

Staffordshire University Academies Trust		Academy Policy Document			
Approved by:	Governors	Issue date:	January 2018	Review date:	January 2019
Policy Owner:	Vice Principal	Page: 1 of 8			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

Assessment for Learning – Marking Policy

Policy Aims

- to ensure that all stakeholders have a clear understanding of the expectations and consistency for Assessment for Learning.
- to ensure Assessment for Learning is used consistently across the curriculum
- to use Assessment for Learning effectively to check understanding, inform lesson planning and to monitor progress
- to ensure students know and recognise the standards they are aiming for and inform them of their “next steps” towards improved progress, attainment and achievement
- to provide the means to engage, motivate and raise students’ aspirations
- to enable teaching staff to assist in the CEIAG for students by setting meaningful targets based on attainment linked to progression routes at 14, 16 and Post 18.
- to ensure students’ entitlement to have their work assessed and commented on and that this is linked in to celebrating effort and achievement via the academy’s rewards system

Attainment

- work should be assessed regularly and meaningful feedback given to students. Feedback may be written or verbal
- work may be assessed for a specific focus which should be communicated to the students prior to assessment (eg. spelling, understanding of a particular concept, skills etc)
- work will not be graded, and instead be given an indicative statement of the progress that piece of work demonstrates towards the end of Y11 expected grade. The wording of this will be ‘working towards’ ‘expected’ or ‘above expected’. These statements will give an age-related focus on the progress towards Y11 outcomes. This should be directly linked to an assessed piece of work
- feedback should be positive, highlighting the strengths of the work and any areas for improvement

Progress/Effort

- written feedback must measure progress against the learning objective/outcome
- it is good practice to follow up written feedback with verbal feedback particularly where there has been a misconception or perceived lack of effort
- effort and progress are rewarded in line with the whole academy rewards system

Targets

- written feedback must indicate targets for improvement which are SMART: Specific, Measurable, Achievable, Relevant and Timed
- it is expected that staff will give positive feedback and then set a target for improvement
- targets should be subject specific and indicate what needs to be done to achieve the next grade
- mechanistic targets (eg. use a ruler to underline) should be in addition to formative comments
- please see the target setting guidance for how students are set across the academy

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Marking for literacy

All staff should correct literacy errors of all assessed pieces of work, this includes spelling, punctuation and grammar, which should be corrected in work (please see marking guidance for frequency). Staff should write 'SP' in the margin, next to a spelling mistake and write the correct spelling above the misspelt word. There must be evidence that the student is then doing something with the misspelt word. Students should correct up to three spellings at the bottom of a piece of work or in the margin, copying the word out three times.

Staff should use the academy literacy marking codes or a green highlighter pen to highlight literacy issues within a piece of work.

Regularity of marking

All work for all year groups should be marked and checked within two weeks of being completed. Detailed, in depth marking, should be carried out twice per half term. Students should have work assessed and returned to them within the period laid out. It is recommended that the work of pupil premium students should be marked first. It is recognised that more substantial pieces of work (coursework/projects/special studies) may take longer.

Marking will vary depending on the nature of the work that has been set. It may be:

- marked with a particular focus
- self-assessed
- peer-assessed

Notes:

- * For groups that are taught by a number of different staff, the frequency of in-depth marking and yellow box responses will be in proportion to the number of lessons taught
- * Global Values is an exception to the academy marking policy. Staff undertake light touch marking and encourage students to self-evaluative
- * KS3 subjects taught once per week will be assessed and marked in-depth once per half term

Self and peer assessment

The academy recognises the importance of, and values, both peer and self-assessment. Suggested approaches:

- students assess own work against a specific criteria
- students assess each other's work against specific criteria or focus
- students read the drafts of others and suggest targets for improvement

Teachers should use adaptive teaching strategies; developing techniques to check on student progress throughout the lesson and adapt teaching and learning in the light of this assessment.

