Elm Court School
Assessment and Marking Policy

Assessment Policy

Context

This document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Elm Court School.

Objectives

In our school, we believe that assessment practice should:
- Contribute to raising students' progress and self-esteem
- Challenge each student to achieve their best
- Celebrate the achievement and progress of each student
- Be purposeful and useful
- Be easy to understand and clear to follow
- Be meaningful to students, teachers and parents/carers
- Inform planning and teaching
- Give students a key role in evaluating their own achievements and progress
- Contribute to raising students' literacy and numeracy levels
- Be used at whole school level to evaluate the effectiveness of teaching and learning for all students.

Method

These aims will be achieved through:
- Assessment of student learning and progress carried out during lessons
- Termly teacher assessments of students' progress and achievement
- The annual review process
- Termly IEP targets and monitoring of progress towards them
- Monitoring and evaluation of student progress to identify areas for improvement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.

Assessment to inform Curriculum Planning

Assessment is an integral part of the planning process. Teachers' curriculum planning is informed by:
- Rigorous baseline testing on joining the school
- Initial assessments at the start of a unit of work (Assessment for Learning)
- On-going observation, marking and student self and peer assessment
- Teachers' lesson evaluations record progress of individual students during each lesson

- Small steps in progress recorded on B-Squared
- Achievement Week at the end of each half-term
- Formal tests during Achievement Week.

Assessment Strategies

Teachers use a range of strategies to assess student progress, which include:

<u>Observing Students</u>

All teachers assess students' knowledge, understanding and skills through:
- Asking questions and listening to students
- Observing them in practical tasks
- Allowing time for reflection in which to talk to them about their learning and progress.
- Checking and evaluating students' progress against learning objectives/outcomes shared at start of each lesson
- Checking students' understanding of key words for each lesson.
- Sharing evaluation of progress and achievement with students during lesson.

<u>Sharing Targets with Students</u>

On a one-to-one basis:
- IEP targets are set together with students on a termly basis
- Form tutors meet with students to share IEP targets and discuss progress towards them on at least a half-termly basis.
- Current and target levels are shared with students by teachers on at least a termly basis.
- Students' IEPs and current and target levels are kept in their termly diaries.

<u>Marking of Work</u>

See separate Marking Policy.

<u>Students' Self-Assessment and Responses to Teachers' Comments</u>

At all times, students are encouraged to reflect upon their achievements in order to recognise where they have been successful, boost their self-esteem and know how to move forward.

Specific strategies include:
- Self-assessment of tasks with teacher providing the criteria
- Time in lesson for students to read, respond to and question teacher's marking comments
- Students making their own responses underneath marking
- Students setting their own targets for next time
- Students making changes to their work in light of marking
- Peer/student comment after teacher has decided level.

The Assessment Framework

<u>Overview</u>

- The assessment process is coordinated at a whole school level by the Achievement Leaders, in close liaison with Subject Leaders.
- Challenging targets are set by teachers for each student to reach by the end of the school year. Wherever possible, these targets are set at the end of the preceding school year. Targets are set with reference to the progression guidance and assessment data for each student.
- Assessment opportunities are provided throughout the Schemes of Work provided by Subject Leaders.
- Assessment is carried out by all teachers according to subject, National Curriculum and external accreditation requirements.
- At Key Stage 4, controlled assessments, terminal examinations, and visits by external moderators and verifiers are built into the assessment framework for all externally accredited courses.

Recording Student Progress

- Assessment folders are set up across the curriculum, following the lead of English and Mathematics. Samples of students' assessed work from each term will be levelled and kept in subject-specific assessment folders. Work from these folders will be used for cross-curricular moderation, and as a means to evidence student progress over time.
- All teachers record student achievements on B-squared to show progress in small steps.
- All teachers record student progress towards their personal targets on Assessment and Target Setting Grids on a termly basis. These are colour-coded – green for exceeding target, amber for on target and red for not on target.
- Teachers' planning, lesson evaluations and marking are monitored on a termly basis by Subject Leaders to ensure consistency and effectiveness.
- Teachers attend subject and cross-curricular meetings on termly bases to share their judgements with each other, thereby helping to ensure consistency.

Monitoring Student Progress

- Monitoring student progress includes collation of data from a range of sources, including completed work, B-Squared and the Assessment and Target-Setting Grids.
- Student attainment and progress is monitored on a termly basis to identify any students requiring intervention strategies:
  - By Subject Leaders within departments
  - By Achievement Leaders across each key stage.
- Action plans are produced by teachers for students who are underachieving and/or requiring additional support and these are evaluated on at least a termly basis. At department level, Subject Leaders ensure that the necessary intervention strategies are in place.
- Achievement Leaders oversee the action plan process, ensuring this is coordinated across the curriculum so that students experience continuity and consistency.

- Progress between different groups of students is compared using GAP. This is done by Subject Leaders for progress within their departments and on a cross-curricular basis across key stages by the Achievement Leaders.
- Students' work is scrutinised across the curriculum on a termly basis led by the Achievement Leaders to ensure that marking, assessment and testing are carried out in line with the school's policy and that they are used effectively to help teachers improve students' learning. Scrutiny also ensures that students are given sufficient challenge, where they have to grapple appropriately with the content, not necessarily 'getting it right' first time. Termly reports are provided to the Headteacher.

