



FOUNDRY COLLEGE

ASSESSMENT AND MARKING POLICY Including Literacy across the curriculum

Document Control Information

Version	DATE	DESCRIPTION
1	23/09/2014	Adopted for Foundry College
2	08/11/2016	Updates by Iain Thomas
3	10/09/2018	Updates to grades grid

Reviewed	10/09/2018
Responsibility	Iain Thomas
Committee	SLT and Teaching & Learning
Review Date	10/2020
Signed	Jay Blundell

Our college vision statement underpins all our policies creating a safe, respectful learning environment for all.

- Excellence that inspires learning, achievement and enjoyment for all.
- Supporting all learners to fulfil their potential in a challenging and safe environment.
- Promoting respect, nurturing the positive and developing skills for life.

At Foundry College we believe that the key to effective marking and assessment is a clear and accessible policy for all pupils. The main purpose of assessment is to make pupils more effective learners by giving them continual feedback on their performance.

Rationale

Marking is one of the most crucial forms of assessment around. It is when we can really show our pupils that we value their efforts; it is when we can judge our own effectiveness as teachers; it is when we can make strategic decisions about the next steps our pupils need to make.

The Foundry College aims to:

- Enable pupils to become more effective learners by providing continual feedback on their performance.
- Set realistic personal targets to help pupils raise their levels of achievement.
- Help pupils achieve and maintain high standards of work.
- Make a positive impact on pupils' attitude, motivation and self-esteem.
- Involve pupils in the process of reviewing their work and providing time in lessons to evaluate, reflect and respond.
- Provide parents with information on a regular basis* to allow them to best support their child.

(*Education review meetings take place every six weeks)

Our assessment, marking and reporting procedures are designed to:

- Help pupils achieve and maintain high standards of work.
- Make a positive impact on the pupils' attitude, motivation and self-esteem.
- Involve pupils in the process of reviewing their work.
- Make all parties aware of the extent to which objectives have been met and targets set.
- Move the pupils forward and enable effective continuity and progression.
- Enable effective planning for the next stage of learning.

Outstanding teachers thrive on high challenge and high support. Our approach is simple, and enables staff to communicate with pupils effectively and consistently across the college.

Assessment and marking falls into two main categories:

- 1) Assessment for Learning** is formative and provides guidance for pupils about how they can improve. Assessment for learning should take place in every lesson in some form, informing teachers and pupils how learning has progressed and what needs to be addressed next lesson. It is integral to every lesson and this policy and the procedures contained in the appendices reinforce the responsibility of teachers to consider not “what am I teaching and what will pupils do” but “what will the pupils learn and how will I know they have”. Procedures for assessment for learning are found in Appendix 1.

- 2) Assessment of Learning** is summative assessment, at the end of a topic or unit of work which enables teachers to assign a grade or level to a pupil. Final examinations are a key form of this kind of summative assessment. Assessment of learning measures learning rather than facilitates it. Procedures for assessment of learning are found in Appendix 2.

- 3) Assessment and Marking of Literacy across the curriculum** is a whole college responsibility. Procedures for teachers can be found in found in Appendix 3.

Monitoring and Evaluation

The monitoring of this policy, and the monitoring and evaluation of the implementation will be the responsibility of the Headteacher and the SLT. Subject teachers must ensure they use this policy and appendices within their subject area. Templates for the monitoring and evaluation of this policy can be found in Appendix 4.

Policy Review

This policy will be reviewed biennially and changes will be made to ensure that this policy reflects best practice and is up to date.

