STUDIO WEST

Learning that Connects

MARKING AND ASSESSMENT POLICY

Policy Date:	September 2016
Review Date:	September 2018
Chair of Governors:	Bob Paton
Governors Approval:	28th September 2016
Please note that Simon Hanson is our Chair of Governors as from 29th November 2016	

www.studiowestnewcastle.com

Aim

To provide consistency in the marking of the student's work throughout the school. To ensure that all students have their work responded to in such a way that it will improve the quality of their learning and therefore raise standards throughout the school.

In addition provide generic guidance that will support literacy and numeracy across the school by following where possible the guidelines of Kenton School Mathematics and English department.

This document should also support the work of whole school scrutiny of work and departmental scrutiny of work. Whole school security will follow each half term data collection.

General Principles

Effective feedback and marking should:

- Provide clear feedback to the student about the strengths and weaknesses in their work;
- Recognise, encourage and reward student's effort and progress; Including an emphasis on reward e.g. stickers/ stamps/ verbal praise
- Provide a record of student's progress;
- Help parents/carers and student understand strengths and weaknesses in student's work;
- Provide points for further action;
- Focus the response on the learning objectives and the criteria for success;
- Provide (when appropriate) opportunities for students to give feedback on their own and their peers' work.
- Be manageable

General Guidelines

The following procedures should be followed by all staff:

- Marking should include (when appropriate) positive comments and points for further action. It should provide information about the way the student can improve their learning;
- Errors should be pointed out, although it is not necessary, or desirable, to correct all errors;
- All teachers should give due regard to the conventions of language, spelling and punctuation in their marking (see guideline later)
- Marking should encourage the highest standards of presentation of work;
- Comments on student's work should:
  a) Relate to planned learning objectives
  b) Be legible and clear in meaning
  c) Indicate the next step in learning (a target)

d) Recognise achievement

Be specific about the language used. All marking and feedback should be focused so that the child is able to learn from it.

- Students should have the opportunity to comment on and assess their own work.
- Time needs to be built into lessons for student to reflect on marking and respond to it.

Marking and Key Assessment tasks

As a general rule, it is anticipated that at least two key pieces of work per term will be formally assessed using a sub-divided level and a written comment regarding particular qualities of his or her work, with advice on what he or she can do to improve.

As the school embeds APP into KS3 assessment the policy will be amended accordingly.

As a general rule assessment levels at KS3 would follow fine levelled NC levels. As a general rule at KS4 assessment levels will follow the GCSE (or GCSE grade equivalent) grades.
No other grades should be used.

Student should have the opportunity to reflect on such marking/assessment and, where appropriate, respond to it.

Each subject area will have a section in the policy document regarding specific departmental issues regarding feedback/marking.

All students must have their targets communicated to them and their targets should be displayed on their exercise book (or equivalent) with interim targets and advice how to achieve targets.

It would be useful to have explained clearly to all students what the levels are and guidelines on marking assessment attached to the front cover of each student's exercise book (or equivalent).

Student Involvement in Marking

- Student can mark own work (e.g. spelling tests);
- Student can draft work, correct it, and then produce a neat final version;
- Student can act as response partners (critical friends) to evaluate the quality of work and whether the learning objective has been met.
- Student can self-evaluate their own work relating to the set learning objective.

Appendix One: The Correction of Grammar, Punctuation and Spelling

Rationale

As part of our continuing drive to improve standards of written English it is important that mistakes concerning grammar, punctuation, spelling and handwriting are identified in all subjects where they are used. This will improve the usage of standard written English by our students.

All students are encouraged to take pride in their work. All students are expected to come to lessons with the appropriate equipment for that lesson (e.g. a pen, pencil, ruler, rubber….)

Guidelines to support Literacy and numeracy in all subjects

- Draw in pencil, write in blue/ black pen and use a ruler
- Show your working out – do not hide it away!
- Written methods for addition and subtraction should have the numbers arranged in columns according to place value with decimal points lined up
- All rounding off should be clearly stated eg. 3.14 (2dp)
- Calculators should be used sensibly
- Coordinates are written (x,y) where x is the distance along the horizontal axis and y is the distance along the vertical axis
- All axes should be scaled and labelled
- Graphs and charts should have a description or a title (with units only in the title)
- Bar charts should be drawn with a gap between the bars –anything else is a histogram
- Use the speed distance time triangle to remember formulae
- There are 3 types of averages in common use – mean, median and mode
- Write the date in the left hand margin in the manner prescribed by the teacher (e.g. in words, numbers or in French)
- Underline the date and title of all work with a ruler
- Use capital letters for the initial letter of each main word in a title
- Rule off each piece of work when it is finished
- When word processing check the print preview before printing
- Each new piece of work will begin immediately under the previous ruling off, unless the teacher decides that on some occasions it is more appropriate to begin on a new page

Symbol	identifying mistake	Meaning
U	Looking at Sentences	You need to underline titles, dates and titles of books.
Sp.	Fr<u>ei</u>nd	There is a spelling error in underlined section of the word.
C	sally forth	A capital letter is needed.
N.P.	//	You need to start a new paragraph
"speech"	I said well done!	You need to add speech marks
Gr	I seen the bus driver	You need to check your grammar
S.E. (Standard English)	I couldn't be bothered	I could not be bothered
WW		Wrong word
P		Underline the error and mark P in the margin

- Use of I.T. Spelling and Grammar Checks: Students should be encouraged to use the checking facilities on the full document before printing any information.

- For the ICT department: Add a Header and a Footer to all work before it is printed e.g. - Header - to include the Unit Title and number of work they are currently working on e.g. Footer - Their name & teachers name & class code or Kenton School or 39241