Trinity Academy Newcastle

Assessment Policy and Marking/Feedback Policy

Approved by Resources Committee – June 2016

On behalf of the Full Governing Body

Next Review Date April 2017

Ethos

At Trinity Academy we do not see ability as permanent or pre-determined. There is opportunity for all students to achieve and succeed in every lesson and we relentlessly work to challenge each individual. Students and teachers should be well-informed of achievements that have been made and the next steps to learning. It is important that students are secure in concepts and can apply them in a sophisticated way before they move on.

Our classrooms are places where understanding is challenged, questions are rich and reflection is celebrated.

Assessment is used to inform teaching. In its simplest form, it is used to inform the next question in the classroom. In its summative form, it is used to inform schemes of work, class grouping and curriculum design.

Types of Assessment at Trinity Academy

There are three broad forms of assessment, each with its own purposes;

In-School formative assessment

- Feedback from teachers in lessons against success criteria
- Marking of pupils' work
- Quizzes and games
- Peer and self-marking against success criteria
- Teachers asking well-phrased questions and analyse students' responses to find out what they know, understand and can do, and to target any misconceptions.

In-School summative assessment

- Assessment against age related 'Stages' in each subject area 4 times a year
- Short end of topic tests
- Reviews of Statement or Education, Care and Health Plan (ECHP)

Nationally standardised summative assessment

- National Curriculum tests at Key Stage 1 and 2
- GCSE exams or recognised equivalent qualifications

The Principles and Purpose of assessment

In-School Formative assessment

- Ascertains whether knowledge and understanding is secure enough to move forward
- Judges how securely a student understands a concept and how well they can apply it
- Findings are communicated with individuals, groups or whole class as soon as possible either verbally or through marking
- Teachers ensure that students understand the feedback and be given time to act upon it.
- Teachers use information gathered to inform the planning of future lessons or interventions
- Not all interactions will be recorded but student workbooks should document individual progress and success throughout a lesson or series of lessons

In-school Summative assessment

- Used to plan lessons and schemes in subsequent terms
- Used to inform curriculum design
- Used to report to parents on pupils' progress and areas of focus for coming term
- Support senior leaders and governors in identifying emerging trends and target support where necessary
- Communicated to pupils to celebrate success and support next steps

National Standardised Summative Assessment

- To see how pupils are performing in comparison with all pupils nationally
- Enables teachers to understand national expectations and assess the performance of their students
- To benchmark school performance against other schools locally and nationally

How assessment outcomes are collected and used

In-school Summative assessment data are collected for in-school monitoring four times during the year, twice in the Autumn term and then at the end of the Spring and Summer terms. This data will form the basis of Achievement Meetings which explore the performance of individuals, groups and cohorts. These will inform sharp and specific intervention.

At Trinity, students in Key Stages 1 – 3 are assessed using 'Stages'. Each stage represents the expectations for each year group as outlined in the National Curriculum (Stage 1 = Year 1 expectations). We have designed a system that has Stages 1 to 9 to cover all expectations until the end of Key Stage 3. When working within a Stage; students may be Emerging, Developing, Securing or Mastering within the objectives. When students achieve Mastering they then progress to the next stage. The stage that a student is working within and the year that they are in may not correlate. At Trinity we insist on Mastery, student must be secure before moving onto new learning.

At Key Stage 4 we assess students against the qualification that they are working towards. For the most part this is GCSE. Throughout Year 10 and 11, students are assessed at the Grade that they are working at (fine-leveled with a – or +). This enables teachers to have a clear view of progress towards predicted grades.

Individual summative data is shared throughout school to all staff who have contact with individuals or groups. It is important that every person working with pupils is aware of specific personal achievement and next steps. Any analysis of data (groups, cohorts) will only be done centrally by the Assessment Co-ordinator and Data Manager. All analysis will be shared with teaching and learning staff throughout the year.

Summative assessment and targets are shared with parents termly in a meaningful way. It will specifically identify those areas of success and achievements over the previous term and outline next steps.

Ensuring teachers are able to conduct assessment competently and confidently

It is the responsibility of the Assessment Lead to ensure that all staff are confident in using the in-school summative assessment system and abreast of any changes. The induction of new staff now includes an assessment session. Regular clinics and achievement meetings are timetabled throughout the year.

It is the responsibility of the Assistant Head teachers and Subject Leaders that standards are high in in-class formative assessment. This is supported through CPD clinics and monitored through quality assurance, lesson observations and drop-ins.

The process of moderation is an essential part of the in-school summative assessment system to ensure a consistent approach to assessment throughout the school. It is important that teacher judgments are supported by evidence. Teachers are involved in the moderation process to ensure agreement on criteria for stages in the following ways:

- With colleagues on site
- With colleagues in whole school
- With colleagues from other schools
- With external agencies including awarding bodies

School portfolios of moderated work will be kept by curriculum leaders.

Arrangements for the governance, management and evaluation of assessment

It is the responsibility of the Assessment Co-ordinator that the assessment policy is maintained and followed.

It is important that the school keeps abreast of good practice and that this is shared across all classroom staff. Assistant Head teachers and Subject Leaders will hold achievement meetings each half term to share information and develop practice.

Implementation

School will engage with parents at parent events to explain the purposes of assessment to enable them to support their children effectively. Pupils will become familiar with the language of the summative assessment system over time, the priority being that pupils can recognise in the short term what success looks like and how it can be achieved through formative assessment.