APPENDIX 1

Assessment for Learning Marking and Feedback

TYPE OF MARKING	STAMP ASSOCIATED	WHAT IT LOOKS LIKE	FREQUENCY
Acknowledgment Marking		<p>Work stamped using the whole college policy stamper. It means work has been checked for completion and correctness. (Simple checking and where necessary correcting mistakes)</p> <p>Teachers will acknowledge such work through the use of ticks, simple marks (10 / 10) or corrections and / or brief attainment based comments.</p>	Every piece in written subjects
Part a) (i) Quality teacher marking / written feedback		<p>Two stars and a wish. This is detailed feedback which relates to how well pupils have met the learning objectives in classwork and homework. It gives them the next step in improving their work.</p> <p>S - "Strength" or "Star" - positive comment which relates to the learning objectives / success criteria S - "Strength" or "Star" second positive comment which relates to the learning objective / success criteria W - "Wish" or "What next" one area where the success criteria was not met / or a suggestion / question to encourage further thinking.</p> <p>Pupils should have the opportunity to respond to the wish during dedicated improvement and reflection time.</p>	Every 1 - 3 pieces of work in written subjects
Part a) (ii) Quality teacher marking / written feedback	<p>WWW (What Went Well) EBI (Even Better If)</p>	<p>Teachers are to mark in green pen with detailed feedback which relates to how well pupils have met the learning objectives in classwork and homework. It gives them the next step in improving their work.</p>	Every 1 - 3 pieces of work in written subjects

TYPE OF MARKING	STAMP ASSOCIATED	WHAT IT LOOKS LIKE	FREQUENCY
Part b) Quality marking by the pupils	PURPLE PEN	Opportunities should be built into the scheme of work to allow for peer and self-assessment. Two stars and a wish. As previously stated but carried out by pupils with support from the teacher outlining clear criteria. This should allow pupils to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should be done in purple pen.	At least once per fortnight. This may be done orally in practical subjects.
Verbal feedback		<p>There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention / success criteria.</p> <p>This may be identified on work using the stamp. This stamp could be used to indicate where you have already gone through answers in class or if all pupils have made a similar mistake, as a reminder for you to give verbal feedback in class and then get them to write down your comment.</p>	Use as appropriate to support other forms of feedback

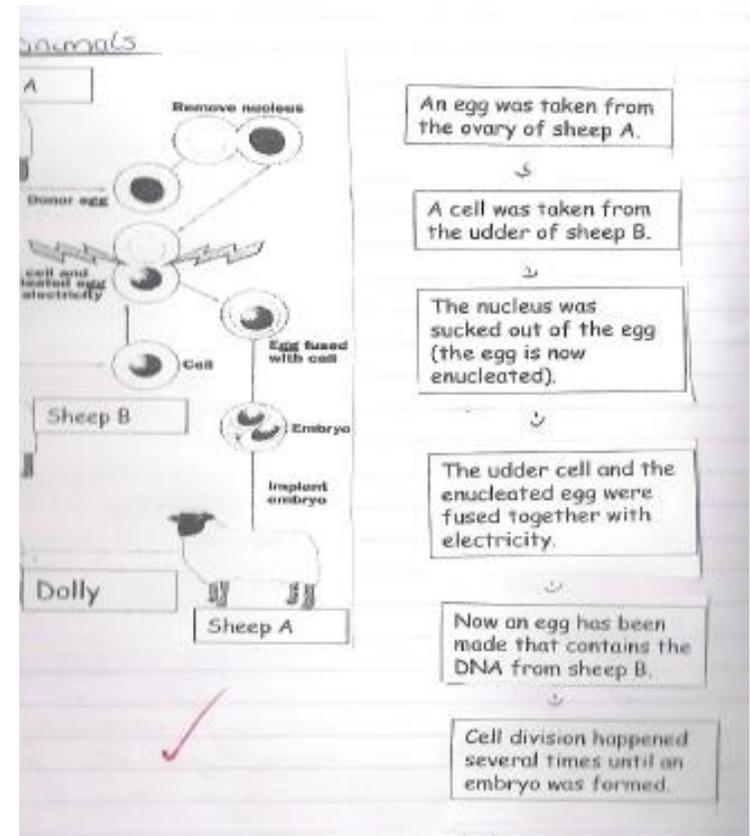
What the strategy looks like?

