Assessment, Marking and Feedback Policy

Aim of The Langley Academy

To provide unique and enriching opportunities for all.

This policy links to:
Homework Policy
Literacy Policy
Numeracy Policy
Teaching and Learning Policy

Purposes

- To provide a rigorous approach to assessing and monitoring student progress
- To ensure a consistent approach when providing 'effective feedback'
- To enable students to understand the necessary steps to develop further
- To embed a reflective pedagogy in which students are expected to respond to their feedback hence demonstrating progress
- To provide accurate information about student progress for Teachers, Heads of Faculty, Raising Standards Leaders, House Tutors, Heads of House, Parents/Carers and Students
- Ensure all marking is meaningful and is benchmarked consistently against the faculty's assessment criteria

Minimum expectations for '*complete marking*'

Each faculty area has agreed the following minimum expectations:

Faculty Area	Agreed Practice/Expectations
English	**KS3 – KS5:** 1 FA; 1 SA
Maths	**KS3 – Y9 & Y10**:1 FA, 1 SA **YR11:** 2 SA **KS5:** 2 SA
Science including Psychology	**KS3 – KS4:** 1 FA; 1 SA **KS5:** 2 FA; 1 SA
Humanities History Geography RPS Sociology/Philosophy/P&E	 **KS3 & Y9:** 1FA per half-term ; 1SA per term **KS4 & KS5:** 1FA; 1SA **KS3 & Y9:** 1FA per half-term ; 1SA per term **Y10:** 1FA per term; 1 SA per half-term **Y11:** 1 FA per term; 1 SA per half-term **KS5:** 1FA; 1SA **KS3 – KS4**: 1 SA per term **KS5:** 1 FA, 1 SA
CAPA	**KS3 & KS4:** 1 FA, 1 SA

	KS5: 2 FA, 1 SA
Communications MFL ICT	**KS3 – KS5**: 1 FA, 1 SA **KS3 & Y9**: 2 FA per half-term, 1 SA per term; **KS4 & KS5**: 1FA, 1SA
Business	**KS4 – KS5**: 1 FA, 1 SA
DT	**KS3 -** 1FA, 1 SA per 8/9 week project **KS4 – KS5:** 1 FA, 1 SA
PE	**KS4 – KS5**: 2 FA, 1 SA

Student Presentation of Books

1. Up-to-date target sticker on front cover
2. Literacy code inside front cover
3. Titles and dates underlined
4. H/wk and C/wk identified in margin to support clarity on which is which
5. Assessment criteria (AC) at front of books. The AC must be student friendly and not too text driven
6. PLC in books linked to half-termly topics/units. These must also be student friendly
7. Spelling dictionary in back of books
8. No graffiti
9. Neat handwriting

Principles of marking and feedback:

1. Marking will be against the assessment criteria
2. Feedback will be specific and diagnostic to ensure learning is moving forward
3. Any learning points / misconceptions will be addressed
4. Students will respond to their feedback demonstrating progress – they will do this in green pen

Reflection Time:

Time should be built into lessons to allow students to review their WWWs and EBIs to respond to their feedback.

The Five Main Types of Formative Marking and Feedback at The Langley Academy are:

1. Marking for Literacy Using Whole Academy Codes
2. In-Depth Teacher Marking (for selective pieces)
3. Peer/Self-Assessment
4. Verbal Feedback
5. Light Touch/Acknowledgement Marking

1. Marking for Literacy Using Whole Academy Codes

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the Lower School, or for less able students, it will be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

All staff should use the Whole Academy marking codes. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every student.

2. **In-Depth Teacher Marking**

This should result in good quality written feedback and should use EBI (even better if) and WWW (what went well) framework.

