

Assessment and Marking policy

Ormiston Victory Academy

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Aims and rationale

Rationale:

Ormiston Victory Academy supports the belief that every child regardless of intellectual ability or social background should have a rewarding educational experience. Our aims are personal excellence and that every student should achieve his or her full potential. Assessment should be meaningful and aim to develop the knowledge and skills of students. With this in mind the majority of assessment should be formative. The core rationale of assessment should be to provide students with sound formative feedback, which leads to students making strong progress and which doesn't limit students' aspirations.

Assessment Definition:

Assessment is the process of obtaining, analysing and interpreting evidence for use by both Students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Indicators of Effective Practice

"The teachers' assessment of the students' work can be considered effective when:

- Assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by students;
- The students' assessments are regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by students and their parents;
- The level and nature of the students' prior attainments influence the selection and use of teaching methods and subject content; the Students' strengths are consolidated and their weaknesses addressed;
- The purpose of homework is explained clearly; the work which is set is appropriate to the needs of the Students, reinforces and extends their knowledge and understanding and provides the teachers with the evidence of progress.

Characteristics of Good Practice in Assessment

The assessment policy also recognises that a 'one size fits all' does not allow departments to effectively cater assessment to their own individual subjects. To this end, we have a standardised approach to core subjects and give some flexibility to departments to create their own bespoke assessments that will best enable students to make the best progress. They should consider the following characteristics of good Practice in Assessment.

Assessments should:

1. Promotes and Supports Learning

- Identifies what Students know, understand and can do
- Enables consistent monitoring of Students progress
- Identifies individual learning styles
- Identifies individual learning strengths and weaknesses
- Encourages progression in learning

2. Informs Teaching

- Assists lesson planning
- Informs review of content and skills
- Promotes a variety of teaching strategies
- Enables consistent monitoring of teaching progress
- Encourages self reflection

3. Is both formative and summative

- Promotes a shared learning culture
- Provides clear and regular feedback
- Diagnoses learning difficulties
- Measures Student performance

- Identifies clear and shared targets for Student progress
- Promotes differentiation by outcome
- Informs subject choice and career decision making
- Provides effective and progressive Student records
- Informs regular reporting to parents

4. Recognises ALL Student progress and achievement

- Rewards progress, effort and achievement
- Fosters motivation and promotes a commitment to learning
- Creates opportunities for self direction
- Fosters self esteem and social development

5. Develops the capacity for Self Assessment

- Shares learning outcomes and assessment criteria
- Gives sensitive and constructive feedback
- Supports Students in self and peer assessment activities
- Engages Students in realistic target setting

Types of Assessment

SUMMATIVE is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
- Internal Academy Examinations
- End of Topic/Unit Tests/ Knowledge Organiser Tests
- Standardised Tests

Recording

Consistent record keeping by all teachers allows effective monitoring of student progress.

Good practice includes:

Common Assessment marks recorded in SIMS/ Markbook

Homework marks recorded on classcharts

Internal Exams/Tests recorded in SIMS /Markbook

Spiral Assessments

To support effective monitoring we require the following:

- **At least** two formal assessment points across an academic Year.
- Two additional standardised summative assessments for each Year group.
- Formative assessment to take place regularly in lessons.
- All other assessments can be recorded, but there will be three identified points where data will be monitored by Curriculum Leaders, Heads of Year and SLT links.

The assessments need to be spiral. This is critical as it will give students the opportunity to revisit, and practice standards they have already learnt.

Knowledge recall at the start of lessons

Every lesson needs to have a starter to include two questions on a previous lesson, two questions on a previous topic and two questions on something taught previously.

FORMATIVE is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- Class work
- Questioning
- Presentation
- Practical Project
- Homework
- Oral Discussion
- Short Recall Test
- Research

SELF ASSESSMENT encourages Students to take responsibility for their own learning by: Evaluating their own achievement against shared learning outcomes;

- Identifying their own strengths and areas for improvement;
- Encouraging individual learning goals and action plans for future progression;
- Fostering a self reflective learning culture;
- Encouraging independence in learning.

