedback that teachers can use. The frequency of each type that is used will vary between departments and key stages. Agreed minimums should be determined by Heads of Department/SLT link and made clear in department marking policies.

a. **Quality teacher marking**

Feedback must focus on What Went Well (WWW) and suggest how work would be even better if (EBI). The EBI comment should gear towards moving the pupil forward to enable progress.

b. **Closing the Gap Tasks (CTG)**

Pupils are expected to act upon the feedback received to support progress. Pupils must complete a 'Pupil Response' in purple pen, which can take a number of forms depending upon the subject and nature of the assessment, i.e., pupils could make the improvements in purple on the body of work; alternatively, they could redraft or make improvements to a certain section of their work, and write it under 'Pupil Response'. It may be appropriate to set personalised 'Follow on tasks'/'Close the Gap' activities to enable pupils to maximise progress on the feedback they have received. Teachers will monitor that pupils have responded adequately to their feedback, to ensure errors and misconceptions have been addressed.

c. **Acknowledgement marking**

Light touch"/" tick and flick"/checking marking – in order to support the giving of quality feedback at key points in the learning process and schemes of work. It

may consist of note taking and exercises that don't require teacher feedback. Teachers will acknowledge such work through the use of a tick or stamp.

d. Literacy marking

Teachers should also mark for literacy. Refer to the School's Literacy and Numeracy Policy for GOSSIP (Grammar, Organisation, Sentences, Spelling, Interesting words and Punctuation).

Monitoring the Impact of Marking.

Heads of Department are responsible for developing subject specific marking practices to be used consistently across the department that reflect the whole school policy; ensuring that the above is being undertaken in their departments through regular work sampling which is then documented, i.e., Curriculum Reviews. The outcomes of work scrutinies will be shared with subject areas and individuals and may inform part of the process of managing teachers' performance.

3. Homework

At Saint John Wall Catholic School, we have thought carefully about the nature and purpose of homework. We want homework to support the development of independent learning skills and foster a love for learning. There are two types of homework set at Saint John Wall Catholic School:

a. Development Homework

In addition to classwork/formal assessments, optional development homework will be set to encourage independent study and foster a love for learning. Subjects will provide a resource menu for independent remote learning, which broadens pupils' curriculum knowledge, and builds cultural capital. Pupils can access a range of homework tasks via the school website (<https://sjwcs.sharepoint.com/sites/sjw-developmenthomework>) covering topics and skills taught in each subject. Positive Rewards will be used to acknowledge completion.

b. Examination Homework

In preparation for calendared assessments, all pupils will receive Examination Homework, which is compulsory. Pupils will receive resources in a booklet for revision several weeks prior to their Assessment Week. Tasks are designed to develop revision skills, retrieve prior knowledge and develop the skills and habits for successful achievement in examinations. The examination booklet should be completed at home and teachers will monitor these during lessons. Positive rewards will be used to acknowledge completion.

Ratified by Governors: 05/10/2022

Due for renewal: 05/10/2023

(This policy will remain in force beyond the review date if no updates are required)