# St Augustine's Catholic High School and Sixth Form

# Marking and Assessment Policy

| Approved | | Date |
|---|---|---|
| **Principal**<br>G T O'Connor | | 03.03.20 |
| **Cycle of Review:**<br>3 years | | |
| **Next Review Date:**<br>March 2023 | | |

# 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:

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.

Marking is the responsibility of the class teacher. Work should be marked on a regular basis and clear and appropriate records kept.

### Principles

1. All students will know their school target grade, personal target and current working at grade.
2. All departments will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments (based on examination style questions), peer and self-assessment and monitoring of classwork and homework.
3. Formal assessments will take place as calendared and will be marked in detail using examination mark schemes and criteria. Departments will moderate assessed work for quality assurance and standardisation.
4. Selected work will be marked in detail at least once every half term.
5. The selected work should be identified for literacy marking. A minimum of 1 paragraph should be marked using the literacy marking codes of Sp, //, PWC, P which refer to spelling, new paragraph, please write clearly, punctuation respectively.
6. Formal assessments and selected work marked in detail will provide a target and advice on how to improve.
7. All Pupil Premium student work will be marked first.
8. In all lessons there should 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.

9. Classwork will be monitored regularly.
10. Detailed verbal feedback should be acknowledged by a verbal feedback stamp or a student comment noting details of feedback.
11. Students will be aware of their targets to improve and given the opportunity to respond to feedback.
12. All departments will track student progress in a Knowledge Over Time (KOT) folder including Personalised Learning Checklists (PLCs) and data for KS4 and KS5 courses.
13. Students and parents will receive feedback and targets as per the reporting cycle.
14. Homework will be set and monitored either in the planner or on Class Charts as per each department policy.
15. Good work and effort will be rewarded using Class Charts reward system.

**Appendix 1: Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written feedback.**

| Instead of… | The teacher… | The student… |
|---|---|---|
| Writing annotations in the body of a piece of work and giving an overall comment | Only writes annotations in the body of the work. | Writes an overall review highlighting WWW/EBI. |
| Writing annotations in the body of a piece of work and giving an overall comment | Only writes an overall WWW/EBI comment. | Annotates areas of their work to show WWW and areas for improvement (EBI). |
| Writing extensive comments. | Only gives one WWW and one EBI. | Works to show improvements on the one issue identified. |
| Writing well done you have… next to good aspects of the work. | Puts a double tick next to the best parts of the work. | Adds a reason for the double ticks. |
| Marking every question in detail. | Only marks highlighted questions in detail. There is no expectation that all class notes will be marked. Check your department policy and mark tasks where your marking will have an impact. | Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most help. |
| Writing the same explanation on every piece of work when the same mistake is made by many students. | Goes over the question in class. | Writes their own correct answer. |
| Writing out a full solution when a student gets a question wrong. | Writes a hint or the next step. | Completes the correction. |
| Correcting work when a student makes a small mistake. | Writes WWT(What's wrong with this?) or (RTQ (read the question) or ** (check this again) or QWC (quality of written communication). | The student makes their own corrections. |
| Marking only extended pieces of work. | Reviews in class students' initial plans for this work prior to marking the extended piece of work. | Does not hand in poor work! |
| Giving back work and moving straight on. | Gives students time to write a comment and act on the EBI feedback given. Or allows students to discuss in pairs and identify and write down action points. Identifies a taks to enable students to make progress on the EBI. | Students read and engage with the EBI before beginning the improvement task or completing more work. |