Acknowledgment Marking

Marked by

1. An enucleated egg cell is where the nucleus is sucked out of an egg cell. ✓
2. The baby would be a clone of Brad Pitt because the skin cell would have the 46 chromosomes. The egg doesn't carry chromosomes so is not to do with the egg donor. ✓
 donor uterus
3. To make the baby grow we have to put the egg cell into the uterus so it can get nutrients and hormones so it will grow. ✓

Good answers.



An egg was taken from the ovary of sheep A.

A cell was taken from the udder of sheep B.

The nucleus was sucked out of the egg (the egg is now enucleated).

The udder cell and the enucleated egg were fused together with electricity.

Now an egg has been made that contains the DNA from sheep B.

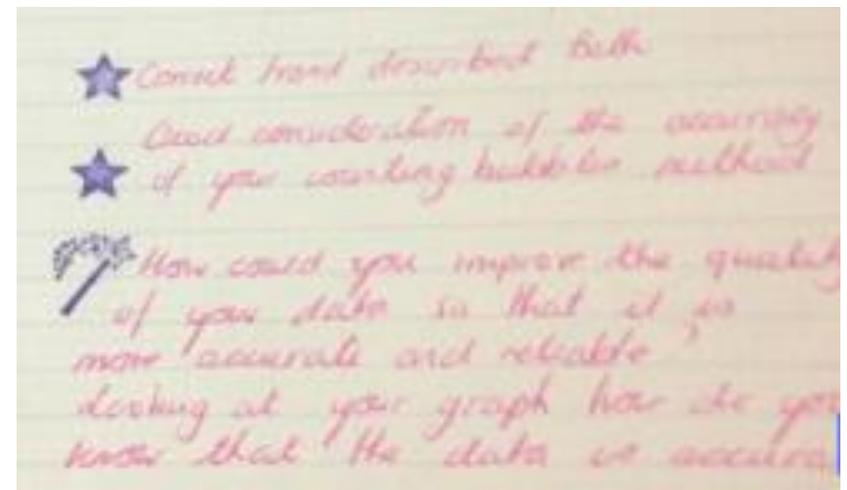
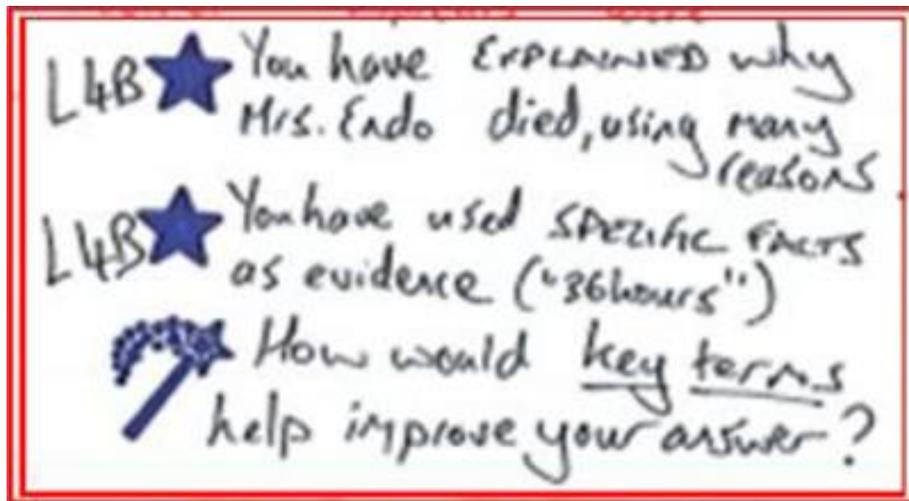
Cell division happened several times until an embryo was formed.

At the simplest the “marked by” stamp will appear to acknowledge that the work has been satisfactorily completed by the student. There may also be simple corrections, marking for literacy or simple comments / questions / targets.

