

THE
DE LA SALLE
ACADEMY

Marking and Assessment Policy

December 2016

Review Date January 2017

Aims:

The aim of this policy is to ensure that every student is at the heart of our progress strategy. Assessments enable students to understand where they are in their learning and to understand what they need to do next with the aim to achieve outstanding progress. Assessment at all levels should contribute to student's progress enabling them to grow in confidence and be successful in every curriculum area.

Frequency of Marking and Feedback

- Staff should monitor student books/folders regularly (every lesson) to ensure that they are completing the work set.
- Staff should exploit various approaches to feedback, peer to peer, verbal, written, use of new technologies such as video and audio capture.
- Deep marking should take place every 6 lessons for non-core subjects and fortnightly for core subjects.
- Formative marking should take place in between lessons to ensure students continue to make progress.
- Each scheme of learning should entail a final assessment which captures all learning / skills taught throughout the module.

Marking for Literacy across the Curriculum

Improving literacy and ensuring that all students are expressing themselves as coherently and accurately as possible is the responsibility of all staff. Opportunities to highlight good spelling, punctuation and grammar must be taken by all. All staff must use the literacy marking codes displayed in all classrooms.

Marking for Progress

All marking should be positive and constructive and should stretch and challenge the students. Teacher comments should therefore make clear the skills achieved by the student and how those skills could be improved further.

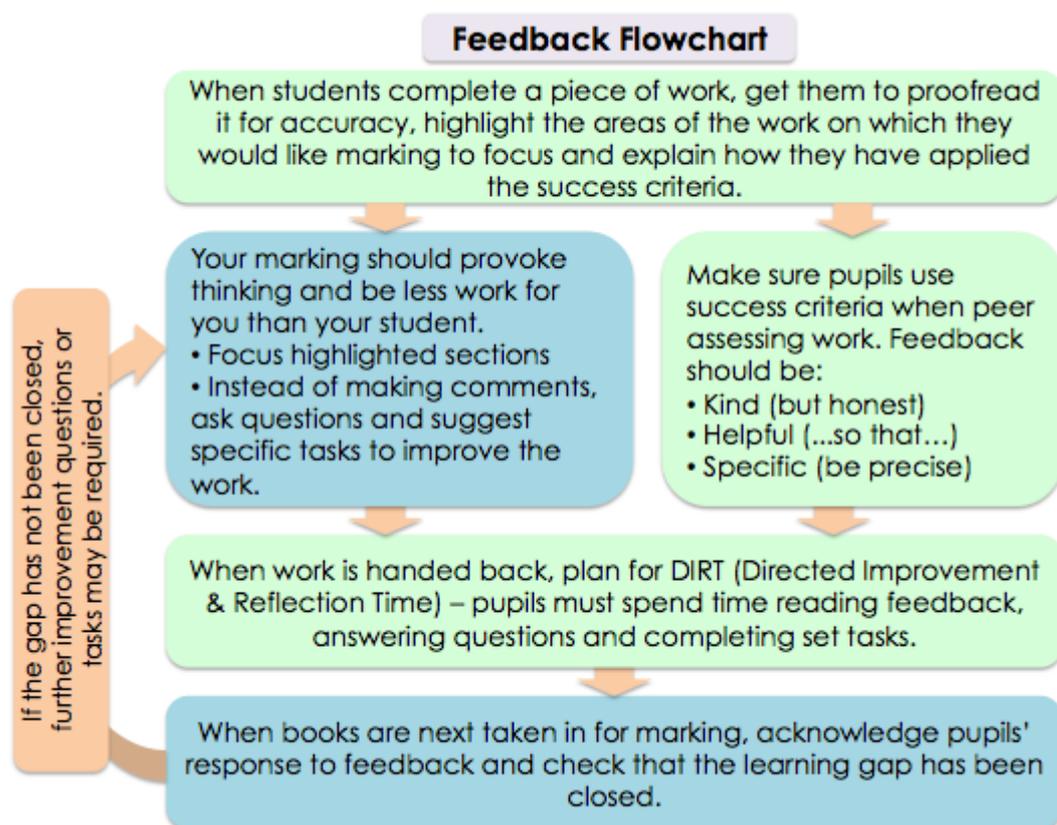
- Marking should identify barriers to learning for early intervention or adaptation of future teaching.
- Students will be given the opportunity to comment / act on feedback.
- Teacher marking will be recorded in green pen.
- Self and peer assessment will be recorded in red pen.

Reteach week

Reteach week should be used by all staff to close gaps. Skills identified through marking should be retaught. This can take many forms and staff are encouraged to be experimental in their approach. A check of understanding must take place using the growth task proforma.

Setting targets

Following any form of marking, knowledge of student's skills should be recorded to inform future daily planning. Gaps that are still apparent should be addressed during the next learning cycle. This could be built into settler activities (see teaching and learning policy). Targets should be clearly written in student's books as part of the marking process. Time should be given to students to allow them to understand their target and reflect on how they are going to achieve it.



Monitoring and Evaluation

It is the responsibility of the Head of Faculty to monitor the marking of books and other work within their Faculty area. Feedback should be provided to individual staff following the monitoring of exercise books so that they are clear if they need to take steps to improve their marking.

Assessment Cycle

The academy runs a five yearly assessment cycle. Deadlines for input into SIMS are available via the shared calendar. Assessments should be holistic and not a result of one piece of work. Students should be awarded a point score in relation to the skills they have shown over the period of time prior to the input cycle. All subject areas have their own set of skills descriptors in line with the new specifications.

Point scores should be inputted into SIMS and skills targets set for students as set out above should be taken from the skills set out in the descriptors.

All staff are responsible for assessing the students they teach, along with making a judgement on the level of effort each student is applying in lesson over a period of time.

In the case of a staff member being absent at the time of recording progress in Sims, it is the responsibility of the faculty leader to ensure that all students receive an accurate assessment.

Marking and assessment meetings should be used by faculties to standardise and quality assure the accuracy of all assessments being recorded in SIMS. It is the responsibility of the faculty leader to ensure that this is the case.

Quality assurance

All assessments will be analysed for progress by both the head of faculty and the head of year. Heads of year will present progress data and actions at SLG meetings, which follow the assessment cycle calendar.

Heads of faculty will be expected to produce a progress report and discuss with their line manager. These meetings will be recorded and actions put in place to help improve progress where needed.