



# **iBOS Marking and Assessment Policy**

## **The aims of our school are**

- A school where teachers, staff, and students are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at iBOS.
- iBOS aims to develop students to become well-rounded individuals. We aim to empower our students with the best tools and resources, making them capable in following and achieving their dreams, to become valued members of our global societies, and to allow them to make a positive difference to the world, wherever they choose to progress to.
- Students leave iBOS prepared for university. They are confident, contributing and caring members of the global community and they have embraced the challenge of our specialised education. They will have gained the values that equip them to make a positive contribution

**Responsibility of: The Principal**

**Date Ratified: 04 May 2023**

**Review Date: 03 May 2024**

## **iBOS MARKING AND ASSESSMENT POLICY**

### **Feedback to Improve**

Assessment strategies, and the evaluation of a student's progress, is an integral part of teaching and learning and will be embedded in every lesson. Assessment *for* learning, and assessment *of* learning, takes many forms (written and verbal) and both are equally as important. The most valuable types of assessment and feedback always inform learning (past, present, future). Whilst the best form of feedback is often verbal; as it is instantaneous and highly personalised, this policy will outline the expectations **for written feedback only**.

### **Principles**

- Students need to be taught that homework, summative assessments and in-class tests are not being done for the teacher but for themselves as valuable indicators of progress.
- Opportunities to find out how well the students have learned subject content should become the norm.
- There is no failure in tasks only feedback to act upon.

### **Aims**

1. To establish a consistent approach to the way in which students receive written feedback.
2. To enable staff to evaluate the effectiveness of their teaching and to inform future planning, intervention, homework and assessment.
3. To close learning loops, bridge knowledge gaps and improve the learning dialogue a teacher has with their students and vice versa.
4. To empower students to effectively reflect and improve their learning so they can reach their full potential.
5. To create clarity in our assessment process and expectations.

### **Marking Expectations:**

Marking and written feedback should enable students to self-reflect, take action and make progress.

- ☐ This is what I can do (areas of strength)
- ☐ This is what I cannot do (areas to develop)
- ☐ This is what I need to do to improve my grade to meet/exceed my target (next steps)
- ☐ This is how I am going to improve and show evidence (change over time)

Marking and written feedback should not;

- Be derogatory in nature.
- Provide no detailed explanation on how to improve.
- Be a prolonged process that adds no value to either a teachers' understanding of the progress a student is making, or provides no explanation to a student on how to improve their work/meet their targets.
- Be full of 'truisms'. i.e. telling the students what they can clearly see they cannot do with no indication of how to improve.

*Marking, when done properly, can provide a real insight for a student on how well they have gained knowledge, concepts and skills over time.*

### **Written feedback – the 10 non-negotiables**

1. Feedback should be predominantly encouraging and constructive
2. Relate to the task in hand with clear success criteria
3. Challenge the students to reflect on their learning
4. Create opportunities for further dialogue with their teachers
5. Create opportunities for further dialogue with their peers
6. Provide clear direction for improvement
7. Reflect the 'proximity' of the students to their target grade if possible
8. Involve students in their own learning
9. Be clear and concise enough for progress to be easily evidenced over time
10. Provide parents with their child's strengths and areas for development over the academic year

### **What should be marked?**

Not everything a student does requires marking; this would be time-consuming and punitive. It is important that teachers check that their notes and class activities are accurately recorded with no errors. Students should be made accountable for the upkeep of their class notebooks and assessments.

### **Frequency of class notebook writing**

- Live marking during the course of the lesson provides instantaneous feedback. Live marking should check for literacy, text accuracy, skill development and progress over time.
- The type and extent of written feedback will vary from subject to subject.
- Marking that provides no constructive feedback is not required.
- Teachers should review students' work to ensure feedback is acted upon. Reviewed work should be marked with a C✓ once it has reached the standards expected of that individual.
- Marked work should be returned promptly to the students so misconceptions, errors and omissions can quickly be addressed; this is especially important for summative assessments. Student work should be returned within 2 weeks of the due date.