The “marked by” stamp in some cases will replace the tick. Outstanding practice will see errors more thoroughly checked in some pieces of work.

What the strategy looks like?

Part a) (i) Quality Written Feedback

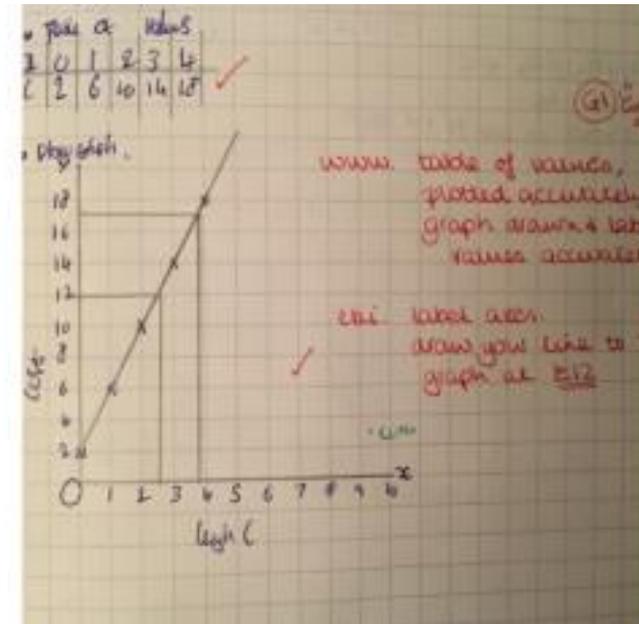
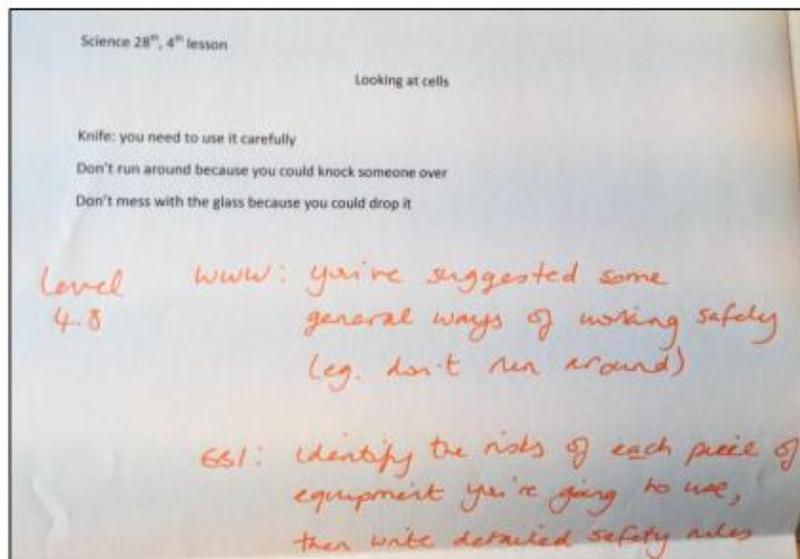


At the simplest the star, star, wish allows staff to focus on the positives and suggest an area for improvement. In the best practice at Foundry College, the comments should be directly related to objectives / success criteria. The work may be levelled in line with the College Progression Matrix.

Outstanding feedback would also include clear evidence of pupils responding to the targets / questions / wish.

What the strategy looks like?

Part a) (ii) Quality Written Feedback



At the simplest what went well (WWW), allows staff to focus on the positives and the even better if (EBI) suggest an area for improvement. In the best practice around Foundry College the comments should be directly related to objectives / success criteria. The work may be levelled in line with the College Progression Matrix.

Outstanding feedback would also include clear evidence of pupils responding to the targets / questions / ebi.

