

Assessment, Feedback and Marking Policy

The community of St. Mark's believes that every individual is created by God and is precious to God. Each person is called to serve God and their neighbour and to fulfil their potential.

St. Mark's is a Catholic School which has at its heart a love of God, the education of its pupils and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

Effective assessment and feedback supports pupils in realising their potential. In all Key Stages, pupils are set target grades for each subject based on a range of data and other indicators. These targets are reviewed at regular intervals to ensure they are appropriately challenging for each pupil.

Assessment and Feedback is a dialogue between the teacher and pupil and pupil response to feedback must be evident. Assessment for Learning (AfL) incorporates a range of strategies and tasks within a framework where learning, assessment objectives and success criteria are shared with pupils.

The best practice in assessment, feedback and marking ensures:

- > pupils' efforts and achievements are acknowledged
- > feedback and marking informs planning
- > teachers make judgements about pupils' progress and attainment based on clear assessment criteria and share with pupils how to make further progress
- > pupils know the standard of their progress and attainment and how to make further progress
- > teachers celebrate pupils' effort and achievements
- > parents and other stakeholders are able to receive clear and helpful information on the progress of individuals and/or groups of pupils.

It is the responsibility of all teachers to:

- > be aware of the targets for each pupil and review progress against these targets;
- > acknowledge each piece of work a student produces;
- > ensure non-completion of homework is followed up;
- > assess pupils' work in their exercise books or appropriate format;

- > provide pupils with written feedback on their work according to the published schedule, indicating how they can improve on their current performance;
- > ensure pupils respond to feedback at least twice a half term, most usually when they receive attainment grades and feedback on assessed pieces;
- > indicate key spelling, punctuation and grammar errors using the appropriate codes and support pupils in correcting them (not all errors need to be highlighted to the pupils and it remains in the teacher's professional judgement and according to departmental policy how frequently technical accuracy should be marked within pieces of work);
- > reflect on pupils' progress during the IPM and Reporting system in order to make a professional judgement;
- > share and discuss IPM and Report contents with pupils during the IPM and reporting cycle;
- > In those subjects where pupils have one lesson a week in Key Stage 3, teachers must assess work and provide clear feedback with next steps at least once in a half term together with attainment and effort grades. Most importantly, pupils should know how well they are achieving and how they can improve.

Pupils' work is to be assessed in keeping with the published assessment guidelines in the Pupil/Parent Handbook.

	Effort	Attainment	
Years 7 to 8	4 = Excellent effort 3 = Good effort 2 = Requires improvement 1 = Very little effort	A = Excellent work B = Good work C = Satisfactory work D = Below expectation	Both effort and attainment (using the SKIPs criteria) awarded twice a half term except for subjects where pupils have lessons only once a week. In this case they are awarded once a half term.
Years 9 to 11	A = Excellent effort B = Good effort C = Requires improvement D = Very little effort	Both effort and attainment Grade 9 – 1 GCSE Grade which can be in the form of a Currently Working Towards grade) awarded every 2 weeks.	
Years 12 to 13		A* - E for exam style work = A Level grades. Other work will be marked according to departmental policy.	

Monitoring and Evaluation

SLs and SLT will expect to see evidence of the use of this policy in book scrutinies and audits. Departments should ensure their Assessment, Feedback and Marking Policies are rooted in the Whole School Assessment, Feedback and Marking Policy. Consistency within and across departments will help pupils and parents to be clear about their attainment and progress.

The Governors' Curriculum Committee will support the work of the school in this area by supporting, monitoring and evaluating the implementation and impact of the Whole School Assessment, Feedback and Marking Policy.

31/10/18