This should be written at the end of the piece of work in a purple pen as follows:
- **Grades where appropriate e.g. 4M (Reform GCSEs and KS3) C1 (Legacy GCSEs) Some subjects do not use grades they use words that relate to their PLCs e.g. "Attempts" (English/Media), "Step 3" (Maths)**
- **WWW – positive comment which relates to the assessment criteria/personalised learning checklist**
- **EBI – one area where the success criteria was not met (based on the assessment criteria/personalised learning checklist) or addressing a student misconception**
- **Student Response - a suggestion/question to allow the opportunity for students to move their learning on/address any misconceptions and make further progress**

3. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where students have been taught to do it effectively. Peer assessment will not be a valuable exercise without the appropriate training and without an accompanying assessment/marking criteria. All peer and self- assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

4. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some areas may use this type of feedback more frequently because of the nature of their subject. For example, in Design and Technology, Art, Music and Physical Education, the most effective feedback is often verbal.

5. Light Touch/Acknowledgement Marking

Teachers carry out light touch marking through the use of ticks, teacher/assistant initials, simple literacy corrections and/or brief attainment based comments.

Quality Assurance

Responsibilities

Heads of Faculty (supported by Link Director)

- Ensure that PLCs are in place for all Key Stages
- Ensure that subject specific assessment criteria is in place for all Key Stages
- Ensure that their Faculty members are clear on assessment, feedback and marking procedures by sharing the Complete Guidance Handout (see appendix 1)
- Monitor the use of assessment and feedback across their faculty as part of ongoing book reviews. This could include joint book reviews with other members of the faculty
- Ensure that assessment data is compiled accurately by members of their team to ensure that student progress can be effectively monitored and tracked with interventions planned appropriately
- Ensure that reports are completed and checked to ensure a high quality of feedback to parents and students via this medium
- Ensure target stickers are updated after every data drop

RSL and HOH

- Use subject assessment data effectively to track and monitor the academic progress of students in their Year Group and House, particularly those who are vulnerable or underachieving, and plan interventions accordingly

- Using the progress for all meetings, RSL should liaise with HoFs to plan, track and deliver interventions
- RSL and HOH should support HoFs in the reports QA process by checking their respective year group and Houses
- Tutors use a variety of baseline and assessment data to inform academic monitoring and mentoring

Directors
- Support the development and promotion of feedback, assessment and marking across the Academy
- Use a variety of QA activities to identify best practice
- Monitor and evaluate the quality of marking and feedback across the Academy
- Use CPD Sessions to provide opportunities for the development of assessment and feedback including the sharing of good practice and marking strategies

First Two weeks of Academic Year

Every year, we will allow the first two weeks of Term 1 as a reasonable period for staff to ensure every book has the target sticker, literacy code, assessment criteria and first PLC. In the third week, the CPD session will allow faculty areas to complete a book review against these expectations and the Complete Guidance Handout.

Whole Academy Book Reviews

Book Reviews occur twice per half term in a Faculty area:
1) **CPD Session – Faculty T&L Development – Book Review**

    Designated CPD session where all faculty members review books using the "Complete Guidance Handout", feedback WWW/EBI which is recorded by HOF and sent to TLE/LHU/Directorate Link at the end of the session. Teachers upload their book review feedback (WWW/EBI) onto Bluesky at the end of the session.
2) **HOF/2ic/3ic/Post-Holder completes one book review in the penultimate week of half-term** mimicking current process (WWW/EBI) emailed to TLE/LHU and Directorate Link and feedback given to colleagues

Should a HOF have concerns* with the standard to marking they should follow the system below:
- Inform LHU/TLE and Directorate link about the concern by marking the end of the column blue
- Inform the colleague that there are concerns with their marking and meet with the colleague to address these issues in more detail
- Put support in place to develop the teacher's practice; i.e. review exemplar marking together, mark some work together, refer to T&L Team for input etc
- Give the colleague SMART targets to work towards in developing/improving their practice
- Monitor the marking of colleague on a fortnightly basis and give feedback on WWW/EBI to LHU/TLE and Directorate Link
- Give the colleague feedback on the fortnightly book review and review targets from previous meeting

When HOF is secure that the colleague's practice has improved and is meeting minimum expectations the colleague can return to the normal book review process.

