



## **ASSESSMENT, MARKING AND FEEDBACK POLICY**

### **Aim:**

At Plantsbrook School assessment procedures support learning and teaching, developing motivated, independent and reflective learners. Assessment is used to celebrate success and provides guidance on how to improve, maximising the potential for raising standards.

To achieve this, our assessment policy integrates both formative and summative assessment.

**Formative assessment** (assessment for learning) this supports ongoing, day-to-day learning and planning. This will help to inform teacher decisions for the tracking of pupil progress.

**Summative assessment** (assessment of learning) is assessments at a particular point in time. The purpose is to support tracking of pupil progress, reporting, evaluation, planning and target setting.

### **Formative Assessment - assessment for everyday learning for all key stages**

At Plantsbrook we believe:

Pupils should have an understanding of the standards they are aiming for in their learning

There is an expectation that teachers will share and discuss the learning objectives and success criteria with pupils. Learning objectives should be expressed in ways that pupils can understand. Success criteria should define the ways in which pupils can successfully achieve the learning objectives. Learning objectives and success criteria are the tools for demonstrating progress in the short term. This helps teachers to inform planning, and in making decisions on the next steps in learning to close the gaps and maximise potential.

Learning should be supported through feedback. The expectation is that teachers will provide pupils with verbal and written comments relating directly to the success criteria, showing pupils where they need to go next in their learning and allowing time, where appropriate, to respond to feedback. Clearly planned questions and regular review of the learning taking place is essential to provide appropriate feedback. Teachers will use the whole school marking codes to provide clear written feedback and, where appropriate, specific guidance on areas for development. This can be done using tick sheets or coded questions. Where this is not appropriate, a tick to show that it has been checked should appear. A double tick shows exemplary work. Work that has not met the expected requirements should be signposted at the teacher's discretion. Teachers may choose their preferred method of feedback to ensure that work meets the expected requirements.

### **Pupils should reflect on their own and others' learning.**

Teachers are encouraged to plan opportunities for self and peer assessment. This involves pupils using success criteria to assess themselves and each other. It should be explicit to pupils and teachers where progress is made. Work that is self or peer assessed should be signposted using the marking codes SC and PC.

### **Summative Assessment - assessment of extended pieces of work in all key stages**

**In conjunction with formative assessment, every subject area conducts** summative assessments of pupils' work approximately every half term, against subject specific success criteria. **Formative and summative assessment is used to inform termly Projected Grades. This information is made available to parents.**

**(\* At key stage 4 and 5 work is assessed formally more frequently.**



At Plantsbrook we believe that:

### **Pupils should know clearly the standards they are aiming for**

The expectation is that teachers will share the success criteria before every **extended** piece of work. The success criteria are based on the relevant grading system.

### **Pupil learning should be supported through feedback**

The expectation is that teachers provide written feedback on **extended** pieces of work. The use of marking codes and tick sheets are acceptable forms of written feedback. Verbal feedback should also be used to support the learning process.

Feedback should refer to the work and link to the success criteria. Written feedback will be given within two weeks of the completion deadline. Feedback should include the use of questions to encourage students to think and to refine their work. Every opportunity should be provided to allow pupils to improve their knowledge and understanding by reflecting on and responding to the feedback for current or future pieces of work. The sharing of model answers or mark schemes is encouraged to enable students to understand what good learning looks like.

### **Pupils should have a clear understanding of where they are in their learning**

Once every term, there is a planned opportunity for teachers to share their Projected Grades with individual pupils. This information will also be saved on SIMS and will be used on review days, as well as for monitoring individual pupil performance.

Teachers will share their Projected Grade and ATL (Attitude to Learning) grades with pupils. The teacher uses a combination of evidence from formative and summative assessment and professional judgement.

Effort over time is given an ATL (Attitude to Learning) using the published success criteria for effort (A-D):

- (A) **Excellent** means the student **ALWAYS** follows the majority of criteria.
- (B) **Good** means that the student **USUALLY** follows the majority of criteria.
- (C) **Below Average** means the student **SOMETIMES** follows the majority of criteria.
- (D) **Unacceptable** means the student **NEVER** follows the majority of criteria.

### **Marking Codes**

Work should be marked in line with Whole School and Departmental expectations. To ensure consistency across the school, the following marking codes should be applied:

<b>WWW</b>	What Worked Well
<b>EBI</b>	Even Better If
<b>GC</b>	Green Card – the use of stamps / stickers may also be used
<b>SP</b>	Spelling – Teacher to specify which spellings should be corrected. Teacher writes correct spelling. Student writes out corrected word three times.
<b>//</b>	New paragraph
<b>SC</b>	Self Check
<b>PC</b>	Peer Check
<b>VF</b>	Verbal Feedback given – at Teacher's discretion