




St Augustine's Catholic High School and Sixth Form

Marking and Assessment Policy

| Approved | | Date |
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| Principal G T O'Connor |  | 17.03.23 |
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ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

DEVELOPING THE WHOLE PERSON

Marking and Assessment Policy

Rationale

In order to realise our Mission to 'be a Christ centred learning community committed to the development of the whole person' and 'to offer the highest quality guidance and feedback, which will equip students to understand how to make progress', this school has a Marking and Assessment Policy for KS4 and KS5 courses. This policy is mindful of the Catholic nature of the school and its continued pursuit of excellence in all areas of school life. This policy is also mindful of the expectations placed on all teachers in the National Teacher Standards with regard to assessment, feedback and marking:

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| 2 | Promote good progress and outcomes by students |
| 5 | Adapt teaching to respond to the strengths and needs of all students |
| 6 | Make accurate and productive use of assessment |
| P3 | Have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications. |

What is feedback?

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

1. Aims of Feedback

- a. To help students make progress.
- b. To provide strategies for students to improve.
- c. To give students dedicated time to reflect upon their learning and put in effort to make improvements.
- d. To inform our planning and structure the next phase of learning, ensuring key learning is secure before progressing in the agreed curriculum.
- e. To facilitate effective and realistic target setting for student and/or the teacher.
- f. To encourage a dialogue to develop between student and teacher.

- g. To encourage students to have a sense of pride in their presentation of work.
- h. To correct mistakes, with a focus on Literacy/Vocabulary skills.

2. Principles

St Augustine's Catholic High School and Sixth Form Marking and Assessment policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects use to adapt their own approach to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement. The general principles are:

- a. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- b. Following key assessment points, Departments will complete a Quality of Education Analysis where teachers identify knowledge and skills that are secure and which require further action to support progress being made. Teachers will use this analysis to inform lesson planning along with curriculum adjustments as appropriate.
- c. A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students, teacher marking will appear in green and it is **essential** to allow time (***DIRT: Dedicated Improvement and Reflection Time***) for students to read the comments and engage with the feedback. This ensures they are able to close any gaps in knowledge. This will appear in purple pen to demonstrate student action.
- d. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- e. Where appropriate students are encouraged to assess their own work against the learning objectives and success criteria.
- f. Peer, group and self-feedback is a valuable tool for learning and should occur regularly, but it needs to be well structured by the teacher.
- g. There must one piece of detailed feedback per half term. To ensure consistency, curriculum plans will be annotated with which pieces of work that will include detailed feedback.
- h. All students will know their subject target grade, personal target, and current working at grade.
- i. Formal assessments will take place as calendared and will be marked in detail using examination mark schemes and criteria. These could be one of the detailed pieces of feedback which students receive. Departments will moderate assessed work for quality assurance and standardisation.
- j. All Pupil Premium and SEND students' work will be marked first.
- k. In lessons there will be opportunities for low stakes assessments and/or retrieval practice to assist in the building of knowledge which can be recorded or acted upon as the teacher feels is necessary.
- l. Classwork will be monitored regularly and maintenance marking will take place to acknowledge work completed by students.
- m. Students will be aware of their targets to improve and given the opportunity to respond to feedback.
- n. All departments will track student progress in a Knowledge Over Time (KOT) folder including Personalised Learning Checklists (PLCs) or similar, and data for KS4 and KS5 courses. They will show evidence of how they plan to close any gaps in knowledge within subsequent lessons.
- o. Students and parents will receive feedback and targets as per the reporting cycle.
- p. Homework will be set through Class Charts and written in student planners as per each department policy.
- q. Good work and effort will be rewarded using Class Charts reward system.

3. Literacy and numeracy feedback

- 1. If the literacy standards of our students are going to improve, we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.
- 2. We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

4. Monitoring and Evaluation

- 1. Subject Leaders must ensure their departmental feedback practices are used consistently and reflect the whole school policy.

2. Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, learning walks etc.
3. Subject Leaders will check departmental feedback as part of quality assurance process, this will be outlined in the Subject Leader's HoD folder. Line Managers will discuss and evaluate the quality of feedback as part of the Line Manager meeting process.
4. The Principal, Deputy Principal for Quality of Education and Associate Assistant Principal for Standards will regularly quality assure feedback, this will include but not be limited to termly Lesson visits.