



## Assessment Policy and Marking Procedure

### AIMS

- To embed assessment for learning across the curriculum and for all students, through the regular comparison to level
- To provide accurate and regular assessment of students' work, promoting effective learning and equipping students with the strategies to improve (Term targets)
- To raise standards of achievement and monitor this through summative assessment (end of term testing)
- To recognise strengths and student progress, identifying areas for improvement and setting appropriate targets through formative assessment
- To ensure that students and parents have a clear understanding of the assessment of students' work against national standards (graph and table format)
- To recognise that different methods of assessment are appropriate for different subjects and in different situations (skill recognition and verbal reasoning)
- A monthly monitoring system in all areas which show academic as well as social and emotional improvement.
- To involve students in their own marking and finding positives as well as areas for improvement in the work they do. As well as thinking about SMSC and British values

Wood Edge Independent School acknowledges that young people in care experience higher levels of trauma, abuse, experience greater incidences of mental health and encounter greater disruption than their counterparts in education mainstream. This is compounded by low school attendance, which can and does impact on initial assessment level attainment, often producing a lower baseline attainment levels than those represented by the school census.

### On admission we conduct a series of assessments:

- Numeracy & Literacy
- Learning type

### The assessment of students' work should

- Involve the learner and encourage him/her to respond actively to teacher comment
- Be clear, consistent and fair
- Give feedback on students' strengths and specific targets for improvement, equipping students with the knowledge and skills to improve their work
- Include an explanation of the criteria on which tasks have been assessed which should be expressed so that students can understand what is being asked of them
- Allow staff and students to measure achievement against set criteria, progress target or examination grades
- Provide a record of attainment and effort to be used for reporting to parents/carers/guardians and monitoring of student progress
- Include opportunities for students to assess their own work and that of their peers against set criteria to develop further their understanding of how to improve their work

### **Involving learners**

Students will be able to understand the criteria for the assessment of their work through 'student friendly' level or grade descriptors. They will have the opportunity to assess their work against set criteria and mark schemes, where appropriate from the examination board. They will develop their knowledge and understanding of how to improve their work through marking the work of their peers objectively and by having the opportunity to see examples of good work and model answers. Regular meetings with Key staff member to evaluate progress and future, this information is shared in staff meetings/parents afternoons.

### **Students are expected to respond to teacher assessment**

- In one to one verbal feedback, they should engage in a dialogue with their teacher. If the feedback is to the whole class, then they should listen and add their own notes or comments to their work.

### **The process**

Student work in all year groups will be formally assessed to provide a progress report at least once each term along with an overall visual progress report to monitor other areas using assessment/Screeners. Opportunities for formal assessment against National Curriculum expectations and/or examination standards will be identified by Subject teachers and identified in the Schemes of Work for the subject. Each assessment may be focused on a different skill or strand of the course. Records of assessment will be kept by staff and will be monitored by the Subject teacher, who will also engage in regular monitoring of student work and marking across year groups and Key Stages in their subject area. Changes of sets or student groupings will be based on assessment evidence. Examination marking will be moderated in subject areas. All results will be shown to students and parent/home managers in an easy to understand format.

Detailed marking will be undertaken of some pieces of work but not every piece of work will be marked by the teacher. Clear a definitive guidance will be offered, to encourage improvement that will be clear that this recognises a student's effort with their work and is not an indication of the standard of their work.

The Headteacher will monitor these grades and student attainment through the reporting system to identify and address underachievement and to reward excellence and progress.

Parents/carers/guardians will be involved in discussions about the assessment of their son/daughter's work through regular Parent Consultation days held once a year.

Spelling and grammar errors will be marked at an appropriate level. Students who make numerous errors will have only some marked, taking into account their self-esteem. Errors will be marked and the correct version given guidance and support

The marking of work completed by students will be in line with their Individual Education Plan. This will include peer marking, stickers and stamps, verbal explanations and will focus on positive reward and direction. Photos of good work will also be collected in pupil's folders as proof of progress and evidence towards coursework.

## Marking Procedure

The marking of pupils' work is an important assessment tool, which is essential for both progressions in pupil's learning and effective teaching.



Good practice in marking is promoted through regular, accurate and consistent marking by all teachers.

Therefore:

- Pupils' work must be marked promptly, ideally before the next lesson, consistently and according to agreed shared learning outcomes /assessment criteria/focus.
- Pupils' workbooks and files must contain evidence of peer/self-assessment and teacher assessment.
- Marked pieces of work should highlight both strengths ("what went well") and give clear guidance for improvement ("even better if..."). Teachers should also set at least one target for improvement, stating a time by which target should be met.
- Following each marking, opportunity must be given to students at the start of a lesson to read through the teacher's comments/stamps/buzz words.
- 'Back-look' at books, set as homework or peer assessment.
- Teachers should check at each marking stage that their guidance comments have been acted on.

Examinations and tests (summative assessment) should be marked against learning objectives or examination grades alongside, formative comments.

Good marking practise or exceptional pieces of students work are to be shared at staff meetings and copies sent to home managers/parents.

 (WWW) What Went Well?	
 (EBI) Even Better If.....	
SMSC	Social
	Moral
	Spiritual
	Cultural
British Values	

Head Teacher

Antony Maynard

Proprietor

Louise Tierney

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