Internal moderation
To assess and ensure consistency in standards, progress and quality of learning, assessed pieces of students' work are moderated:
- Within subject areas at curriculum meetings
- At cross-curricular moderation meetings on a termly basis
- With a focus on written work and standards of literacy.

Statutory Assessment Requirements and Reporting
The Headteacher ensures that statutory requirements in assessment are being met in liaison with the Achievement Leaders and Subject Leaders. These are:
- A teacher assessment is made in all National Curriculum subjects for all students at the end of Key Stage 3.
- In Key Stage 4 Assessment takes place according to external accreditation requirements.

Annual Review
All parents/carers receive annual reports of their child's progress and achievement through the Annual Review, in accordance with the SEN Code of Practice.
Reporting to External Agencies
Evidence from the Annual Review process and from formative and summative assessment strategies are used as appropriate in discussion with educational psychologists and other learning support agencies.

Leadership and Monitoring of Whole School Assessment Process
The assessment, recording and reporting process is led and monitored across key stages by the Achievement Leaders and within departments by Subject Leaders, with the full involvement and support of all teaching staff.

Headteacher
The Headteacher meets regularly with the Achievement Leaders to review the effective use of the assessment framework, in order to plan appropriate action with regard to assessment policy and practice.
The Headteacher reviews student progress data provided by the Achievement Leaders to evaluate the effectiveness of planning, teaching and resourcing.

Marking Policy

Purpose/Rationale

The explicit aim of the Elm Court School marking policy is to:

- Improve 'quality' of marking
- Raise achievement
- Include a variety of marking methods
- Ensure understanding of learning
- Meet the needs of every student at Elm Court School
- Support parental involvement and understanding (increased involvement, possible exemplars of student's own work sent home)
- Ensure all students are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with whole school vision
- Enable subject leaders and teachers to plan effectively for the next stage of teaching and learning
- Ensure students are aware of current achievements and future targets.

Guidelines for marking

- Staff marking in purple
- Constructive – upwards arrow ⬆ for what went well and ➜ for next steps
- Ticks within work to acknowledge good work
- Positive and purposeful
- Linked to success criteria
- Comments language students understand
- Age/ability appropriate
- Student self-marking and feedback in green
- Student peer-marking in green pen/pencil (staff discretion)

In Depth Marking

- Detailed feedback linked to students' individual targets
- Completed and shared with students on at least a half-termly basis
- Show evidence of student's response to in depth marking, e.g. student's initials/setting own targets/asking a question

During class marking

- Verbal feedback indicated in speech bubble with VF inside it plus comment
- Written/SPaG feedback
- Peer-marking
- Self-marking

Spelling, Punctuation and Grammar

In subjects other than English, corrections of spelling, punctuation and grammar should be kept to around three to five on a half-side of writing. This needs to be tailored to the individual student, in order to ensure they are not overwhelmed by their errors.

Where a SPaG error is made repeatedly, only correct the first one or two.

Correcting spelling

Underline the word and write the correct spelling near it. Focus on subject-specific words and high frequency words.

Correcting punctuation

Correct sentence demarcation (capital letter to start/full stop to finish) by circling the errors and adding correct punctuation. E.g. a full stop within a circle where one is missing.

Correct use of capitals within words by circling letter and giving correct one next to it.

Correct capital letters for proper nouns where they are omitted.

Grammar

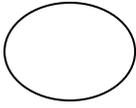Underline and correct errors where they consist of one or two words (e.g. we was).

For missing word, write this symbol where word is missing $\wedge$. (See Appendix 1 – Poster for Display)

Draw a squiggly line in the margin where a few lines are unclear. (See Appendix 1 – Poster for Display)

Appendix 1 – Poster for Display
Appendix 2 – Exemplar marking

<u>Elm Court School Marking</u>

Purple	Marking done by staff
Green	Marking done by you
↑	What you've done well
➔	Your next steps (tick it when you've done it)
✓	Good work
VF	Verbal feedback
I	You worked independently
R	You had support with reading
W	You had support with writing
<u>Underlining</u>	Spelling or grammar error
{	The meaning is unclear
⬭	Capital letter or punctuation error
∧	A word is missing

How does marking help you?

You know what you've achieved.

You know how to move forward.

Appendix 2 – Exemplar marking

ENGLISH MARKING

Name: Date:

Literacy Task

If you could visit one of the locations on the quiz which one would you choose and say why? Write in as much detail as possible.

I would like to visit _Spain Park_ because

I would love to visit Spain park because its in Spain, and its really warm there. Also when I checked online it said it was the biggest Water kingdom in Spain. Plus Plus it would love to try Spanish food but I really love to try all these amazing and exciting match.

biggest

↑ You have used a variety of sentence ~~Star~~ structures, which makes your writing more interesting.

→ Make sure you check your work for meaning.

Name: Taylor Holtham Date:

Literacy Task

If you could visit one of the locations on the quiz which one would you choose and say why? Write in as much detail as possible.

I would like to visit _DISNEYLAND_ because

it IS fun if you can go on

the RIDES.

↑ You have clearly expressed an opinion and given a reason why.

→ Try to give more information next time.