*The frequency of written marking is dependent on the subject and the number of times that subject is taught per week (core v non-core subjects). Key pieces of work to assess progress will be identified in subject-specific schemes of work including summative assessments.*

*These pieces of work will robustly assess the progress a student has made over time. Students will be provided with detailed constructive written feedback and an opportunity to make corrections and address misconceptions. All student corrections and additions will be made in purple for ease of identification. All tasks, including summative assessments, will be quality assured by SLT.*

## **Assessment**

Our school's assessment approach encompasses both formative and summative assessments to evaluate student learning progress. As part of our continuous assessment strategy, daily assessments for learning are conducted to enable teachers to provide real-time feedback to students.

Moreover, every half-term, students will be subjected to three assessments. Two end-of-topic tests that gauge students' comprehension of the ongoing curriculum and one assessment point (APs) evaluates 60% of current learning and 40% of prior knowledge. This assessment format is designed to facilitate regular reassessment of knowledge gaps to ensure that students make steady progress over time.

It is incumbent on teachers to ensure that APs incorporate a differentiated approach that offers all students the opportunity to succeed. In addition, APs must feature a marking rubric to enable students to understand how marks are awarded and to reflect on their performance during the assessment.

The purpose of assessment is to ensure clear marking and feedback to students in order to allow for learning over time. It empowers students to reflect on their progress and improve.

These assessment pieces could be a past exam paper, controlled assessment, extended writing/essay, project work or practical tasks. These summative tests DO NOT replace end-of-topic tests. **All** teacher marked work needs to be summarised on WIN sheets, or detailed in WIN format notes from the teacher. (see appendix).

- Time should set aside in lessons for student interaction with marking assessment and feedback.
- The outcomes of all summative assessments should be in grades/levels.
- All assessments/grades/levels will be clearly recorded in the teacher's planner.
- Students should record all summative assessment activities on their Curriculum Overview sheets to track progress over time.

## Feedback to improve using WIN

What have you done well?

What improvements need to be made?

What are your next steps to make these improvements?

### WIN Sheets

Example of WIN sheets can be found at the end of this policy. If WIN feedback is written directly into student class notebooks, it should follow the WIN structure.

### Whole Class Feedback

At times, a review of classwork by the teacher may be used instead of providing individualised feedback in books. The principles of WIN should underpin this feedback. Examples of good work and/or modelling exercises can support the students through this process.

### Student response (DIRT)

It is expected that teachers provide time to enable students to engage in the learning dialogue provided in the written feedback. This time can be in and/or out of lessons.

Students will be required to reflect upon their work, or the work of their peers;

- To consider the depth of their learning and understanding.
- To alter and change their work where necessary.
- To respond to questions posed by a teacher.
- To address literacy errors and improve the quality of their written communication.
- To further develop their responses.
- To meet grading criteria.
- To develop confidence.

### Literacy Marking

The purpose of this literacy marking is to help students develop strong writing skills by highlighting common errors and encouraging them to correct their mistakes. It will also ensure consistent grading across different teachers and assignments.

All teachers are responsible for improving the literacy skills of our students. This means identifying where students are misusing the standard rules of grammar, punctuation and spelling. Particularly, in any written response where students must be encouraged to follow the standard rules of grammar, punctuation, and spelling.

For the first 3/4 of any assessment, the appropriate symbol from the Literacy codes chart must be used.

For the last 1/4 of the answer, standard marking rules will apply and no symbols will be used.

If a student consistently makes the same types of errors (e.g. always forgets capital letters), teachers will provide extra feedback and support to help them improve. Please see appendix one for examples.

If a student consistently ignores the marking policy and submits poorly written answers, teachers may issue a warning or impose further consequences, such as a lower grade or additional assignments.

## Literacy codes

*Standard codes that are expected across all subject areas*

Sp	Spelling
Gr	Grammar
P	Punctuation
KTM	Key terms missing
^	Add/Missing word
✓	Good Point (appropriate to expected standard)
C✓	Corrections seen by your teacher and agreed
[ ]	Check what is written here and consider changing
? _____	What does this mean?

