



**Croydon High School**  
**MARKING AND ASSESSMENT POLICY**  
(Senior School)

**What does assessment cover?**

Assessment covers all those activities that are undertaken by teachers to measure the effectiveness of teaching and learning. It is therefore fundamental to good classroom practice. Assessment may be formal (e.g. the marking of written work, tests, etc) or informal (e.g. via asking pupils questions in class). Whilst this policy focuses on formal methods of assessment, informal means are of vital importance in promoting effective teaching and learning.

**Aims**

- i) Marking should praise work that has been done well and provide realistic short-term goals for pupils. Achievement should be recognised and rewarded.
- ii) Marking should demonstrate where things are going wrong for an individual pupil.
- iii) Marking should provide pupils with strategies for improvement. Pupils should be encouraged to follow such advice.
- iv) Marking should record the achievement of pupils over a period of time so that accurate grades and reports can be compiled.
- v) Marking should provide information about our effectiveness in the teaching of a certain topic. It may highlight areas that require re-enforcement or a change of teaching approach.
- vi) Marking should enable teachers to differentiate between pupils. Even in a class with able students there will be areas of need that relate to varying learning styles, reading ability and physical constraints. Support and extension work can be given if a teacher is aware there is a need.
- vii) Marking should help pupils assess their achievements.
- viii) Marking should always take into account any individual pupil's learning support needs.
- ix) Marking and assessment should occur in the context of relevant baselines (e.g. MidYIS results in the Years 7 - 11, and, planning ahead, GCSE scores in the Sixth Form). Where an individual's progress is better than raw ability suggests, even if attainment is relatively low, suitable praise and encouragement should be given. If an individual is under-performing relative to a baseline, then this merits further investigation.
- x) Marking policies should not be overly prescriptive, and there should be sufficient flexibility for staff to apply their professional judgement.
- xi) Exchange of marking, as with staff peer lesson observation, can be a useful element in the induction of new staff and also the continuing professional development of established teachers. Regular conversation about learning and responding to student needs will aid in the refinement of marking strategies.

## Assessment for Learning

The most important element of marking is that it provides pupils with information to help them improve in future work.

Comments must, therefore, highlight what has been done well and how the work could be improved. However, if these comments are to be at their most effective in raising attainment it must go beyond the comments made on the work and incorporate the following:

- Lesson planning should allow pupils the opportunity to engage with the comments made. This may be done in a variety of ways e.g. paraphrasing the teacher's comments; not giving a summative mark, allowing pupils to draft work and improve it in light of teacher's comments.
- When a similar task is set in the future (essay, project, experiment) teachers should direct pupils back to the comments made on earlier pieces of work so that mistakes will not be repeated.
- Pupils should be encouraged to assess their own work and consider its strengths and weaknesses in comparison to an understood mark scheme. Pupils should then be allowed to improve their work on the basis of their own assessment.
- Methods for AFL may include:
  - Plenary Q&A session at end of lesson to consolidate and check learning against the learning aim on the board. (i.e. 'What have you learned today?')
  - Pupils to redo work in the light of teacher comments
  - Teachers to record AFL comments in their lesson plans to include in schemes of work for the future – refining teaching methods to further enhance learning.
  - Green/Amber/Red, during lesson, to gauge the class understanding

## Marking Principles

- i) Marking is integral to curriculum and lesson planning. Regular and frequent marking of work is essential in both encouraging and monitoring pupils' progress. In most cases, work will be marked on a weekly basis unless the work is an extended piece done over more than one week; in this case the work will be taken in and marked when it is completed. The teacher/Head of Department must do all he/she reasonably can to ensure that such frequencies are achieved.
- ii) Work should be marked using a colour other than the one the students use.
- iii) Attention should be paid to presentation and the correct use of spelling, punctuation, grammar.
- iv) Homework should be returned to the pupil by the next lesson or within a week, whichever is appropriate.
- v) These issues will be commented on in most pieces of work:
  - What was good about the work
  - Where applicable the pupil is set a target for the next piece of work

Comments should be written in the second person. They should be sufficiently positive, detailed and specific to encourage pupils to make progress. The use of the pupil's name is encouraged. Overly negative comments must be avoided. If work is all that could be reasonably be expected from pupils, then staff should positively reinforce pupil achievement by listing what is good about work e.g. correct answers, accurate observations, balanced comments etc.

- vi) Corrections - It should be made clear what in the piece of work needs to be corrected and by what date. Subsequently, it should be checked to ensure that the corrections have been done. What is to be corrected by the teacher and what by the pupil is a matter of department policy. When the work

is taken in again the teacher should check to see that any instructions written in the book have been carried out.