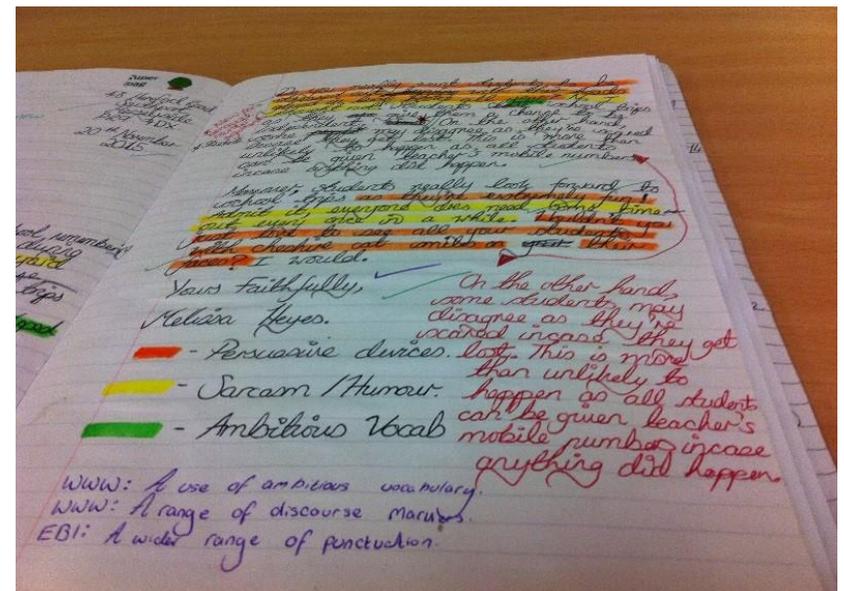
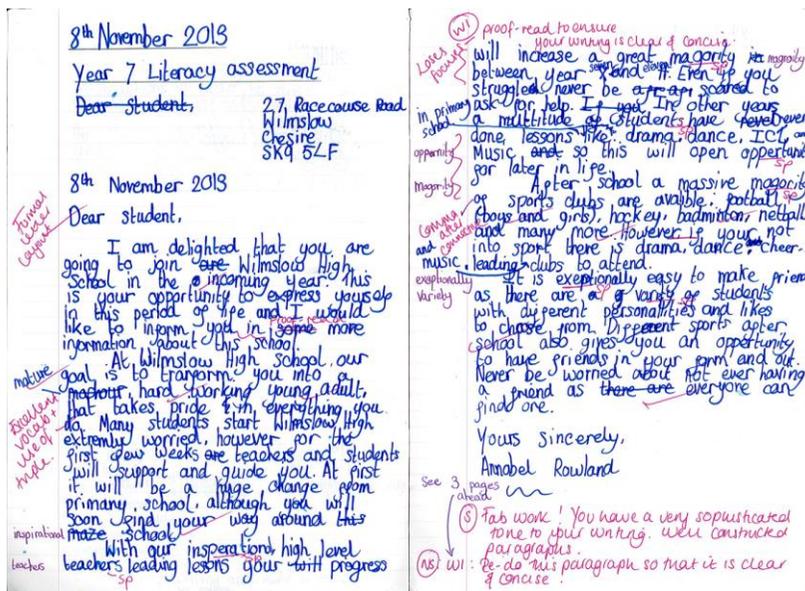
What the strategy looks like?

Part b) Quality Written Feedback

PURPLE PEN

Pupils write their own star, star, and wish that should be linked to success criteria.

