



Marking & Assessment Policy

Reviewed:

Feb 2021

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Feb 2022

Introduction

At New Rush Hall School (NRHS), we believe that assessment is critical for pupil progress.

All teachers regularly assess the learning and progress of their pupils in both a formative and summative manner. A key component of assessment is the marking of pupils' work.

The process of assessment should enable teachers to make decisions about the progress of their pupils and respond accordingly. Marking should celebrate and praise progress and include clear targets for improvement and / or indicate new skills that need to be developed.

Guidelines

1. The marking of work can be divided into one of two categories:

(a) Formal.

(b) Informal.

Generally, 'Formal' marking should consist of GCSE grades at KS4 and progress towards National Curriculum programs of study at KS 1-3. These should be linked to the skills displayed throughout work at KS1-3 or GCSE assessment criteria at KS4. This is known as summative assessment. These should be accompanied by a blue sticker and submitted towards the next 'Data Drop'.

'Informal' pieces need only be accompanied by formative comments which should guide the pupil towards improvements/making continued progress.

2. Either way, all work must have a formative comment which, as stated in the introduction, praises success and indicates areas for further improvement. Targets for improvement must be linked to assessment criteria. Therefore, comments such as 'write more clearly' or 'make more effort' are not sufficient on their own. A good example of formative assessment would be: Next steps = 'to move to the next level, you need to consider where the source is from and how this affects its utility', or Next Steps = 'Show the working in the equation to gain full marks'.

3. Formative assessment should begin with a personalised, positive comment that pinpoints success in meeting the criteria. For example, WWW= 'Jonny, I very much like the way you have included key terms and analysed the reason for the success of this experiment', or WWW= 'Fatima, you have demonstrated a good knowledge of the key features of a volcano'.

A good strategy in achieving clarity in marking is to use a shorthand system such as WWW (What went well), NS (Next steps)...

4. Marking must be in a colour that is different to pupil work.

5. All teachers must use the school’s literacy marking strategy that helps pupils improve their written communication and literacy skills. The very basic requirement for all teachers is to highlight an age appropriate range of spelling and punctuation mistakes, including any key subject specific vocabulary. A spelling mistake must be underlined and marked **S**, whereas a punctuation error must be circled and marked **P**. However, given the importance of a cross curricular approach to literacy, it is good practice to address errors in spelling, punctuation, grammar and paragraphing. The following key should be employed:

S	Spelling mistake.
P	Punctuation mistake – either punctuation has been omitted, or has been used incorrectly.
??	Does not make sense/is not clear.
//	Start a new paragraph.
^	A word or sentence is missing.
C	Capital letter is needed.

6. On returning assessed work, ensure pupils are given time to complete the relevant section of the blue sticker with the evidence that the pupil has read, understood and responded to teacher feedback. The pupil should have a clear understanding of what they would need to do to improve their work and make further progress.

7. Work must be returned if it represents a significant lack of effort, and pupils will be expected to resubmit the work, although the original mark must still stand. An additional mark may be added to the data but must not replace the original mark.

8. NRHS encourages the use of peer and self-assessment where appropriate. This must be connected with clear assessment or success criteria.

9. Pupils’ work must be marked regularly - at least 3 times every half-term (approximately once every two weeks) - and formal marks sent to the Assessment Co-ordinator, at each ‘Data Drop’.