*We would deem a concern to be (not an exclusive list):
- No evidence of marking in books or no evidence of recent marking (within last half-term)
- Colleague is not following the required Minimum Expectations
- No progress is being shown by students in books due to poor quality EBI comments

Directorate Book Reviews – Thursday P3:

Pre-published calendar detailing faculty area/key stage/key group – 3 per half-term – offering CPD opportunities by inviting key staff and giving feedback (WWW/EBI) to HOFs about quality of marking in teachers' books.

Staff informed a week prior to the Directorate Book Review via a briefing announcement.

Should Directorate have a concern with books they will write to the HOF to inform them of these concerns. The HOF is expected to respond to the letter with actions taken within a set period. Should the colleague's marking not improve, a further letter will be sent to the colleague with clear actions, a timeframe for improvement and when the books will be looked at again. This letter will be kept on file.

Data and Assessment systems

New grading system

With the removal of levels at KS3 and the introduction of a new national grading system for GCSE (9-1), we have introduced a new grading system which covers both KS3 and KS4. The grades go from 1.1L up to 9. This table is being used for the transition period. Once A*-G is phased out all grades 9-1.1L will have a H, M, and L fine grade.

KS3 Level	Standardised score KS2	New KS3 grade	New GCSE	New KS4 grade	GCSE Current Level
			9	9	A*1
			8	8H	A*2
				8L	A*3
			7	7H	A1
				7L	A2
Old Level			6	6H	A3
8a		6L		6L	B1
8b		5H		5H	B2
8c		5M	5	5M	B3
7a		5L		5L	C1
7b		4H		4H	C2
7c		4M	4	4M	C3
6a		4L		4L	D1
6b		3H		3H	D2
6c		3M	3	3M	D3
5a	117-120	3L		3L	E1
5b	111-116	2H		2H	E2
5c	105-110	2M	2	2M	E3
4a	102-104	2L		2L	F1
4b	99-101	1.3H		1.3H	F2
4c	95-98	1.3M	1.3	1.3M	F3
3a	92-94	1.3L		1.3L	G1
3b	89-91	1.2H		1.2H	G2
3c	85-88	1.2M	1.2	1.2M	G3
2a	83-84	1.2L		1.2L	
2b	82	1.1H		1.1H	U
2c	81	1.1M	1.1	1.1M	
1a	80	1.1L		1.1L	

The grading system will be reviewed March 2018 to ensure fine grading is updated.

Summative grades/Working at

The student's Summative and Working at grades are recorded 5 times a school year on SIMS (Data Drops). KS3 and KS4 use the new grading system 9-1.1L, however, there are a few KS4 legacy courses that are still using A*-G. Post-16 is still graded A*-U for AS/A2 qualifications and BTECs still use Pass, Merit and Distinction. The Summative grade is generated from a student's most recent assessment. The Working at grade is generated by the professional judgement of the teacher taking into consideration assessments, classwork, homework, previous terms results and student's attitude towards learning.

Flightpath

An individualised aspirational flight path is set up for the duration of a student's 11-16 education at The Langley Academy based on their KS2 performance. Examples of KS2 5.5, 4.5 and 3.5 below

Prior attainment score in English and mathematics	Y7 HT1	Y7 HT2	Y7 HT3	Y7 HT4	Y7 HT5	Year 7 average grade	Y8 HT1	Y8 HT2	Y8 HT3	Y8 HT4	Y8 HT5	Year 8 average grade	Y9 HT1	Y9 HT2	Y9 HT3	Y9 HT4	Y9 HT5	Year 9 average grade	Y10 HT1	Y10 HT2	Y10 HT3	Y10 HT4	Y10 HT5	Year 10 average grade	Y11 HT1	Y11 HT2	Y11 HT3	Y11 HT4
5.5	3L	3L	3M	3M	3H	4L	4L	4L	4M	4M	4H	5L	5L	5L	5M	5M	5H	6L	6L	6L	6L	6H	6H	6H	6H	7L	7L	7H
4.5	1.3H	2L	2L	2M	2M	2H	2H	2H	3L	3L	3L	3M	3M	3M	3H	3H	4L	4L	4L	4L	4M	4M	4H	4H	4H	5L	5L	5M
3.5	1.2H	1.3L	1.3L	1.3L	1.3M	1.3M	1.3M	1.3M	1.3H	1.3H	1.3H	2L	2L	2L	2L	2M	2M	2H	2H	2H	2H	3L	3L	3L	3L	3M	3M	3M

Reporting thresholds

Student progress is categorised into four thresholds: Above, On track, Working towards and Concern.