- vii) The straight copying of homework (e.g. from another pupil or the internet) is not allowed.
- viii) *Project based activities* need to have some form of regular marking, even if a whole project may extend over a lengthy period of time. This is to ensure that pupils are managing the time and content of their project work effectively. **NB in the case of coursework for examinations interim deadlines are agreed in the calendar and parents and pupils are informed of these. The coursework must be assessed at these stages. If the coursework is below the expected standard at this stage parents must be informed. Any concerns must be discussed at an early stage with relevant HoD and/or the Assistant Head (Curriculum).**
- ix) Where appropriate, pupils' *work in preparation for external examinations* should be assessed using the exam specification marking criteria.
- x) *Late work* should be identified and recorded (letter L in mark book). Recurring late work may be indicative of a wider problem, and as such the pupil's tutor must be informed.
- xi) Concerns relating to work should be noted by the teacher in the pupil's planner. The tutor should be informed of any concerns or particularly pleasing work.
- xii) Teachers should use opportunities to praise pupils for good work and/or effort. This may include:
  - Positive comments in the exercise book/planner
  - Awarding commendations
  - A phone call to the parent
- xiii) Whilst some activities require very close and detailed marking, others such as class noting may warrant a less detailed assessment. Where appropriate the following may be used:
  - a. The use of marking codes/shorthand
  - b. Reporting common errors orally to the group rather than writing the same comment in several books.
  - c. Peer marking is an important part in assisting pupils to make progress by understanding the needs of a mark scheme and what is expected to achieve different grades.

### **Recording of Assessment**

Heads of Department and teachers should maintain a record of a pupil's progress over a period of time in order to:

- acknowledge the achievements of the pupil and allow realistic targets to be set
- monitor progress and to allow comparison of a pupil's performance over time.
- provide information for other teachers, including tutors, about a pupil's current achievements and any difficulties which the pupil may be encountering.
- provide a means of comparing the performance of a pupil with that of his or her peer group and to identify pupils who are experiencing difficulties
- provide information for reporting.

Not all assessment requires formal recording. However, it is important that sufficient records are kept to ensure that pupils' performance can be monitored effectively. As a guideline, pupils should be formally tested at least once a term. Each pupil sits a formal internal examination once a year. Assessments of

homework assignments, written classwork, unit tests, coursework and subject skill areas should also be recorded formally.

The recording of assessment should be monitored (by Heads of Department in the case of departments or by the Assistant Head (Curriculum) where there is just one teacher of that subject).

### **Monitoring of marking and assessment**

Given the crucial role that marking and assessment have on pupil progress it is essential that the quality of this feedback is monitored by those with responsibility for learning and teaching. Marking should be monitored once a term for each year group to ensure quality and consistency and the schedule for this scrutiny is identified in the annual subject review documentation. Judgements as to the effectiveness of marking should be made with reference to the following criteria:

|   |  |
|---|--|
| <b>Outstanding</b>  |  |
| • Strategies exist to acknowledge/celebrate the achievement of targets  |  |
| • Children are involved in setting targets for improvement  |  |
| • There is a very good level of response to personalised comments from teachers   |  |
| • There is some subsequent response from the teacher  |  |
| • Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge  |  |
| • Children actively demonstrate understanding of targets set  |  |
| <b>Good</b>   |  |
| • All children are set relevant, accurate targets on a regular basis  |  |
| • Self-assessment is a regular activity: children know what they are good at and what they need to do to improve  |  |
| • Children revisit and respond to previous learning through written, post task questions  |  |
| • Children respond to personalised comments from teachers   |  |
| <b>Satisfactory</b>   |  |
| • There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum)   |  |
| • Work is marked regularly  |  |
| • Children know how well they have done in relation to the objective  |  |
| • Marking helps to build confidence   |  |
| • The majority of marking is about recognising success  |  |
| • Some relevant targets are set   |  |
| • The teacher's handwriting is easy to read   |  |
| • The teacher's spelling and use of Standard English is accurate  |  |
| <b>Inadequate</b>   |  |
| • Marking is likely to be inadequate if it does little to help children improve. The key features of inadequate marking are the opposite of satisfactory marking. |  |

This template should be completed for each book scrutiny – it is found in the HoD folder on the school ICT system.

### **Responsibilities:**

Teachers – implement policy

HoDs – monitoring staff in their department

Assistant Head (Curriculum) – monitoring HoDs, in particular - one person departments.

June 2016

Date for next review June 2018