Assessment and Marking overview

Below are the basic principles that all assessment is based upon in school. Whilst departments have the ability to make their marking and assessment policies bespoke to their subject they are expected to follow the guidance below.

Given the relationship between assessment and marking policies they have been combined into one document. This can be accessed below.

Link to department marking and assessment policies:

<https://docs.google.com/spreadsheets/d/1qrbwS4NpINeQlk5Pvtl4I6yczfg3bBBNlizRay1JUUC/edit?usp=sharing>

Assessment outline:

Year	Key stage 3	Key stage 4	Key stage 5
Formative Assessment			
Description and Frequency	<p>Knowledge recall every lesson</p> <p>Regular formative assessment (inline with Victorys core teaching ideas) which can take the form of any of the following:</p> <ul style="list-style-type: none"> • peer and self assessment • IFL and targeted and questioning • Exit tickets • Frequent mini plenary 	<p>Knowledge recall every lesson</p> <p>Regular formative assessment (inline with Victorys core teaching ideas) which can take the form of any of the following:</p> <ul style="list-style-type: none"> • peer and self assessment • IFL and targeted and questioning • Exit tickets • Frequent mini plenary 	<p>Knowledge recall every lesson</p> <p>Regular formative assessment (inline with Victorys core teaching ideas) which can take the form of any of the following:</p> <ul style="list-style-type: none"> • peer and self assessment • IFL and targeted and questioning • Exit tickets • Frequent mini plenary
Summative assessment			
Description and Frequency	<p>Year 7 only:</p> <p>Whole school and department Baseline testing.</p> <p>Three formal spiral assessment points throughout the year.</p> <p>End of year exam included.</p>	<p>At least three spiral formal assessment points throughout the year.</p> <p>Year 11 only: November Mock exam and additional February mock exam for core</p> <p>End of year mock exam for Year 10.</p>	<p>At least three spiral formal assessment points throughout the year..</p> <p>November and February mock exams for Year 13.</p> <p>January and June mocks for Year 12</p>

Interventions and support	Feedback and intervention weeks to follow summative assessment points. Academic tutoring.	Feedback and intervention weeks to follow summative assessment points. Curriculum support sessions. Period 6 intervention Holiday interventions Academic tutoring.	Feedback and intervention weeks to follow summative assessment points. Curriculum support sessions. Study session intervention Holiday interventions Academic tutoring.
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*This is a guide. Assessment should fit organically with what is being taught. With this in mind it may well be that periods between assessments may differ.

Marking outline:

Department Marking Policies: Assessment and Marking policies

- Each department has its own bespoke marking policy that is in line with the whole school minimum expectations for marking. These can be seen above. Frequency and types of marking are by nature variable between subjects but should conform to the basics below:
- Literacy, presentation and quality of notes should be checked regularly in lessons - as a minimum once every three weeks.
- Both formative and summative assessment should come with actionable feedback from students.
- All student feedback should be in green pen and should be evident throughout the book.
- Feedback can come in a variety of different ways including written, verbal, individual and whole class feedback. Books are not defined as marked based on the amount of teacher written feedback in a book, but by the quality of the book itself.

Marking should be meaningful and manageable. There should be a clear benefit to the learning of students and should not represent a simple tick box exercise. The marking policy has been combined

with the assessment policy because the vast majority of marking will take place in assessment. Marking should provide strong feedback with clear targets for improvement. It should also support the development of students' literacy, and provide the opportunity to quality assure students' notes, without putting too great a demand on teacher workload.

Live Marking - The school has a policy of live marking in lessons of formative assessment. Live marking is also used to check the quality of notes and literacy on a regular basis in lessons, as outlined below

Checking the basics

Aims: Checks that books are well presented, has the notes it should and ensures key literacy has been addressed.

Value: Ensures that students can use their books for revision and that all information is up to date.

Supports in developing literacy skills – especially with regards to key terms and basics of literacy.

Frequency: This should happen on a regular basis (roughly every 3 Weeks) - but how regular will depend on your subject.

