



**ODYSSEY**  
TRUST FOR EDUCATION

## Assessment and Marking Policy

<b>Policy Date:</b>	<b>November 2021</b>
<b>Next policy review date:</b>	<b>November 2024</b>
<b>Policy Owner:</b>	<b>CEO</b>
<b>Policy approval:</b> <i>i.e. Trust board or delegated to subcommittee or individual</i>	<b>Trust Board</b>
<b>Cross references</b> <i>i.e. with other Trust policies</i>	
<b>Statutory Policy?</b>	<b>YES</b>

## INTRODUCTION

### Purpose of Assessment

The purpose of assessment is to gather relevant information about student performance or progress. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans - from 'The real purpose of assessment in education'- Mathew Lynch.

The aim of assessment is that it is purposeful, valid and reliable for purpose, along with being fair and valuable to student learning. This means that it is high quality assessment which will link to effective learning. Assessment is designed to inform the learner and teacher, and thus parents/guardians.

Assessment is integral to the process of teaching and learning. The broad purpose of assessment is:

1. to monitor the progress of students, including specific groups of students, both within the teaching group and across the year group;
2. to provide meaningful feedback to students to offer advice on how to improve, support their learning and raise attainment;
3. to enable teachers to plan appropriate work that will support student learning and enable them to make progress;
4. to report to students, parents, colleagues, SLT, Governors and others on attainment and progress;
5. to increase the motivation to learn, raise expectations and to enable staff to reward good work;
6. to select sets;
7. to prepare for public examinations;
8. to identify SEN;

### Guiding Principles

This policy will inform departmental assessment and marking policies. There will be a variety of departmental assessment strategies which reflect the different style and assessment needs of curriculum subjects. Marking and feedback should be:

- **Regular** – marking needs to be kept up to date and work should normally be marked and returned within a week (not including coursework)
- **Selective** – there is an important balance between time spent marking and time spent planning. Therefore teachers are not expected to mark every piece of work produced by a student.
- **Effective** – it is key that comments are acted upon immediately by the learner to secure immediate improvement and that students are involved in the assessment of their own work.
- A **reflective process** – marking should enable teachers to gain a better view of students' strengths and weaknesses in order to inform effective lesson planning.
- **Shared** – marking is an activity to be shared and agreed by departments (not just an individual activity involving a teacher and student). The purpose of individual assessments as well as assessment criteria should be shared with students.
- A **positive activity** – it should encourage engagement, enjoyment and progress in learning.

There are two forms of assessment carried out by departments, Summative and Formative.

## The Process

### Formative and Summative – the format and strategy explained

The two different methods of assessment are explained below in summary, formative assessment is designed to inform us about the learning 'here and now' whilst summative is a conclusion of the learning.

Formative – assessment **for** learning  
Qualitative, low stakes

Summative – assessment **of** learning  
Quantitative, high stakes

**Formative** – a means to review the learning 'in progress', thus acquiring information for teachers and students which forms the basis for effective action to improve performance. This type of assessment should form an essential habit in every lesson, and throughout the lesson.

**Summative** - a means to measure and evaluate student learning and progress at the end of an instructional period comparing against a standard or benchmark. We will assess against the learning aims set at the start of each Scheme of Learning which should be mapped in relation to national standards.

Independent learning tasks, tests, mock examinations, essays, practical assessments (such as performance) and extended pieces of work such as coursework can all be used as summative assessments. Departments are encouraged to use a variety of assessments rather than just rely on one particular type e.g. tests and should seek to minimise the impact summative assessments have on normal teaching. They are graded and form the basis for progress grades reported to students (and parents) on their current attainment.

### Frequency of Summative Assessments:

There will be a minimum of two summative assessments (including coursework, internal and external examinations) per term for all year groups i.e. a minimum of six summative assessments over the academic year in Key Stages 4 and 5. In Key Stage 3, the number of summative assessments in each subject will vary due to the timetabled allocated hours but there remains a minimum of six assessments for the core subjects except RS.

### Comments

Comments should be **focused** and **targeted**. Comments should identify what is going well and then give one or two focused improvements which should help the student 'close the gap' between what they achieved and what they could have achieved. For example the model of WWW/EBI can be used.

