



Wyvern College

Marking and Assessment Policy

Wyvern College strives to provide an excellent and enriching education for boys through our shared Christian values of Courage, Commitment and Compassion.

December 2016

Wyvern College. Marking and Assessment Policy

This marking and assessment policy sets out ways in which we use marking and assessment with the aim of promoting learning and therefore excellent progress for all of our students.

The aims of this policy are to:

- Ensure that through high quality marking and feedback, students know what they are successful at and what they need to do to make as much progress as possible.
- Promote a consistent approach to marking, assessment and feedback throughout the school in order to improve standards and not merely measure them.
- Guide staff to ensure that students are receiving high quality feedback consistently from all subjects.
- Promote our core values of Courage, Commitment and Compassion.

Background:

Teacher Standards state that teachers should:

- 'guide students on the progress that they have made and their emerging needs.'
- 'make use of formative and summative assessment to secure students progress'
- 'give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.'

In addition, teachers on the Upper Pay Scale should:

- 'Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.'

General Principles:

- The ways that feedback should be given are through written feedback, peer assessment, self-assessment and verbal feedback
- In the case of 'written feedback', this can be done by the teacher, peers or self.
- Students should receive regular feedback about their work and it should be clear how the work has been marked. The regularity with which work is marked will be proportional to the number of lessons a class is taught.
- It is up to individual teachers to develop a system that enables them to manage their setting of work so that all student work is up to date and marked in line with school policy. In practical and creative subjects, appropriate adaptations will be made.
- It is not necessary to mark every piece of classwork although 'checking' work regularly is important – i.e. to ensure that work is up to date and organised.
- Monitoring of marking should take place regularly by subject leaders through book scrutinies, whilst observing lessons, or on carrying out learning walks
- Literacy issues should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling in the first section of a piece of work. Common spelling mistakes should be noted in a manner for students to learn the corrected form

Wyvern College Marking for Progress. (Guidance for staff):

- Teachers will mark in green pen.
- Pink boxes will denote a follow-up activity for students to undertake in order to act on feedback. These will be personal and present an opportunity for differentiation.
- Subject specific vocabulary should be used.
- Marking to be evident for both literacy and numeracy across the curriculum.
- Students should be encouraged to reflect on their own learning and progress at regular intervals through self-review/plenary exercises.

DIRT (dedicated improvement and reflection time) should be used, when appropriate, as a regular lesson starter to embed good practice.

- Staff to challenge pink boxes which have not been completed by the student.

Recording Marks and Assessment

All staff must keep a comprehensive record of the achievement of each student for whom they have a responsibility and will share appropriate sections of this information with the students, so that they are enabled to make progress and understand their attainment.

Achievement should be retained in:

- Own mark/record book or spreadsheet, so that assessment can inform teaching
- Maintaining a 'class ready' folder of key student information
- Entering assessment data into the College's Assessment System to then be available to other staff and parents.