Practice

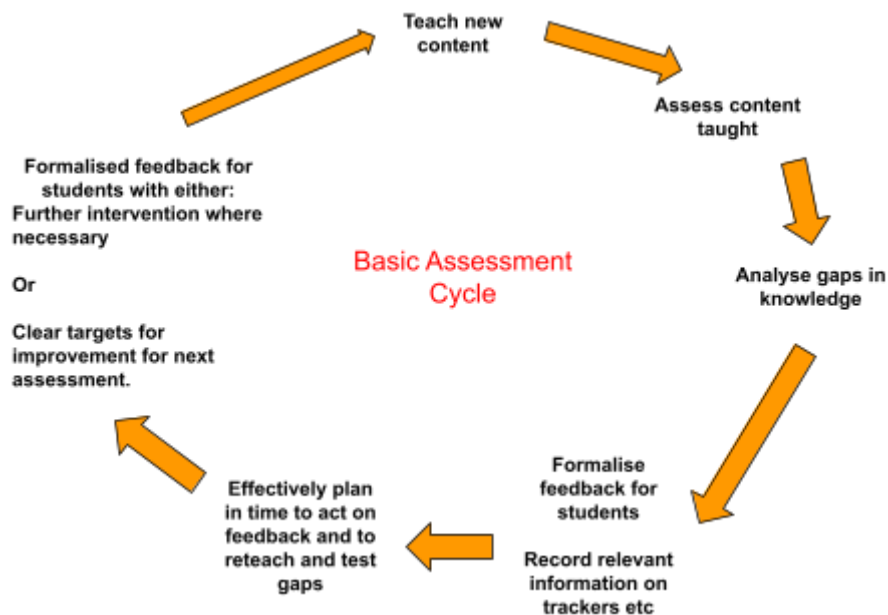
Aims: To provide live formative feedback on work completed by students. Tasks will focus on practice of key skills and ideas.

Value: Ensures that students get immediate and meaningful feedback on work that they can respond to feedback immediately.

Frequency: This will happen less regularly than checks - but how regular will depend on your subject.

Guidance on Live Marking can be found here - [Live Marking.pptx](#)

Method of assessment and marking



The basic assessment cycle is the foundation on which assessment is based.

There should always be a clear route for students to be able to reflect on their work and improve it.

There should also be a clear focus on ensuring those improvements are embedded into their next piece of work.

There should also be a clear opportunity for students to return to skills and knowledge so that they can illustrate improvement. This means that it is important that ideas and skills are not just explored once in the curriculum but frequently returned to. Assessments should not be one of events, but rather part of the ongoing development of a student's knowledge and skills.

Similarly there should be a spiral approach to knowledge tests taken, whereby knowledge is consistently returned to in lesson, but also knowledge tests to support it being embedded into long term memory.

Formative Assessment and marking:

Formative assessment makes up a vast majority of the assessment that takes place. Even end of term/year summative exams should provide formative feedback to allow students to make improvements. Whilst there are many ways that formative feedback can be given, the vast majority of this will take place in written formative comments.

A written formative comment should:

- Be concise and written in language that is easily accessible for students.
- Highlight achievement.
- Be diagnostic, commenting on the work that a student has done and identifying specific development areas, based on that work.
- Indicate how improvement can be achieved, usually consisting of one or two next steps.
- Be personal by using the student's first name.
- Encourage and support the student in a constructive way.
- Encourage students to take ownership of their learning.

Opportunities must be given for students to act upon the guidance, through class or homework. For example:

- A starter or a plenary activity.
- Discussion with the student.
- Peer teaching.
- Re-drafting pieces of work.

There should be further opportunities to illustrate improvements in future assessments. Assessment should aim to develop knowledge and skills over time rather than being a one off assessment.

Peer and self assessment:

Peer and/or self assessment should take place regularly in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning. All opportunities for Peer & Self Assessment should be clearly marked in the Scheme of Learning.