*Other methods of highlighting errors can be used as appropriate, for example, circling, underlining etc. Specific subjects may include additional codes as deemed appropriate.*

## Common Error Feedback Examples

1. Add full stops to separate your ideas and make your writing clearer.
2. Add capital letters to proper nouns (names) and the starts of sentences.
3. Write out all misspelled vocabulary 3 times.
4. Separate your work into paragraphs (TIP TOP) and include discourse markers.
5. Proofread your work aloud to check for grammar errors such as missing words or inconsistent tenses.
6. Avoid using slang and use more formal standard English
7. Use a wider range of punctuation, including commas, accurately.
8. Use apostrophes of possession and omission correctly.
9. Proofread your work carefully to check and correct SPaG errors.
10. Use a wider range of punctuation, including colons and semi-colons accurately.

## MONITORING

- Training will be provided for new staff and staff having difficulties in applying the policy in their own practice.
- The implementation and continued use of the strategy will be monitored on a regular basis as part of the Trust's Quality Assurance process. The main focus of this monitoring will be the impact feedback (in the forms outlined in this policy) has on student progress as evidenced in books/folders/assessments/other.

## Working to student targets and reinforcing expectations

High expectations and standards will be reflected in all students' work (submitted and other).

- If a student fails to submit a requested task then time must be allocated for them to complete it.
- If a student hands in work that is below their target grade/expected level then they are expected to make the necessary improvements following feedback.
- If a students' work is *significantly* below their expected target grade/level they must re-do and re-submit the piece of work.



## Appendix 1

<b>Date:</b>	<b>Topic :</b>
<b>What have you done well?</b>	
<b>What do you need to do to Improve?</b>	
<b>Next steps?</b>	

Appendix 2

Cycle Period	T1.1	T1.2	T2.1	T2.2	T3.1	T3.2
<b>AP Test period</b>	Last week of Autumn Term First Half	Last week of Autumn Term Second Half	Last week of Spring Term First Half	Last week of Spring Term Second Half	Last week of Summer Term First Half	Penultimate week of Summer Term Second Half
<b>AP data input</b>	First Wednesday back after Autumn half term	First Wednesday back after Christmas Break	First Wednesday back after Spring half term	First Wednesday back after Easter Break	First Wednesday back after Summer Half Term	Last Friday of the penultimate week of Summer Term Second Half
<b>AP data checking by SLT</b>	First Thursday back after Autumn half term	First Thursday back after Christmas Break	First Thursday back after Spring Half Term	First Thursday back after Easter Break	First Thursday back after Summer Half Term	Last Thursday of the Penultimate week of Summer Term Second half
<b>Data Input by Teachers for Reporting Cycles</b>	Last Wednesday of Term 1		Last Wednesday of Term 2		Last Thursday of the Penultimate week of Summer Term Second half	
<b>Reporting cycle starts (Term 1, Term 2, End of Report)</b>	First Wednesday of Jan		Third Monday of April		Wednesday of the penultimate Week of Summer Term	
<b>Report checking by SLs</b>	First Thursday of Jan		Third Tuesday of April		Thursday of the penultimate Week of Summer Term	

<b>Academic Reports distributed to parents</b>	Second Friday of January		Third Friday of April		Last day of the Term	
<b>Parent/subject meetings</b>	KS1/2 (Last Wednesday of September) KS4/5 (Second Thursday of October)	KS3 (Third Thursday of November)	KS1&2 (Third Wednesday of January)	KS 3 (Third Thursday of February) KS4/5 (Second Thursday of March)		
<b>Open Days</b>	Second Tuesday of May - Secondary	Fourth Tuesday of May - Primary			Second Tuesday of June - Sixth form	Second Tuesday of July - All Years
<b>Mocks Y11,12,13</b>		Last week of November - 2 weeks				
<b>RE-Mocks Y11,12,13</b>				Third week of February - 2 weeks		
<b>End of Year Examinations</b>					Third week of June (All year groups but Y11, 12, 13 who will have public exams)	
<b>Public Examinations</b>					Third week of May iGCSE - 5 weeks Second week of May iAL - 6 weeks	