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Marking and Feedback Policy

Overview
A clear marking policy enables all students to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Principles of marking and feedback

- Marking will be against the learning objective and individual targets
- Any learning points / misconceptions will be addressed.
- Students will have the opportunity to reflect on their feedback and question comments.
- There will, whenever possible, be an opportunity for the student to participate in the process so that there is a shared perspective.
- The following pens will be used:

Pen Used	Task Undertaken
Black pen or pencil	Student work
Blue Pen	Teacher feedback
Green Pen	Response to teacher feedback/ peer assessment/ self-assessment

Referencing Learning Objectives

All pieces of work should reference the learning objectives or success criteria. Teachers marking should reference the success towards the learning objective or success criteria. Teachers will judge how securely a student understands a concept and how well they can apply it. This will be demarked using the following codes

Code	Explanation
B – Bronze	Confident but some mistakes
S – Silver	Very Confident
G – Gold	An Expert

Please note: if a student has not met learning objective or there is insufficient evidence then it will be left blank.

Referencing Individual Targets

In the core subjects, all students have specific and personal short term targets to work towards each term. These are identified in the inner front-page of their books. Throughout the work book if a piece of work evidences success towards an individual's target it will be highlighted in the marking.

Types of Marking

The four main types of formative marking at Trinity Academy:

A. In-Depth Teacher Marking
B. Peer/Self-Assessment
C. Marking for Literacy Using Whole-School Codes (across subjects) D. Light Touch/Acknowledgement Marking
E. Verbal Feedback

A. In-Depth Teacher marking

This should result in good quality written feedback and should use the "two stars and a wish" framework at the lower school and the "two strengths and a target" framework in the upper school. These are complementary approaches which will provide familiarity to students who move from one site to the next.

This should be written at the end of the piece of work **in blue pen** as follows:

(Star) = positive comment related to learning objective (Star) = positive comment related to learning objective W (Wish) = One areas where the success criteria was not met/ or a suggestions/ extension question	S (Strength) = positive comment related to learning objective S (Strength) = positive comment related to learning objective T (Target) = One areas where the success criteria was not met/ or a suggestions/ extension question

Time should be built into subsequent lessons to allow students to review their strengths and targets and respond to the feedback they have been given, either verbally or in writing.

B. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where students have been taught to do it effectively. This should be done in green pen to highlight it as student marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

C. Marking for Literacy Using Whole School Codes (across subjects)

It is not expected that staff correct every punctuation or grammatical error in every piece of writing; neither will every spelling mistake need to be corrected. However, if repeated mistakes are made or mistakes within a pupils capability, these should be identified by the teacher (no more than 5 spelling mistakes should be highlighted in a single piece of writing).

In the lower school, or for less able students, it may be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes. When marking writing, all staff should use the whole-school marking code across a range of subjects. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every student.
All classroom practitioners should use the specific codes below on all pieces of extended writing across the curriculum.

The Marking Code is displayed here:

Code	Explanation
Word circled	Try this spelling again
Line	Missing full stop or comma or other punctuation
Cap (letter circled)	Capital letter should have been used
?	Meaning is unclear
Double Tick	Excellent section or word choice
^	Missing word/ letter
//	New Paragraph

Please note: Errors in students work are noted with the use of a ? rather than an **X**.
Please note: The length of an extended piece of writing will differ for every pupil based on their ability. Extended writing is a piece of writing of one paragraph or more

D. Light Touch/Acknowledgement Marking

Teachers will acknowledge **all** work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

E. Verbal Feedback

Teachers will provide regular feedback to students throughout a lesson on their success towards the learning objective or success criteria. Some subjects may use this type of feedback more frequently. For example in PE or music the most effective feedback is often verbal.

In written subjects verbal feedback may be identified as having taking place using the VF code. This verbal feedback may be recorded by a teacher or support staff for student reference.

Green Pen Response

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

- Ensuring the feedback is being put to use and is supporting the progress of our students.
- This reflection time can take as long as a teacher feels necessary, they can form the starter or for longer pieces of work take the whole lesson.

Examples of Green Pen:

- Reflection and responding to specific feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer (correcting mistakes).
- Questions to extend students understanding. This scaffolds student understanding with the expectation that students act upon their feedback; writing an appropriate detailed response to teacher feedback.
- Peer or Self-Assessment

Level of support indicators
It is important to note the level of support a student has had with a piece of work.

Code	Explanation
I	Independent
1:1	One to One

	GW	Guided work by teacher or support		

Summary of Marking Types

	Type of Marking	Method of Identification	Frequency Lower School	Frequency Upper School
A	In-Depth Teacher marking	Two stars and a wish Two strengths and a target	Twice per week	Once per week
B	Peer and Self-Assessment	Green pen	At teachers discretion	At teachers discretion
C	Marking for Literacy Using Whole School Codes	Codes to be used Teacher mark in blue pen	Every piece of extended written work	Every piece of extended written work
D	Light Touch/Acknowledgement Marking	Ticks/ question marks /	All work	All work
E	Verbal Feedback	VF	As appropriate	As appropriate
	Referencing Individual targets	Highlighted in marking	When work references individual target	When work references individual target
	Green pen response	Students write in green	Twice per week	Once per week