These should however not replace regular teacher led assessment. It is important that students are trained to do this effectively in class. Where peer and self assessment takes place on a regular basis, there should be clear examples of students being trained to do this.

Quality assuring assessments - Moderation and standardisation

It is an expectation that all subjects should moderate assessments at all key stages. This should be done to ensure that data is robust and accurate. Where possible it is desirable that there are staff within the department who have current/previous exam marking experience to support and inform moderation.

Moderation and standardisation should take place on a regular basis in department meetings, and certainly no less than once a half term.

Marking for Literacy

All teachers are teachers of literacy and, as such, all staff and governors at Ormiston Victory Academy are committed to developing skills, because reading is the key to a child's success – academically, socially and economically. All students deserve the very best outcomes – strong literacy skills will aid their resilience in all subject areas.

Every teacher has a pivotal role in raising standards in literacy - this will grow in importance in our academy and be reflected in our performance management objectives.

Staff should assess the literacy level of students following the literacy policy and code

Students' work is assessed in varying ways, appropriate to the child and the subject area. Staff may annotate diagrams, for example, or discuss work in depth to improve the coherence of the writing/speech. As an academy, teachers and students should use the following symbols when marking for literacy to ensure children have a consistent set of guidance, where possible:

Four non-negotiables

- Spelling**
- Capital letters**
- Punctuation:** full stops and question marks
- Paragraphs**

Literacy error symbol	Meaning (what to do with your green pen)
SP	Rewrite the correct spelling three times next to the incorrect spelling
CP	Incorrect use of a capital letter – correct it now
P	You need either a full stop or a question mark here – decide which one it is and write it in.
//	You needed a new paragraph here – write 'New paragraph' next to the symbol.

