



Assessment, Marking and Feedback Policy

Chew Valley School

September 2016

ASSESSMENT, MARKING AND FEEDBACK POLICY

1. Rationale

1.1 It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions.

2. Aims

2.1 Assessment at Chew Valley must provide the following:

- **2.1.1 For students:**
 - Clear assessment of strengths and areas for development
 - Clear feedback on areas of success and next steps
- **2.1.2 For teachers:**
 - The ability to track progress through the curriculum
 - The ability to identify areas of learning which need development and plan accordingly
 - A manageable process which is central to teaching and learning
- **2.1.3 For parents and families:**
 - Clear information about progress and attainment within the curriculum

2.2 For all stakeholders, assessment must be compatible with a growth mindset, allowing students to learn from their mistakes and improve, whilst encouraging rapid and secure progress in learning without any cap on aspiration.

3. Definitions

- **3.1 Assessment:** a judgment of the standard achieved in a particular piece of work or by a student overall
- **3.2 Marking:** the process by which assessment is achieved, including written annotation of student work
- **3.3 Feedback:** the process of providing students with information about success and areas for improvement in their work
- **3.4 Progress:** the improvement of performance in work over time

4. Guidelines

4.1 Assessment

4.1.1 Assessment at Chew Valley is linked to the curriculum content in each subject. Students will be assessed in relation to their mastery of the relevant curriculum content. At Key Stage 3 (Y7-9) we use an Assessment without Levels model bespoke to the school and those students who have achieved and can demonstrate that they know, can apply and understand the matters, skills and processes in the relevant programme of study for their year will be assessed at a grade "C". Students who have exceeded the expectations of their year group will be assessed above C. Those who have not yet met the expectations of their year group will be assessed below C, as shown in the following table:

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4.1.2

| Y7 | Y8 | Y9 | KS4 |
|----|----|----|-----|
| | | | A* |
| | | A* | A |
| | A* | A | B |
| A* | A | B | C |
| A | B | C | D |
| B | C | D | E |
| C | D | E | F |
| D | E | F | G |
| E | F | G | U |
| F | G | U | U |

4.1.3 Setting the expected level of demand within each year group is the responsibility of the Curriculum Leader in consultation with SLT. The threshold expectation should take account of the relevant national curriculum requirements¹.

4.1.4 Each year will include terminal examination or formal assessment to judge the standard of performance achieved by individuals over the year. This examination or assessment should test the knowledge, application and understanding of the matters, skills and processes in the relevant programme of study for the year.

4.2 Marking

4.2.1 Marking is the process by which teachers assess students' performance in their work in order to make judgments about learning. It is not expected that individual pieces of work will be graded or given a numerical score, although this may be relevant in some cases. It is expected that student work will be carefully assessed by the teacher in order to provide feedback.

4.2.2 The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Maths and Science should quality mark at least one piece of work in every timetable cycle (fortnight). Acknowledgement, in the form of a tick, signature, or verbal feedback, should usually be provided for every piece of work completed.

4.2.3 Not all pieces of work can be marked in detail. Teachers need to decide whether work will simply be acknowledged or given detailed attention. In quality marking teachers focus on providing feedback on successes against the learning intention and improvement needs.

4.2.4 Peer marking and self-marking are both valid approaches to take in order to inform students about successes and improvement needs. These approaches are additional to, and not a replacement for, teacher marking.

¹ The national curriculum documents can be found here:
<https://www.gov.uk/government/collections/national-curriculum>

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4.2.5 All teachers have a responsibility to mark for literacy. Corrections should not be routinely provided for students, but technical errors identified using the following common code:

- SP – spelling error
- P – punctuation error/punctuation needed
- SS – sentence structure needs attention
- // - new paragraph needed

Students should then be given directed time to self-correct their literacy.

Marking for literacy should be appropriate to the student and context. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Common spelling mistakes should be noted and students should write the correct spelling in the dictionary sections of their homework diaries.

4.3 Feedback

4.3.1 Feedback should give students clear information about the successes they have achieved in a particular piece of work, and the next steps they can take to improve. It can be provided in writing, verbally or electronically, and it can be provided by peers as well as by teachers.

4.3.2 Good quality feedback is kind, specific and helpful. It focuses on precise aspects of the work which were successful (and why) or which would benefit from improvement (and how). Good quality feedback will often come in the form of a specific task for students to do (e.g. corrections or improvements to the work) in order to develop learning.

4.3.3 Time should be provided for students to respond to the feedback and make focused improvement based on the improvement suggestion. This time may be in lessons or for homework.

4.4 Progress

4.4.1 Students are expected to make progress over time in line with the expectations of the curriculum, which should be designed to have increasing demand each year. If a student reaches the threshold assessment level (C grade²) in a particular subject in Year 7, they would be expected to maintain that performance in Year 8 and beyond. This is shown in the green boxes in the chart below (4.4.2).

² At Key Stage 3, those students who can demonstrate that they know, can apply and understand the matters, skills and processes in each subject's programme of study for their year will be assessed at a grade "C". Students who have exceeded the expectations of their year group will be assessed above C. Those who have not yet met the expectations of their year group will be assessed below C.

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4.4.2

| Y7 | Y8 | Y9 | KS4 |
|----|----|----|-----|
| | | | |
| | | | A* |
| | | A* | A |
| | A* | A | B |
| A* | A | B | C |
| A | B | C | D |
| B | C | D | E |
| C | D | E | F |
| D | E | F | G |
| E | F | G | U |
| F | G | U | U |

If a student is awarded a teacher assessed grade of a C in a subject in Year 7 then we would expect that student to at least achieve a C in Year 8 and Year 9, demonstrating progress as the curriculum becomes more difficult.

The orange boxes are an example of a student who achieved a C grade in Year 7 and Year 8 and then achieved a B grade in Year 9 (and therefore made more than expected progress in line with our curriculum). We would expect students to at least maintain their improved performance.

The red boxes illustrate a student who achieved a C grade in Year 7 and Year 8 but a D grade in Year 9 (therefore did not make the anticipated progress between Year 8 and Year 9). We would expect students to make efforts to improve their progress.

4.4.3 At Key Stage 4 (Y10-11), A*-U grades are linked to external qualification programmes of study sat as part of GCSE courses and therefore students should aim to improve their grades over time wherever possible. These grades are anchored to the new style 9-1 grades as follows (diagram published by Ofqual):

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New GCSE grading structure

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | |
| 8 | A* |
| 7 | A |
| 6 | B |
| 5 | |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |

Annotations in the table:

- Between 5 and 6: GOOD PASS (DFE), 5 and above = top of C and above
- Between 4 and 5: AWARDING, 4 and above = bottom of C and above

4.5 Monitoring of Student Work

4.5.1 Curriculum leaders are expected to sample the quality and quantity of assessment and feedback in their curriculum areas. Work samples form part of the evidence used for School and Faculty Self-evaluation. The views of students about marking and assessment will also be sought as part of a Faculty Evaluation.

4.5.2 Assessment grades are routinely collected from staff to share with colleagues and parents via published reports. These reports also track the progress of students.

4.6 Families' Involvement

Families have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the planner, Insight Portal and via our Home School Welfare Manager.

Policy Reviewed: Sept 2016

Next Review: Sept 2018