

# The Cooper School Assessment, Feedback and Marking Policy

## September 2016



### Assessment

Assessment at TCS includes both formative and summative forms: the former for the purposes of improving learning/understanding and the latter to provide evidence of current attainment so that this can be provided to parents and students. High quality assessment is a fundamental element of excellent teaching and learning and needs to be considered as part of routine Departmental and classroom planning.

Assessment is an ongoing process that teachers are engaged in almost constantly (when asked at a recent conference how often teachers should be 'doing' Assessment for Learning, Dylan William replied 'no less than once every two minutes'). The majority of this ongoing assessment will be the result of discussions between teacher and student in the classroom. There is also need, however, to know current attainment against TCS bands/national standards for the purpose of assessing and tracking progress.

*The minimum expectation is that summative assessment should be carried out at least once termly for KS3 and KS4 groups and twice termly for KS5 groups\*. These should be marked by teachers and the progress recorded on a top sheet to illustrate how performance in assessments is progressing over time.*

### Feedback

The purpose of marking and giving feedback is to provide students with clear guidance on how to improve their work; this is only meaningful if it is carried out at a rate at which it can be acted on by students. When looking at students' work, it is vital that evidence of improvement is seen as a result of a teacher's feedback - otherwise marking in this way is a time expensive intervention that very few of us can manage. Dylan William has said, 'The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.' Time to act on feedback can be provided through lesson time and/or homework time.

*At Key Stages 3 and 4, there is an expectation to carry out at least six pieces of detailed, formative marking (STAR) per school year; these should be spaced as evenly across the year as is possible in each subject area and must include identification of individual strengths and clear areas for improvement in order to close the identified learning gap. Literacy marking must be completed on these pieces of work. At Key Stage 5, there is an expectation of four pieces of detailed, formative marking per term.\**

### Classwork

Any exercise books need to reflect the high expectations we have of learning at TCS including pride and high quality. Classwork is a record of the learning that takes place in a lesson and can provide formative feedback to teachers on what to plan next in lessons.

Students need to ensure classwork is of their highest standard and where teachers feel it isn't good enough, students should be held to account. Frequent acknowledgement of work is necessary to check how learning is coming along including for students to receive immediate feedback on how they are doing. We do not have to do this through reading students' work after every lesson but we do need to regularly check students' understanding and verify that they are meeting our expectations of pride and quality. We also need to read/acknowledge work we have set so that we can provide whole class feedback, raise relevant next questions, target misconceptions and improve understanding. Providing quick feedback can be achieved in many ways:

- Good circulation in lessons
- Verbal feedback to individuals in lessons
- Live modelling of what good looks like
- Whole class feedback if a specific immediate issue has been picked up on by the teacher
- Clear expectations of work and students held to account on meeting these

- Dot marking
- Highlight marking
- Representative marking (have a few student's work to check and use this as an indication of whole class performance)
- Exit tickets and hinge questions

As stated previously, this feedback must be acted on if it is to be useful and lesson/homework time should be used for DIRT (Dedicated Improvement and Reflection Time).

*The expectation is to see exercise books that exhibit pride and quality.*

### Literacy Marking

The formative marking of work must be marked for literacy; it is vital that we are all supporting students in improving the quality of their written communication. This can be done in two ways:

- The teacher identifies literacy mistakes using the Marking Code (see below) which are then corrected by students
- The teacher highlights literacy errors and students are given time in lessons to code and correct the mistakes

Teachers should mark sensitively depending on the student and may want to set a limit on the number of corrections given. Students in Key Stages 3 and 4 are expected to correct their mistakes using the actions below and should be given time to do this. Literacy marking can be combined with formative assessment where appropriate.

Code	Meaning	Action
SP	Spelling mistake	Find out the correct spelling then write it out 3 times.
P	Punctuation error	Re-write the sentence using the correct punctuation.
C	Mistake with capital letter	Make the correction with a different coloured pen. Make sure you use capital letters correctly in your next piece of work.
gr	Grammatical error	Re-write the sentence correctly.

### Summary of Expectations

Key Stage	Exercise books/classwork	Detailed, formative assessment	Summative assessment
Key Stage 3	Show pride and quality. Feedback is acted on.	Six times per year spaced as evenly as possible.	Once per term.
Key Stage 4			
Key Stage 5	Feedback is acted on.	Four times per term during terms 1-4.	Eight per academic year.

\*The table and expectations above assumes that classes are taught by one teacher. If classes are split between two or more teachers, then the responsibility for assessment can be divided accordingly. 'Term' refers to short term ie 6 per academic year.

- HODs are responsible for book monitoring and feedback to their department and individual staff at least once a year per year group; they provide updates to SLT links.
- SLT are responsible for whole-school book monitoring 3 times a year.