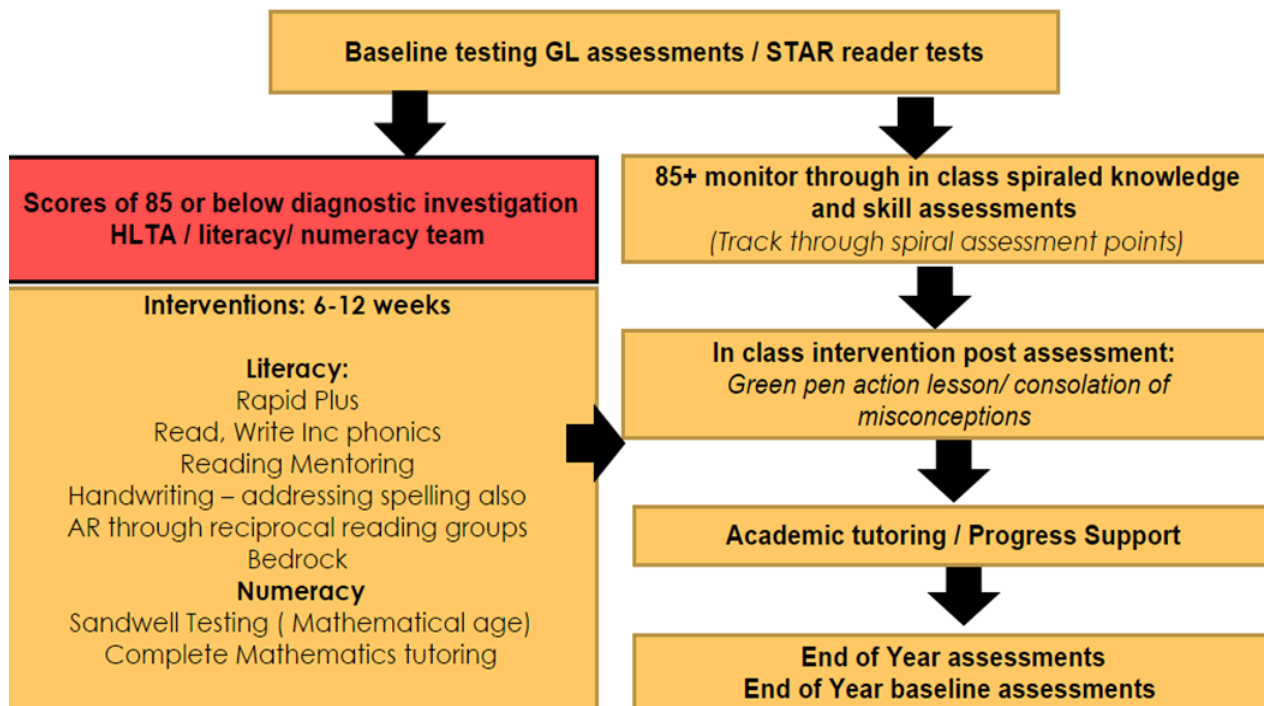
Intervention and re-teaching

It is an expectation that all teachers respond to assessment data and analysis. Teachers should take an adaptive approach to teaching based on assessment analysis. Where there are clear misconceptions or gaps in students' knowledge, teaching should be adapted to address these. This may take the form of whole class, small group or individual interventions. This should be apparent in relation to both knowledge tests, classroom assessments and end point assessments.

Whilst it is expected that interventions based on assessment would take place in the course of normal lessons, it may be that students would benefit from after school intervention in the form of curriculum support. In KS4 and KS5 there are also opportunities for further interventions such as period 6s and holiday interventions. Homework support will be provided to ensure students are fully prepared for assessments.

Model for intervention:

KS3 Intervention Model: Literacy and Numeracy 2023-24



Reporting


Reports will be issued to parents, students and form tutors within two school weeks of the assessment deadline. Reports will include:

- Covering letter (parents only)
- Report guidance

Key Stage 3	Key Stage 4	Key Stage 5
<p>Report detailing:</p> <ul style="list-style-type: none"> ● Current percentage in assessment ● Year group average ● Engagement score ● Independent learning score ● Target range based on KS2 data 	<p>Report detailing:</p> <ul style="list-style-type: none"> ● Predicted Grade ● Current Grade ● Target Grade ● Engagement score ● Independent learning score 	<p>Report detailing:</p> <ul style="list-style-type: none"> ● Predicted Grade ● Current Grade ● Target Grade ● Engagement score ● Independent learning score

Parents will be encouraged to go through the report carefully with their child, highlighting areas for improvement and considering action points for further progression. Where there is a corresponding parents evening this may be done with the support of class teachers.

Example Report KS3



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Year 7 Progress Report 1

Student Name - Form

Subject	Assessment 1/KO %	Year Average	Assessment 2/KO %	Year Average	Engagement	Independent Learning	Target Range
Combined Science	56	42	45	45	2	2	4-6
Computing	92	67	75	59	1	1	4-6
DT1	80	65	N/A	N/A	1	1	7-9
English	57	38	58	43	1	1	7-9
Geography	80	59	50	52	1	1	7-9
History	100	51	50	41	2	2	7-9
Mandarin	100	78	70	62	1	1	7-9
Mathematics	91	63	80	60	1	1	4-6
Music	53	57	74	60	1	1	7-9
PE	38	34	31	31	1	1	7-9
PSHE	N/A	N/A	75	70	1	1	N/A
RE	75	67	67	61	1	1	7-9
Textiles	55	63	N/A	N/A	1	1	7-9

Attendance Information:

■	Percentage attendance:	100.0
■	Authorised absences:	0
■	Unauthorised absences:	0
	Possible sessions:	162













KS4

Year 11 Progress Report 1

Student Name - Form

Subject	Target	Engagement	Independent Grade	Current Grade	Predicted Grade
Art	7+	1	1	6-	7+
Biology	8-	1	1	8	8
Chemistry	8-	1	1	7	8
Physics	8-	1	1	5	7
English Language	8-	1	1	8	8-
English Literature	8-	1	1	6+	8
French	8-	1	1	6+	7
Geography	8	1	1	8	8+
Mathematics	7-	1	1	4	6-
Philosophy	8+	1	1	7+	8

Attendance Information:	
	Percentage attendance: 100.0
	Authorised absences: 0
	Unauthorised absences: 0
	Possible sessions: 76