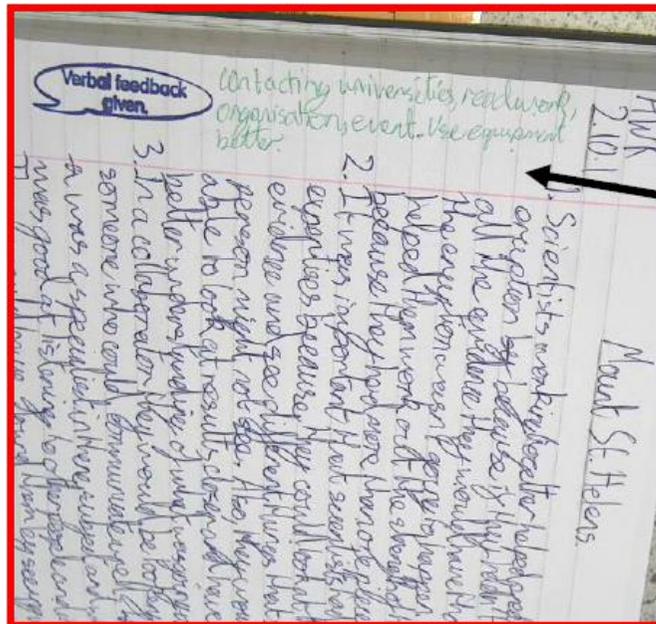
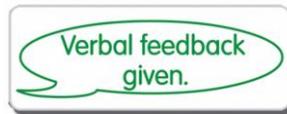
NB : If they do it accurately, you don't have to do it. It makes them independent, responsible and reflective learners.



In some outstanding examples it is clear that students are being trained to use the SSW system against clear and agreed success criteria. This should be done in PURPLE pen to highlight it as student marking and not teacher marking.

What the strategy looks like?

Quality Verbal / Written Feedback



The example on the left was verbal feedback given for a homework piece. All pupils had made a similar error, rather than writing this correction on all pupils work, this formed the starter for the next lesson. Pupils recorded the feedback next to the stamp.

Often it is difficult to evidence when verbal feedback has happened in a lesson. Where verbal feedback has been given in the lesson, this may be acknowledged using the feedback stamp.

In good examples students will have recorded the feedback and in outstanding examples it should be clear that students have acted upon the advice.

APPENDIX 2

Assessment of Learning

**Foundry College endeavours to ensure that all pupils make
Nationally expected levels of progress
(from their starting point at the college and according to baseline assessments on entry)**

Key Stage 3 & 4

A GCSE grade and sub-grade

In addition to each level, progress within that level must be shown as 3, 2 or 1:

3 = showing signs of attaining the top of the level and being near to the next level up

2 = working competently at this level

1 = beginning to work at this level

Target Level

All exercise books and / or folders should have the target level clearly written on the front inside cover.

Foundry College – Progress Matrix

Key Stage 2		Key Stage 3 Steps			Key Stage 4			
Y6	Y6 New	Y7	Y8	Y9	Y10 GCSE	YR11 GCSE		Well Above
6a	4 / 5	5 / 6	7	7 / 8	8 / 9	9		Good
6b	4	5	6 / 7	7 / 8	8 / 9	9		Satisfactory
6c	3 / 4	4 / 5	6	7	8	8 / 9		Just Below
							by National Targets	
5a	3	4	5 / 6	7	7 / 8	8		
5b	2 / 3	3 / 4	5	6	7	7 / 8		
5c	2	3	4 / 5	5 / 6	6 / 7	7		
4a	2	2 / 3	4	5	6	6 / 7		
4b	2 / 1	2 / 3	3 / 4	4 / 5	5 / 6	6		
4c	1	2	3	4	5	6		
3a	1 / 0	2	3	4	4 / 5	5		
3b	0	1 / 2	2 / 3	3 / 4	4	4 / 5		
Y6		Y7	Y8	Y9	YR 10 GCSE			
		Key Stage 3 Steps						

APPENDIX 3

Literacy Across the Curriculum

What the strategy looks like?

Part a) Acknowledgement Marking



The stamp should be used to alert teacher and pupil that there are some punctuation errors in the work. It may be used more in some subjects than others.

A teacher may stamp at the bottom of the page and make 1 or 2 corrections.

Or

A teacher may use this stamp as a tool for self-assessment or further verbal feedback next lesson

You will not be expected to mark / correct every *punctuation and grammatical error* in every piece of writing. Neither will every spelling mistake need to be corrected.