### Effort Grades

An effort grade between 1 and 3 should be given, in line with the School's reporting system

1. Above Expectation
2. In Line with Expectations
3. Below Expectations

Effort grades should take into account the individual's ability in the subject.

### Follow Up

Students need to **action** comments in a timely fashion. This should be as soon after the comments have been read as possible. Time should be given during the following lesson for students to read and make improvements to their work based on the improvement comments. This should be reflected in schemes of work. Follow up work should be checked by the teacher to ensure that this has been done and if needs be marked again.

### **Literacy Marking**

Departments have created bespoke literacy mats, which will be beneficial in aiding with this particular element of assessment. Marking should consider the use of English, particularly spelling, punctuation and grammar. Significant errors should be corrected. Correcting every error may discourage a pupil.

Staff should also comment when a student uses language inappropriately or where the quality of language/vocabulary could be developed further (see the School's Literacy Policy for further details).

### **Marking symbols to be used across the curriculum:**

<b>What will appear in the margin?</b>	<b>What does it mean?</b>	<b>How will it be shown in my writing?</b>	<b>Example</b>
SP	You have spelt a word incorrectly.	A circle	spagetti
P	Your punctuation is incorrect or needs changing.	A circle	It was a <u>cold wet</u> windy day.
Exp	You have expressed a point poorly or incorrectly.	A wavy underline.	The film we watched was just <u>okay</u> . I've <u>seen better</u> .
NP	A new paragraph needs to be started.	//	It was a cold, dark night. //On the other side of town, a policeman was making his rounds.
NAS	You have not written in a full sentence.	It will be underlined.	<u>When the boy woke up.</u>
NSW	There is no such word as you are trying to express- find one that fits.	It will be underlined.	It was a <u>mesterfying</u> experience
WW	This means you have chosen a wrong word- please replace it.	It will be underlined	Be <u>quite</u> . The teacher is trying to teach.
G	Your grammar is incorrect, you need to correct it.	It will be underlined	You <u>was</u> not in the room when I came looking for you.
?	Your teacher does not understand why you have done this.	A wavy underline.	It was a <u>surreal truly wonderful</u> experience.

∧	This means that a word, topic or idea is missing.	This will be placed where the word/idea should be.	The boy was ∧and thirsty.
E.g.?	You are missing an example from your work.	It will be underlined where you have missed something out.	<u>Great Britain is made up of four countries namely.</u>
See me	You need to see the teacher immediately to discuss your work.	It will be underlined.	The book we read was rubbish.
✓	A good point has been made.	Next to the point.	The scintillating read has encouraged me to pick up more books by the same writer.

### General

Marking should include various forms of self and peer assessment.

Marking should include the use of House Points for exceptional effort or achievement as an incentive to students across all Key Stages.

Work should be marked using coloured ink (to distinguish it from the student's work).

Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time

### Monitoring Assessment and Marking

Heads of Department / Cluster Leaders should regularly carry out book pulls, look through books during lesson observations and inspect mark books to ensure that the policy is being followed and as part of the departmental self-evaluation.

Heads of Department / Cluster Leaders should monitor the consistency of assessment through common summative assessments, departmental discussions, standardisation, and, where appropriate, the use of exemplars of work.

All staff should evaluate their use of assessment in order to improve teaching and learning. Heads of Department should lead the evaluation of the effectiveness of the assessments taking place within their subject area and implement improvements where necessary.

There will be regular reviews to evaluate the effectiveness of the Assessment and Marking Policy and its impact on teaching and learning.

### **Monitoring of students after each Progress Check**

#### Learning Manager

Learning Managers will produce a summary after each progress check and August results, providing key data (including ALPS and Raise Online) with a summary and interventions analysis for their year group. These will be submitted to the AHT and DHT within 2 weeks of completion of relevant data.

#### Head of Department

Heads of Department will produce a summary after each progress check and August Results, providing key data (including ALPS Reports and internal analysis in 4Matrix) with a summary and interventions analysis for their subject. These will be submitted to their SLT link and Cluster leader within 2 weeks of completion of relevant data. For August Results GCSE Results, FFT also do a comparison with other Grammar Schools.