



Multi Academy Trust

***Assessment &
Marking Policy***
Astor College

Policy reviewed and ratified:	30 August 2019
Policy review date:	30 September 2020

All staff must use (yellow) written feedback sheets and/or stickers as appropriate within their department, the quality of feedback given should enable students to make progress. It should be noted that verbal feedback should be given in lessons through the natural process of teaching. Some subjects, including history and English given greatest quality of written feedback within separate assessment books.

Time must be allocated in lesson time for students to respond to their feedback, and to peer and self-assess.

As a minimum, teachers are to complete yellow feedback sheets as follows:

Year 7, 8 and 9:

Yellow feedback forms for written feedback should be completed every 9 lessons as a guide. For those subjects with less curriculum contact than the core this should be no less than every 1 term (6 terms to an academic year).

Years 10 and 11:

- Core subjects once a cycle, option subjects once every 9th lesson as a guide.

Years 12 and 13:

- Once a cycle.

Marking guidance

- Teacher marking must be in red pen. Support staff comments are also welcomed.
- Students write in blue/black pen.
- Students could respond to written feedback in green pen, to clearly identify the student response but student response is required however it is identified.

The Assessment and Marking Policy will continue to be reviewed this academic year to ensure both effective feedback for students and staff wellbeing.

Departments should seek to clarify extra assessment or feedback marking as appropriate to their departmental expertise, clarified through the VP T&L and the T&L team to ensure sound pedagogy.

The T&L team, Senior Leaders, Directors of Departments will frequently scrutinise the effective use and frequency of teacher feedback/ marking.

Additional Information

Astor College believes that frequent AfL (assessments for learning) through the principles of questioning, assessment and feedback are essential tools necessary for ensuring successful teaching and learning. Assessment enables pupils to understand where they are in their learning and to understand what they need to do next. Assessment provides pupils with the opportunity to work in partnership with the teacher and pupils should expect a variety of achievements to be recognised and celebrated. Assessment enables pupils to review their progress with staff on an ongoing basis.

Staff feel it is important to have detailed knowledge of pupils on entry to Astor College and key staff work closely with the feeder primaries. The object of this exercise is:

1. To ascertain where a pupil is currently in their learning.
2. To identify any gaps in learning caused by fractured educational experiences.
3. To enable informed planning and target setting.
4. To establish a baseline from which progress and value added can be ascertained.

Assessment for Learning (AfL) or more accurately Embedded Formative Assessment (D Wiliam)

EFA at Astor College is based on the 10 principles of assessment for learning to guide classroom practice provided by QCA which we feel are particularly appropriate for our setting.

The role of the Teacher in Assessment

In the context of EFA at Astor College all teachers should:

- Recognise that *all* pupils can improve.
- Appreciate that good assessment is an essential part of the teaching and learning.
- Process through reflection, dialogue and action planning.
- Understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others.
- Be clear about an individual learner's strengths and how to develop these; their areas for improvement and the next steps needed for them to make progress and share these with the learners.

- Encourage independent learning by enabling students to take charge of their learning through developing their skills of reflection, self-assessment and their capacity to identify next steps.
- Praise progress and reward achievement through comments and the College's praise and reward systems.
- Recognise that formative assessment is used in all areas of educational activity and that it enables all learners to achieve their best and have their achievements recognised.
- Make it fit for purpose, varied and use it to inform future planning and teaching.

To make feedback to students effective teachers should ensure that:

- Students are clear about what is expected of them and what they can expect from the teacher.
- Students should expect the feedback they receive to explain what they have done well with reasons, and where and how they can improve and for it to be as soon after the completed work as possible.
- A single, challenging learning objective and aspirational learning outcomes are used as the benchmark for the teacher's oral and written feedback. They should be shared and made clear to the students in advance of attempting the task.

Students should receive regular and detailed feedback on their work - which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve. Oral feedback will be the most frequent and interactive form of feedback in their lessons.

- Feedback should be given for different purposes such as correcting an error, providing information, organising, challenging, confirming and moving on, crystallising next steps or encouraging reflection.
- Advice on how to respond to feedback is clearly explained in accessible language but explicitly challenging.
- Feedback also includes comments from peers and from self-assessment as well as from teachers. Pupils need to be shown how to assess and evaluate their own and their peers' work. Feedback should also involve teachers receiving feedback from pupils about their learning.

Departments should give a high priority to assessment for learning and ensure that:

- Schemes of work (medium and long term plans) include regular opportunities for embedding formative assessment and providing quality feedback to pupils.
- Staff and pupils have access to, and discuss, portfolios of work and exemplars of work from the College & appropriate external sources.
- Teachers monitor, moderate & track their summative assessments for consistency.
- They review the progress of different year groups annually (with reference to baseline assessment, gender and ethnicity) with tests, assessments and examinations and adjust the curriculum in response to these findings; look at the balance of time for different activities in relation to student performance and alter as necessary, for example time for coursework or for aspects of examinations.
- They keep abreast of developments within assessment.
- They maintain departmental records of assessments.

Tracking and Monitoring Pupil Progress

Subject teachers are responsible for tracking and monitoring student progress in their classes. Departments will set targets for students that ensure progress. See calendar for assessment points.

Home Learning

See the Home Learning Policy.