NB : Some subjects may correct spellings that are subject specific rather than all spelling errors. In KS 1 - 3, or for less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes.

What the strategy looks like?

Part b) Quality Marking for Literacy Across the Curriculum

Mark	Means....
Sp + underline	Try this spelling again
P	Punctuation error
G	Grammatical error
C	Find the missing or misplaced capital letters
//	New paragraph / Mark in where the paragraphs should be
Exceptional point / use of language	
?	Not clear - Rewrite this short section again to improve the expression
FS	Write in full sentences
Ex	Develop your explanation further using key vocabulary
D	You need to add more detail - Add in the point you forgot to include
WW	Wrong word e.g. there / their - Try and find and correct it

It matters where the mark is:

- **Next to the line**-means you can find it in the line
- **At the end** means it is a problem throughout

Pupil Involvement

You may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them

APPENDIX 4

Book Scrutiny-Success Criteria

Focus	Requires improvement (3)	Good (2)	Outstanding (1)
Frequency	Work is marked / checked within the agreed frequency. There is evidence of ticking and / or the “Marked by ……………” stamp used.	Most work sampled are marked within the agreed period and there is one example of marking in detail within the agreed frequency.	All work sampled is marked within the agreed period and there is one example of marking in detail within the agreed frequency.
Quality of Feedback and Response	There are some comments in the pupils’ books which may include praise and suggest areas for improvement . Targets do not always best inform the pupil of how they can improve.	Written feedback takes into account level descriptors from awarding bodies and it is written in a clear and constructive manner. The feedback includes praise and suggests areas for development e.g. SSW . In addition, verbal feedback may be evidenced in pupils’ work. <i>For example the green pen may have been used to correct work or verbal feedback stamp may be evident.</i> There is some evidence that pupils respond to the written or verbal feedback given.	As for “ GOOD ” and there is also clear evidence of regular dialogue between teacher and pupil. Green pens used to clearly highlight the dialogue. There is evidence of pupils acting on feedback or commenting on feedback. (RESPONSE) There is evidence that pupils clearly know where to go in their next stage of learning .
Peer and Self-assessment	Peer and / or self-assessment are evident in pupils’ work. This may include pupils ticking or correcting work or simple targets for improvement.	Regular use of peer and self-assessment is evident in pupils’ work and as a result, pupils can evidence that they clearly know where to go in their next stage of learning . Targets are not always useful to pupils.	Regular use of peer- and self-assessment is evident in pupils’ work and as a result, pupils can evidence that they clearly know where to go in their next stage of learning . Self and Peer assessment is based on clear success criteria. It is KIND, SPECIFIC and HELPFUL.
Presentation	Presentation is not good and this has not been challenged. There may be evidence of graffiti on or in books.	Presentation and organisation are rewarded /challenged OR Presentation is generally very good . There is no graffiti in or on books. The pupil clearly takes pride in what they are learning.	As for “ GOOD ” and there is evidence that work improves , where presentation and organisation were previously inadequate. Pupils go out of their way to ensure that they take pride in what they are learning.
Literacy	There is evidence of some marking for literacy. e.g. corrections of spelling, punctuation or grammatical errors. Whole college codes are used sporadically or not at all.	Marking for Literacy is clearly evident in work. There is regular evidence of the use of the college’s Marking for Literacy codes/or there may be regular comments or targets relating to the improvement of literacy.	As for “ GOOD ” and there is evidence of pupils acting upon teachers’ literacy comments e.g. correcting SPAG mistakes using the green pen.

Individual Feedback Sheet

Teacher

Sampled by

Date

Focus	Feedback 1 / 2 / 3	Strengths	Actions Based on Feedback
Frequency			
Quality of feedback and response			
Peer and Self-assessment			
Presentation			
Literacy			

College Feedback Sheet**Date.....**

Actions taken as a result of the previous monitoring if applicable

Areas of Strength

Areas for Improvement

Actions :