The thresholds against our aspirational flightpath, are as follows:
Above is 2 or more fine grades above
On track is between a fine grade above or below
Working towards is between 2 and 4 fine grades below
Concern is 5 or more fine grades below

e.g. a student with a KS2 score of 4.5 in Y9 HT3 currently working at a grade 4M is working two fine grades above their flightpath. This will be reported as "Above".

Similarly, Key stage 5 uses the same 4 reporting thresholds and their flightpath is created using their KS4 average points score.

Reporting cycle

All 5 data drops are collated and reported home. Parents receive a breakdown of their child's progress across all subjects. In addition to student progress, in the examination years (Year 11 and 13), teacher predictions are also sent home.

Target sticker

All student books will have a target sticker on the front. This sticker allows students to record their progress for each reporting cycle. Students can either tick the relevant threshold or they can write in their working at grade.

Use of Personalised Learning Checklists

PLCs are a personalised learning checklist that breaks down the skills that a course requires to meet a given standard and assessment level. They allow students to reflect and assess their progress easily and accurately. PLC should be

referred to and reflected upon regularly by students and staff within lessons.

Student Interviews/voice

To ensure PLCs and the reporting system are student friendly and purposeful. Student Interviews will ensure that students understand how to improve and whether they are on/above/working at or concern. Student Voice will be used to review our assessment process and its effectiveness.

Moderation

Used to standardise marking across faculties and support staff to understand the expectations of the curriculum; especially the new curriculum. External moderation will be used to ensure that the academy is outward looking and benchmarking appropriately. CPD sessions are utilised to meet with other schools, to give time to internal moderation and to train staff on the new marking criteria.

Stakeholders

A variety of reports are provided using the assessment data to different stakeholders throughout the year. Governors receive a student progress report at the Local Governing Body meetings. Parents/Carers and students receive a progress report which is collated 5 times a year, every 7-8 weeks. These reports are sent home via email. If delivery via email is not possible we provide a hard copy. School data is provided on the website for public access.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

Review Date: November 2016
Ratified Date: May 2017
Author: Lindsey Humber
Date of next Review: May 2018

Guidance for Complete Marking

This is the guidance to help you decide if marking is complete and to inform the WWW/EBI to develop teachers' practice.

WWW and EBI feedback is to be given to staff by HOF/2ic via email, via faculty meetings and if there are concerns on a 1:1 basis.

1. Is there a balance of peer, self and teacher assessment? Key indicators - Use of green pen/purple pen - Corrections - Is it used for literacy - Do students mark summative and/or formative peer/self-assessments where appropriate? - Are students getting feedback?	**2. Are expectations high?** Key indicators - Presentation (date, underlining c/wk. h/wk etc.), - level of challenge - following up missing work - Homework
3. What is the quality of EBI and student response? Does it aid student progress and learning? Key indicators -Do the EBI relate to the PLC/ Assessment criteria? -Will the EBI lead to progress? -Will/has the student understand the EBI? -Have students responded to the EBI (this might be directly of looking at the next piece of work where it is relevant.)	**4. Does all the above reflect 'progress over time' for students?** Key indicators -The standard of students work improves. -Students have stopped making the same mistakes. -The use of key skills has improved.

The minimum expectations for 'complete marking' for KS3, KS4 and KS5:
   a. The quantity of formative and summative assessment as outlined for each faculty area in the policy is being met i.e. 1 Formative Assessment and 1 Summative Assessment per half-term
   b. Assessment criteria (student friendly) stuck in books, are understood and used effectively by students
   c. Response marking with next steps that refer to assessment criteria/ PLCs (purple and green pen)
   d. Evidence of literacy marking
   e. Evidence of up-to-date PLCs in books, being used effectively
   f. Evidence of regular reflection time
   g. Evidence of effective peer/self-assessment