



Create Your World

Cardiff West Community High School
Assessment and Marking Policy v1

Established July 2017
For review July 2020



An artist's impression of our new Cardiff West Community High School in Trelai Park, opening April 2019

Ambition

Resilience

Trust

Introduction

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. Every member of the teaching staff also, of course, contributes to the achievement of whole school targets.

Assessment data provided by teaching staff is used in a variety of different ways, and presented at different times to different audiences: in pupil reports to parents; to pupils themselves; to Area Leads and Senior Leadership for tracking and monitoring purposes and to other parties (for example the Local Authority and the Consortium) who may at times request information. We also use the assessment data to allocate additional support and interventions which comes at a financial cost. Regular, effective assessment is a key requirement in ensuring student success and the accuracy of predicted outcomes across the curriculum and at every key stage and level.

The timeliness, accuracy, frequency and robustness of assessments made is crucial. This policy sets out the actions that must be undertaken by every member of our community in order to achieve the dual aims of moving pupils forward, raising standards and also providing robust assessment information which informs tracking and monitoring at every level.

Student Information

All teachers should ensure that:

- They have PAD (Prior Attainment Data) including target grades/levels, Reading Ages and other key performance data which could include (FFT, LNF, Levels, CAT tests etc.), SEN (Special Educational Needs), ALN (Additional Learning Needs), Vulnerable groups e.g. LAC (Looked After Children), FSM (Free School Meals) and medical information, for all their teaching groups.
- They have used PAD to inform seating and lesson plans so that teaching is differentiated.
- They regularly update students as to their progress towards their targets using appropriate means and communicate home (and to other relevant staff) when progress is not in line with expectations.

Area Leads/Heads of Subjects should ensure that:

- They check that all teachers are using PAD and targets.
- PAD is being used to inform classroom management and teaching strategies, e.g. differentiation and seating plans.
- They work with new members of staff so that they can use the data effectively.

Students should ensure that:

- They know where to find their current performance, their targets and their action targets for each subject.

Teaching and Learning (See Teaching and Learning Policy for further information)

All teachers should ensure that:

- The lessons they teach are planned around the knowledge and skills that students need to acquire in order to make the required progress and achieve their target grades. All pupils have a Personalised Learning Checklist (PLC) in line with our PLC roll out policy which starts in KS4.
- They differentiate work within all their teaching groups to address the needs of all pupils including Key Marginal pupils, FSM pupils, vulnerable pupils and More Able Pupils.
- Outcomes of AfL (Assessment for Learning) are used to plan future lessons. Students are helped to identify the next steps in their learning and how to achieve them.
- Students are given formal Dedicated Improvement and Reflection Time (DIRT) at least once every two weeks. This should be reflected in SOL and lesson planning.
- They monitor the performance of the students in their teaching groups.

- They plan teaching to lead to assessments in line with the AR&R calendar to ensure they have accurate data ready for data drops. These should include summative assessments where this is relevant.
- Appropriate intervention is put in place at the earliest opportunity to ensure that those students whose performance is below the expected are helped to make the requisite progress.

Area Leads/Heads of Subjects should ensure that:

- They monitor the quality of lesson planning via collaborative planning, work scrutiny, pupil voice and both formal and informal observation.
- They monitor that teachers are giving pupils formal DIRT time at least once every two weeks and that this is reflected in SOL and lesson planning.
- They have Schemes of Work in place for each unit of work, at all key stages, which include summative assessment tasks linked to the relevant learning for that unit or topic aligned to data drops.
- The Schemes of Learning are being followed by all members of the Department.
- They support and monitor intervention activities taking place within the department.

Assessment and Marking (See specific Marking guidance at the end of this policy)

All teachers should ensure that:

- Their marking reflects the whole school marking policy which can be found at the end of this policy
- At least one summative assessment task is levelled/graded using relevant assessment criteria in line with key data entry points for each year group.
- There is further evidence of formative marking in pupils' exercise books and folders including explicit guidance about how pupils take their next steps.
- Books and work is marked at least once every two weeks. All staff marking should be done in red pen.
- Coursework and controlled assessments are marked in a timely way to enable appropriate intervention to take place before final deadline dates.
- Target grades for Controlled Assessments/Coursework should be set at one grade higher than actual target grade.
- Coursework and Controlled assessment marks are submitted to Area Lead prior to being entered onto secure website.
- They use strategies to provide appropriate, explicit and timely feedback as to how well students are doing and what they need to do to make further progress.
- All pupils have planned time for DIRT work at least once every two weeks. Strategies for identifying Literacy errors are employed e.g. spelling, punctuation and subject specific language
- They are using peer and self-assessment strategies, where most appropriate, with all their teaching groups. All peer and self-assessments are completed in green pen. They set and review action targets at strategic points during the year and students know where to find these
- They give pupils opportunities to respond to comments made in marking (e.g. by making improvements/corrections/amendments) and that all students have a planned DIRT time session at least once every two weeks in every subject. This is always done in green pen.
- They set homework that is relevant and contributes to moving students' learning forward, in accordance with school policy.

