

**ENDEAVOUR
ACADEMY
BEXLEY**



MARKING AND ASSESSMENT POLICY

JULY 2024

RATIONALE

The purpose of this policy is to make explicit how teachers should mark students' work and provide feedback, in addition to how students should ideally present their work.

Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue between the teacher and the student to ensure that meaningful and rapid progress is being made. It allows a positive relationship to develop between teacher and student in regards to their academic and social development. Discussing student progress as part of assessment for learning (formative assessment) contributes to the development of a student's growth mindset. Further to this, the incorporation of dedicated improvement and reflection time allows a student to both solidify and expand on their previous learning, making learning layered and not solely linear. It also provides increased questioning and extension opportunities. In effect, marking and assessment need to be viewed as key aspects of effective and meaningful learning and development.

All members of staff are expected to be familiar with the policy and to apply it consistently.

WHAT IS THE PURPOSE OF MARKING AND ASSESSMENT:

- To praise effort and attainment.
- To encourage, motivate, support and promote positive attitudes towards learning.
- To promote higher standards and set challenging, but achievable targets.
- To provide constructive feedback, allowing students to identify "next steps" and subsequently accelerate progress.
- To encourage students to self-assess and reflect so they develop better independent learning skills. This should be done through dedicated improvement and reflection tasks when feasible.
- To correct mistakes and offer encouragement.
- To provide information for assessment which informs teacher planning and targeted intervention for students.
- To assess students' performance against stated learning objectives.
- To generate data for analysis and help staff plan appropriately and identify gaps in progress.
- To ensure that marking is standardised throughout the school, and beyond, allowing for greater opportunities for cross-moderation and simplify reporting systems and information provided to stakeholders.

WHY DO WE NEED A MARKING POLICY?

It is essential that we have a consistent approach to marking and assessment to provide clarity to all stakeholders and to provide constructive feedback to students which supports their learning and engagement. Involving students in their own learning, encouraging pride in achievement and developing their growth mindsets, are major focuses for Endeavour Academy. Our aim is to engage students in learning, equip them with the skills and qualifications to widen their future opportunities and close academic and social gaps in their progress. This policy aims to help close the gap for our students between what they can currently do and what we would like them to be able to do.



WHAT ARE THE PRINCIPLES THAT GUIDE THE SCHOOLS' APPROACH TO MARKING?

Marking and feedback should:

- Be accessible and understandable to students and manageable for teachers.
- Relate directly to the learning objective(s).
- Achieve individualised, adapted learning outcomes
- Involve all adults working with children / young people in the classroom.
- Give recognition and praise for achievement and clear targets for improvement, development and reflection.
- Allow time for students to enter into dialogue with the teacher and respond to the marking / feedback.
- Respond to individual learning needs.
- Inform future planning and contribute to target setting and expected learning outcomes.
- Be seen by students as a positive means of improving and reflecting on learning.

KEY ELEMENTS OF THE POLICY:

- Feedback to students is on-going, takes place each lesson and supports students in identifying "next steps".
- Marking is regular and follows a consistent approach throughout the school.
- All marking recognises what students can do, have achieved and what they need to do next.
- Students are active participants in their own learning and engage in the marking and feedback process.
- Teachers standardise marking through regular moderation processes.
- Assessment is embedded in the learning programme for every pupil and contributes to the analysis of data by individual pupils, school and Trust.

HOW DO WE MARK STUDENTS' WORK?

Marking is part of a continuum of activities for recording achievement and promoting progress, which include:

- CHECKING
- RESPONDING
- DIALOGUE
- ADVISING
- ASSESSING
- REVIEWING
- IMPROVING
- REFLECTING
- REPORTING

The Academy focuses on three forms of marking / feedback:

1. **VERBAL FEEDBACK / DIALOGUE (EVIDENCED EVERY LESSON)**

We recognise the importance of immediate and on-going feedback to students. The teacher will initially discuss with the pupil how they have met the learning objective and give feedback on specific areas for improvement. This may be simply



praise and encouragement or may involve correction / guidance in improving understanding or to extend learning. Children and young people of all ages need oral feedback but this is especially important where there are difficulties with reading or low literacy skills and reading of teacher comments needs support.

2. SUMMATIVE FEEDBACK (EVIDENCED EVERY LESSON)

This usually consists of ticks, corrections and stickers, "smiley faces" and should be done by teachers every lesson in the course of checking students' understanding against the learning objective of the lesson. Self/peer assessment /marking and checking by the teaching assistant may also be used here.

TEACHER MARKING CAN BE IN ANY COLOUR SO LONG AS IT IS DIFFERENT FROM THE STUDENTS WRITING COLOUR. IT SHOULD BE NEAT AND LEGIBLE AS POSSIBLE. ANY STUDENT'S RESPONSE SHOULD BE IN GREEN.

3. FORMATIVE MARKING / FEEDBACK (EVIDENCED WEEKLY)

Formative assessment should take place once a week for core subjects and fortnightly for subjects taught weekly. This would normally be at the end of a topic. Practical subjects may adapt the marking and assessment schedule to suit project working. This could be discussion of learning outcomes, incorporation of tasks that allow the teacher to actively and immediately assess development of student understanding, or otherwise. This promotes accelerated progress and focuses pupils clearly on where they are at (learning outcomes for GCSE/BTEC work based on specification points and learning objectives, which can be in the form of "I can" statements, linked to National Curriculum objectives), how closely they have met the lesson objective, what they have done well and what the "next steps" should be ("even better if..."). Next steps should link to a task that further solidifies/develops the student's understanding and/or allows for reflection by the student on their learning-

Progress students have made in regards to success with learning objectives and outcomes should be indicated by the teacher through comments, and reflected on by students when appropriate. This can be done in the margin or on evaluation sheets designed for that subject. In addition, the associated feedback can be qualitative (comments), quantitative (numerical scores/results) or both.