Student response

Students should engage with staff feedback about their work. They should respond to targets and staff feedback on a regular basis. Best practice may include students setting their own targets or indicating how they plan to meet the targets set by staff. All departments are required to use 'yellow box' marking to ensure students redraft work and meet targets for improvement.

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All student response should be in red pen. Staff marking should be in green pen.

Monitoring

The subject teacher has the responsibility for following the Assessment for Learning policy; following the schemes of work; delivering/markings assessments in line with departmental documentation; submitting data as part of the assessment calendar as required; sharing and discussing best practice during DDT meetings. The Teachers in Charge of a subject, HoD and HoF should all follow the academies monitoring calendar.

The Teacher in Charge, Head of Department and the Heads of Faculty all have the responsibility for monitoring assessment for learning within each subject areas or group of departments. This is done through:

- work scrutiny / book trawls
- lesson observation
- learning walks
- work moderation during curriculum meetings
- data analysis including quality assurance of data
- student voice activities
- liaising with PC / Head of Year
- discussions during SLT line management meetings

When under-achievement is identified it is the responsibility of the class teacher, where appropriate, to ensure intervention strategies are in place. The Head of Faculty/Subject will have the overview of attainment and intervention across the faculty. The Head of Faculty/Subject will liaise with their SLT line manager to discuss progress and intervention regularly.

The Senior Leadership Team collectively have the responsibility of monitoring the achievement and progress across the academy. A colleague within the SLT will have the lead across student progress. Monitoring will be done through:




- analysing data
- liaising with the pastoral coordinators
- liaising with the Heads of English, maths and science
- liaising with Heads of Faculty
- liaising with the form tutor
- meeting with students and parents
- being informed of intervention strategies used by the subject leader
- student voice activities

All staff to use the academy marking symbols when marking student work, to ensure consistency. All student books will have the marking symbols on the inside back cover / or back cover of book.

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Staffordshire University Marking Guidelines

Type of marking	Method of identification in work	Frequency						
Live Marking	Use of Literacy codes	<p>As frequently as subject requires. Purpose to focus on literacy and to challenge misconceptions 'in the moment'.</p> <p>Live marking could be completed by Staff (Green Pen) or Students (Red Pen).</p>						
Assessment Marking	Use of marking template, which is then followed by a Yellow Box task	<p>Yellow Box – a minimum of ONE per half term.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">KS3</th> </tr> </thead> <tbody> <tr> <td>Subjects with one hour per week</td> <td>One Yellow Box in 6 lessons</td> </tr> <tr> <td>Subjects with more than one hour per week</td> <td>One Yellow box in 6 lessons, one extended writing task in 6 lessons or fortnightly if more lessons.</td> </tr> </tbody> </table>	KS3		Subjects with one hour per week	One Yellow Box in 6 lessons	Subjects with more than one hour per week	One Yellow box in 6 lessons, one extended writing task in 6 lessons or fortnightly if more lessons.
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		KS4 and KS5		All Subjects	Marking extended task, which may be a Yellow Box task, every 9 lessons.										
Yellow box response from staff	Teacher to leave a purposeful and not exhaustive comment as a follow-up to the improved work.	Immediately after each yellow box response.													
Peer / self-assessment	Written in red pen and identified by either PA or SA	As part of 'Live Marking' and also at teacher discretion.													
Literacy Codes	Use of literacy codes, which will be displayed on inside cover of student books.	This should be utilised between extended writing or yellow box assessments. This is 'Live Marking' and should be regularly used by staff and students.													
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Expected standard for presentation in written work.

- All work to be completed in neat handwriting. Best standard possible.

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- Work should only be completed in blue or black ink. Images and tables should be drawn in pencil only.
- All lines should be drawn using a ruler.
- Incorrect work should be carefully crossed through, in a neat and acceptable manner.

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DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing students with the feedback on the work they have completed and targets for improvement it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

DIRT marking (Dedicated Improvement and Reflection Time) is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of all students, not for their next piece of work but NOW – in their lesson. Per half term, one in–depth, graded piece of work will have a highlighted yellow box for students to respond to the marking. Students should respond within this yellow box.

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

