



*Inspiring Learners for their future*

# **MARKING POLICY AND ASSESSMENT POLICY**

**UPDATED MARCH 2011**

## Consultation History

<b>Governors/staff/parents/students</b>	<b>Date</b>
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	
Curriculum Committee	
Full Governing Body	
Next Review of Policy	

# The Ridgeway School and Sixth Form College

## Marking and Assessment Policy

### Policy statement

#### Aims:

- to use marking and assessment to show learners what they do well, the standards they have attained and enable them to understand what they must do to improve and to make progress;
- to guide staff in the process of planning and differentiating work whilst remaining sensitive to the needs of both groups of learners and individual learners.

With this aim in mind, assessment at The Ridgeway School and Sixth Form College:

- is an integral part of teaching and learning;
- reflects a wide range of students' learning;
- impacts on the planning and development of lessons;
- maximises learners' progress;
- gives helpful feedback for learners and other stakeholders;
- helps to identify clear targets for improvement;
- links to national standards which are consistently interpreted;
- uses tests, Key Assessment Tasks and Key Assessment Homework Tasks to further learning;
- acknowledges and actively promotes peer and self assessment.

Assessment at The Ridgeway School and Sixth Form College takes the form of:

- written feedback which is learner specific, related to learning objectives and focussed on what the learner has done well and what she or he needs to do in the future to achieve the next level or grade;
- oral feedback for individual learners or for the whole class which stimulates thinking in a particular and enabling direction, summarises learners' progress and signposts ways forward having gauged where learners are;
- whole class feedback which provides for collective opportunities to interpret and apply assessment criteria;
- self-assessment where each learner is familiar with the appropriate criteria and is able to assess her or his own work;
- peer assessment which involves learners playing an active part in the assessment process using familiar and understood criteria;
- formative five-times-a-year cycle reports;
- learning review days

## How the Policy is implemented

The policy is implemented through the means of:

- individual written feedback
- individual oral feedback
- whole class feedback
- self assessment
- peer assessment
- cycle reports
- student/parent feedback at Learning Review Days

### (i) Individual written Feedback

Individual written feedback on Key Assessment and Key Assessment Homework Tasks:

- takes the form of an enabling comment which highlights what has been done well in terms of achieving the learning objectives and points out ways in which to improve and to access the next level or grade;
- is shaped by *two stars and a wish* where there are two positive statements and one for improvement and all are related to the targeted learning objectives (see Appendix 1);
- records an attainment level or grade and an effort mark (see Appendix 2)

Individual written feedback on learners' work other than Key Assessment and Key Assessment Homework Tasks can:

- highlight errors;
- briefly describe actions for improvement;
- note what else needs to be included;
- be from peers.

### (ii) Oral Feedback

Individual oral feedback:

- is positive, enabling and focussed on learning objectives;
- directs learners to the next level of grade;
- engage learners in a coaching-style dialogue framed around identifying options and best ways forward;
- acknowledges and celebrates success and effort;
- can come from peers;
- can result from learners' reflection on their learning.

### (iii) Whole class oral feedback

Whole class oral feedback:

- provides enabling feedback quickly and in the most time effective manner;
- identifies strengths and areas for improvement;
- help learners to identify the defining qualities and merits of successful pieces of work;
- enable learners to have a collective opportunity to contribute ways of improving a less successful piece of work;
- provides learners with opportunities to self-assess and note down points for improvement.

### (iv) Self Assessment

Self Assessment:

- is part of learners' every day school experience;
- prompts learners to become fully conversant with assessment criteria;
- enables learners to look at their own work and to identify strengths and weaknesses;
- calls for learners to annotate their own work and grow comfortable with the idea of assessing and taking responsibility for improvement;
- moves learners to be more independently minded and part of the self improvement process.

### (v) Peer Assessment

Peer Assessment:

- enables learners to apply assessment criteria so that they have clear examples in their mind's eye of what 'good' looks like;
- help learners to recognise what is 'good' in their own work or in the work of others and to benchmark their own learning and progress;
- encourages learners to use the two stars and a wish model used by staff;
- helps learners gain greater understanding of assessment criteria and learning objectives.

### (vi) Formative Assessment (Cycle Reports)

Cycle Reports:

- measure attainment in relation to Key Assessment Tasks, Key Assessment Homework Tasks tests or examinations;
- enable teachers and students to identify patterns and trends with regard to attainment, progression towards targets, effort and behaviour;

- inform planning and learning for differentiation purposes;
- support and signpost the learning process;
- help in the process of targeted intervention.

(vii) Learning Review Days

Learning Review days:

- enable staff, parents and students to engage in learning dialogues shaped by assessment data generated from cycle reports, pastoral information, subject teacher observations and mentor oversights.

## Appendices

### Appendix 1

Examples of AFL commentaries on learners' Key Assessment Tasks:

- *You show a very good understanding of how to interpret information on a chart and your answer is expressed clearly – well done! To improve, use subject specific terminology in your answers such as 'antagonistic muscles' and 'contortions'. Use the vocabulary chart that we are compiling*
- *Your vocabulary is impressive and you use sentence structure creatively to achieve interesting effects. To make even further progress, I suggest that you use colons and semi-colons to create even more sophisticated and interesting sentences.*
- *You show a great grasp of long multiplication and have shown you working outs quite clearly. To get multiplication secure in your mind, practise long division by completing Exercise 24 in your revision book.*
- *This is a great answer. You have used quotations to prove your points about the characters and have made some consistently powerful comparisons between the two writers' uses of language. How might you, though, develop the idea that both texts were meant to educate their audiences?*

It would not be acceptable to write:

- *You've plotted some interesting shapes – well done!*
- *This is beautifully presented but watch your spelling*

### Appendix 2

The use of effort grades for:

Key Assessment Tasks, Key Assessment Homework Tasks, independent study

1. Excellent effort, student has exceeded normal expectations
2. Good effort, in line with expectations for this student
3. Slight cause for concern. More effort needs to be applied for the student to make the progress they are capable of
4. Cause for concern due to unacceptable effort made in this piece of work

RCP  
25/10/10