MARKING AND FEEDBACK MUST INCLUDE:

- The Learning Objective(s) and/or learning outcomes or success criteria must be explicit with feedback related directly to this/these made by the teacher marking the work
- Learning outcomes/ "I can" statements/ success criteria – students may comment on their achievement of these, but the teacher is to make explicit what the student has achieved with their own comment independently or in response to a student's comment
- "What went well" and "Even better if" comments can be made in self/peer evaluation of work, or directly by the teacher. Student reflection should be encouraged when feasible though, with "Next steps" given by the teacher.
- WWW comments should focus on student's progress towards learning objectives
- EBI statements should inform the student on how to progress their learning. This should be addressed in the following lesson
- If an EBI cannot be seen to be actioned upon after 3 lessons, the teacher should find an alternative way of ensuring the student can progress their learning

- Students should be clear about their current and target levels through a progress summary at the front of their book / folder
- If an EBI is achieved in subsequent lessons, this should be recorded as a www
- Student work should indicate the level they are working at at least twice termly as part of formative assessment
- Student targets are made explicit at start of each unit

Annotation should include:

- Ticks when an appropriate point / correct answer has been made
- Smiley faces related to any positive comment
- A comment related to effort or incorporation into an evaluation
- Any form of student feedback on their learning should be encouraged
- Marking symbols (see below) as part of the Academy focus on literacy.

Margin	In the text	Meaning of code
Sp (or S through word)	eg. <u>believe</u> – if using Sp, underline and correct, if using S through word, correct	Spelling error
CL or directly correct	<u>london</u> (two lines) if CL in margin, not required if directly corrected	Capital letter needed
PG or NP	//	Paragraphing error/new paragraph needed
P (optional as direct correction needed)	Must be directly corrected	Punctuation mark incorrect or missing
?	<u>He then does do – suggest a correction</u>	Unclear meaning / expression
N/A	lit^le – use arrow to insert needed letter (direct correction)	Letter missing

Literacy underpins the curriculum by developing students' abilities to speak, listen, read and write for a range of purposes, using language to learn and communicate, to think, to explore and organise. Numeracy also underpins the curriculum and is crucial to a student's ability to function in society, problem solve and think logically. All teachers in the Academy are there to support literacy and numeracy and are committed to developing literacy skills in all students with the aim of subsequently improving their progress across the curriculum and equipping them with the necessary skills for future success.

STUDENT ENGAGEMENT IN ASSESSMENT AND FEEDBACK

Engaging students in feedback dialogue allows the teacher to check their understanding and measure progress. It also promotes an open environment in which students are encouraged to seek clarity, ask questions and access further support. Students are also able to improve and reflect on their learning through dedicated improvement and reflection time.

ASSESSMENT

BASELINE ASSESSMENTS are completed on entry for all students to confirm the information received on referral. Endeavour completes initial assessments during the first two weeks of entry to the school. Baseline assessments include reading, spelling, English and Maths for all students plus Science for KS3 and KS4 students. Other subjects must be assessed by teachers within the first two weeks of placement.

PRIOR ATTAINMENT information is sought at the referral stage. Referrals to Endeavour are also accepted on the basis of information being provided to the school and following the student to ensure appropriate continuum. Missing information / data will be robustly followed up by the Headteacher where there are gaps. Identifying gaps in learning is a priority for every subject teacher and is expected for all pupils entering Endeavour Academy.

PROGRESS IS MEASURED USING THE FOLLOWING TIMESCALES:

Progress is seen as moving through the planned curriculum. Attainment and engagement trackers are used in every lesson, allowing for swift action and intervention, if required. Formal data is collected termly for all subject areas, using teacher identified assessment tools / tasks, three times per year.

REPORTING ON PROGRESS

Reports are produced three times per year for students at Endeavour for both individual pupils / families and in a group analysis form / report for the Governing Body. The summer report summarises the whole year in terms of progress and achievement.

Reports to Governors are produced termly by the Head Teacher, giving headline figures and analysis of data by different cohorts as well as the whole group / school.

PRESENTATION OF WORK

Taking pride in work is expected at Endeavour. Staff feedback demonstrates that staff value students' efforts and recognise success. This, in turn, encourages students to take pride in their work, improve their presentation and raise their own standards.

Therefore, it is expected that

- all books are well looked after and presented with name, class, subject and teacher clearly written on the front.
- Any graffiti must be removed where feasible and discouraged with written teacher comments when present. Should graffiti be offensive the book must be covered if graffiti is on the front, or the comment covered if inside the book, or a new book purchased by the student.
- All work should be dated.
- Margins must be used where applicable.
- Rulers must be used to draw straight lines and pencils for drawings. If not, teachers should comment on this to encourage use of rulers in future.
- Cursive handwriting should be encouraged.

HOW IS WORK STANDARDISED?

Through QA processes, the Academy publishes a schedule for work / book scrutiny, planning scrutiny, and lesson observations / learning walks annually.

Links with other schools for cross-site moderation meetings are encouraged and when appropriate, to local mainstream schools to ensure that marking is accurate and validated.



REVISION HISTORY

Date	Who	Description
Jun 2017	LSW	Reviewed
Jun 2017	Governors	Approval
Dec 2017	JH	Re-formatted
May 2021	NG	
June 2021	NG/MR	
June 2022	NG	Reviewed
July 2023	NG	Reviewed
Sep 2023	NL	Re-formatting
Oct 2023	MR	Reviewed
July 2024	MR	Reviewed