

Assessment, Marking & Target Setting Policy



Sandwell Home and Hospital Tuition Service

Signed by Chair of Governors:	<i>May Banks</i>
Date ratified by Governing Body:	18.12.2017
Date of Review:	18.12.2020



1.1. We believe that high quality, constructive marking helps students to make better progress. It highlights their achievements but also ensures that they know how they can improve. It makes the tracking of learning objectives and outcomes for students on a day-to-day basis manageable and informs lesson and curriculum planning.

AIMS

2.1. This policy, which is shared with both adults and pupils, will:

2.1.1. Create a dialogue between pupil and teacher/other adults.

2.1.2. Ensure continuity for the learner as s/he moves through the school.

2.1.3. Signal areas of achievement to the pupil, thereby motivating them to make further progress.

2.1.4. Identify areas requiring further development to pupils and adults which will be used to inform future planning.

2.1.5. Raise the achievement and self-esteem of pupils by providing them with regular, high quality, diagnostic feedback about their work.

FORMATIVE AND SUMMATIVE MARKING

3.1. In the service, marking is done as part of both formative and summative assessment.

3.2. *Formative Assessment (i.e. that done during the half-term as pupils work towards a core assessment or a test)*

3.2.1. Feedback is given using a feedback sticker that conveys: the level the student is working at; how this relates to their target level; what they have done well and what they need to do to work towards the next level.

3.2.2. Comments are specific and directly linked to the success criteria that have been shared with pupils beforehand. Generalisations such as 'Keep up the good work' and 'Too untidy' are not used.

3.2.3. Pupils respond to their feedback appropriately either by writing a sentence in the space provided on the sticker, giving verbal feedback to the teacher who records their response and/or ticking the appropriate 'smiley' face.

3.2.4. In subjects where pupils have 3 or more lessons a week, a sticker will be used by the teacher once every 3 weeks. Subjects that teach pupils less frequently than this use at least 1 sticker per half-term.

3.3. *Summative Assessment (i.e. that done once a half-term to assess how much progress pupils have made over the preceding weeks)*

3.3.1. Teachers assess a piece(s) of work and make a judgement about whether the pupil is 'working towards' their end of year level, 'working at' that level or 'working beyond' their end of year level and this is recorded on the class tracking sheet on SIMs.

MARKING IN GREEN PEN

4.1. All marking is done in green pen as educational research shows that this is a more calming colour than others.

LITERACY

4.2. For **summative marking** staff will follow the literacy marking policy as detailed below:

Spelling – sp written in the margin, the error underlined and the correct spelling written either above it or in the margin.

Punctuation – p in the *margin*, error underlined.

Capital Letters – circle the capital letter if it should be lower case. Circle the lower case letter if it should be capital.

Paragraphs – show where a new paragraph should have been started by using the symbol //

Ww – put this in the margin if a word has been used incorrectly, underline the word and put another suggestion above it.

^ - Put this symbol between words and letters if something has been missed out.

Grammar – put g in the margin, underline the error and write the correct word either above it or in the margin.

RETURNING WORK TO PUPILS

5.1. All marking is expected to be returned to pupils within **one week** of it being handed in for **centre** pupils and within **two weeks** for **home tuition** pupils.

5.2. GCSE subjects that have controlled assessment elements, regulations state that pupils are **not** allowed to have their work returned to them.

PEER/SELF- ASSESSMENT

6.1. It is good practice for peer and self - assessment to be used during lessons as both strategies ensure that pupils are a part of the assessment process. When peer and self-assessment takes place, students are given relevant success criteria to use and record their feedback in red pen.

MONITORING

7.1. The quality and frequency of marking is monitored through:

7.1.1. Book trawls and learning walks conducted every half-term by members of SLT.

7.1.2. Lesson observations as part of performance management.

7.1.5. Half- termly line management review meetings.

7.2. Any concerns regarding marking are taken up with the teacher's line manager and/or performance management appraiser.

TARGET SETTING and MEASURING PROGRESS

8.1. 1. **Centre** and **home tuition** pupils are set targets based on baseline assessments set by subject teachers.

8.1.2. The baseline assessment score/level/grade is then converted to the appropriate level on the flight path and targets are set for the pupil (end of year and end of key stage)

8.1.3. Targets are mapped out every term and are equivalent to the new GCSE numbers system.

8.1.4. There are 2 flight paths in operation (i) Core + Humanities (ii) Foundation subjects

8.1.5. **Centre** pupils will follow the **2 flight paths** according to the subject and **home tuition** pupils will follow the **foundation** subjects flight path for all subjects.

8.1.6. When pupils join the centre from home tuition they will be re-tested using the subject baseline tests and flight paths set accordingly.

8.1.7. For pupils who are taught in the **hospital**, staff will liaise with the mainstream school regarding the level that each pupil is working at and set work appropriately.

8.1.8 Where this is not possible, staff will use a basic literacy/numeracy test to enable work to be pitched at the correct level.

8.1.9 The numbers on the flight path correspond to new GCSE levels – therefore all assessments used as part of a half termly assessment procedure should be able to produce a GCSE level that the student is working at.

8.1.10 Converting GCSE grades to the new number equivalents:

To ensure some consistency across all subjects please use the following conversion system:

1c, 1b, 1a = G

4c, 4b, 4a, 5c, 5b = C

5a, 6c, 6b, 6a = B

2c, 2b, 2a = F

7c, 7b, 7a, 8c, 8b = A

3 c, 3b = E

8a, 9c, 9b, 9a = A*

3a = D