Form Tutors should ensure that:

They check the student planners of their tutor group regularly (once per fortnight) for homework being set and completed.

They take opportunities to discuss progress with students, especially after each data entry.

That the pupils in their form have evidence of regularly improving their work through DIRT time.

Area Leads/Heads of Subjects should ensure that:

- They monitor the consistency of the department's use of, and record keeping and ensure that assessment information is complete and up to date.
- They monitor the regularity and effectiveness of marking in their Department via work scrutiny and collaborative planning activities, and act to address inconsistencies.
- Coursework and Controlled assessment marks are signed off by DH prior to being entered onto secure website, in a timely manner through Raising Standards Meetings.
They monitor that the type and amount of homework being set within the department is in line with Department and School policy.
- They monitor that the feedback being given to students is in line with Assessment policy and that every student has a planned DIRT time at least once a fortnight.

Students should ensure that:

- They know where to find action targets in their work.
- They respond to action targets/markings in subsequent pieces of work and when given opportunities to do so by their teachers. They write in green pen when responding to feedback.

Tracking and Monitoring

All teachers should ensure that:

- Pupils in their groups are regularly assessed, in line with data entry deadlines against relevant criteria.
- The results of these assessments are communicated to students and relevant staff.
They monitor the performance of the students in their teaching groups, identifying those whose level of performance is lower than expected, and act on this information to put appropriate intervention in place at the earliest opportunity ensuring that they are helped to make the requisite progress. They communicate their actions clearly to the students, home and all relevant staff.
- They are responsible for inputting high quality, fine levelled, data in line with data entry deadlines. When staff know in advance that they will be absent for a data entry they ensure they have made alternative plans to make certain the data entry deadline is met.
- All staff teaching examination groups complete an accuracy tracker in the summer term. This is completed at a whole grade.

Area Leaders must:

- Provide members of the Department with relevant assessment criteria that enables teachers to accurately assess student's performance.
- Ensure that assessments made are in line with standards for their subjects via robust moderation procedures.
- They manage data entry and challenge the individual, fine levelled, grades of pupils. When staff know in advance that they will be absent for a data entry they ensure they have made alternative plans to make certain the data entry deadline is met.
- Regularly review with the department staff, the performance of their different teaching groups, and individuals within those groups.
- Use Assessment data to identify skills gaps within classes and across year groups
- Respond to tracking information after each reporting cycle to address underachievement

- Have at their disposal a range of strategies with which to intervene in order to improve the performance of underachieving students.
- Amend / improve course content and methodology in response to results obtained in order to build upon success and improve where shortcomings are found.
- Be able to account for the performance of students in terminal examinations in their subject areas, taking into account performance against targets, performance relative with other subjects, and National statistics.

Reporting

All teachers should ensure that:

- They adhere to the guidelines and requirements for report writing and relevant deadline dates for the groups they teach.

All Area Leaders should ensure that:

- They oversee the completion and quality assure reports to ensure consistency and quality.

FSM pupils work should always be marked first.

Marking policy

We need our marking to:

- focus on pupil learning
- be based on shared learning objectives
- be periodically and selectively given
- be positive in tone and accessible by all pupils
- to show support of achievement in all its forms
- help pupils to improve their work
- promote learner self-esteem

All teacher marking is done in red pen, all student marking/reflections in green.

Marking codes

All staff should use the following codes;

- **Sp – Spelling is incorrect**
- **P - Punctuation is incorrect**
- **// - Need new paragraph**
- **? – Unclear or illegible**


Formative marking should be done at least every two weeks for every pupil. This is based on the two stars and a wish principle and done in red pen.

Every member of staff needs to use this format for marking which needs to be done at least once every two weeks. Stickers are available to make this easier.

Ambition – this is a positive statement based on knowledge of skills.

Resilience – this is a positive statement based on effort.

Trust – this is a target. A formative comment that specifically explains how a pupil can improve this work.

<p>✓ Ambition _____ _____</p> <p>✓ Resilience _____ _____</p> <p>↑ Trust us to help you _____ _____</p> <p>Next time I will _____ _____ _____</p>	<p>DIRT</p> 
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