



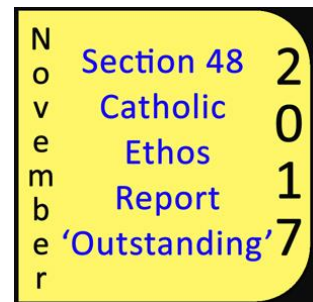
# Saint John Wall Catholic School

## 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 2020 - 2021

*"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; St John Wall Catholic School has a marking, homework & assessment 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 to teacher assessment and feedback, is as effective as possible to support pupils to 'close the gap' in their learning and make 'outstanding' 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. For the purpose of this policy, only summative assessment is explained. For formative assessment, see our Teaching and Learning policy.

### 1. Assessment

#### a. **Formal Summative Assessments**

Assessment is an integral and continual part of outstanding teaching and a measure of learning. To maintain educational standards, formal summative assessments, including mock examinations, will take place as per the assessment calendar. Formal assessments will be marked using examination mark schemes, as a measure 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.

#### b. **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 by providing them with access to the principles of assessment.

Pupils will receive feedback using a subject assessment for learning feedback grid which 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 2d).

#### c. **Data Driven Teaching Analysis (DDTA)**

Subject and Bucket leaders will produce a report after each assessment called the DDTA (Data-Driven Teaching Analysis) which will identify barriers to achievement and strategies to target these areas. Teachers will discuss and devise DDTA action points based on the assessment analysis. Teachers should also use this information to inform lesson planning, thereby adapting their teaching practice to address underachievement.

#### d. **Moderation and Data Integrity (DDTA)**

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

assessments will also form the evidence for centre assessed grades to exam boards if external examinations are unable to go ahead in 2021 due to Covid-19.

**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 attainment and progress to parents and key stakeholders and may be used as supportive evidence for centre assessed grades if external examinations are suspended for 2021 due to Covid-19.

**f. Curriculum Review**

In order to triangulate the impact of teaching, learning and assessment, all subject leaders must conduct a curriculum review to assess whether the progress made by pupils is secure. Reviews should be carried out in conjunction with the link SLT as per the assessment calendar. HoDs should identify class assessments in their schemes of work which relate to specific milestone assessment foci of that term's work and utilise GCSE marking criteria. The curriculum review should generate further department discussions on the impact of the DDTA 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**

### [Government School Guidance](#)

*For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.*

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 made clear in the marking policies of each faculty area. The school minimum frequencies for quality teacher marking are determined by individual Heads of Department and may differ according to the nature of the subject. These will be clearly stated in Department Handbooks.

**a. 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. Teachers should also mark for literacy. Refer to the School's Literacy and Numeracy Policy for literacy marking codes.

**b. Live marking**

Live marking is conducted in lesson time with pupils to embed formative assessment in the classroom and ensures that marking is manageable. Live marking can be written or verbal. Strategies include 'dot marking' which can generate appropriate dialogue to help pupils improve their work. Pupils should acknowledge live marking teacher feedback with purple pen.

**c. 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 be geared towards moving the pupil towards the next grade.

**d. Pupil Gap Task**

Pupils are expected to act upon the target and feedback received so that progress can be made. 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. For example, students 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 make maximum progress on the feedback they have received. Teachers will monitor that pupils have responded adequately to their feedback.

**e. Peer and self-assessment**

Pupils should be trained to use clear and agreed success criteria to scaffold their feedback and ensure it is meaningful. It is an expectation that pupils peer and self-assess using a purple pen. The school encourages pupils to 'GOSSIP' their work as part of our literacy policy. Pupils should respond to peer/self-assessment in purple pen.

**f. Verbal feedback**

Verbal feedback is a valuable form of formative feedback. Some departments may use this type of feedback more frequently because of the nature of their subject. It may be useful for pupils themselves to record what feedback they have been given in purple pen.

**g. Marking Codes**

Departments should consider markings codes not only as a timesaving device, but also to support pupil engagement in assessment. Assessment criteria, shared in this format, with pupils, can be a powerful means that enables pupils to respond to feedback effectively; assist learning and can significantly improve their work.

**Monitoring the Impact of Marking.**

Subject leaders and Heads of Year will monitor the impact of marking on pupil progress and pupil awareness of next steps. This will involve looking at a selection of exercise books, work samples, or student assessments to evaluate the effectiveness of this policy. 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**

**a. Development Homework**

In addition to classwork and formal assessments, optional development homework will be set to encourage independent study, revision skills and will also act as a resource bank for independent remote learning which broadens pupils' curriculum content and build cultural capital. Pupils can access a range of teacher developed/online homework tasks via the school website that link to the topics and skills taught in each subject. Pupils who complete the tasks will receive an acknowledgement stamp card as well as rewards utilising classcharts. Points accrued will feed into the Saints League praise system.

**b. Examination homework**

In preparation for calendared assessments, all pupils will receive examination homework which is compulsory. Pupils will receive teacher developed resources in a booklet for revision 4 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. Classcharts rewards will be used to acknowledge completion.

Ratified by Governors: 07/10/2020

Due for renewal: 07/10/2021

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