

Wood Green Academy

Marking, Feedback and Assessment Policy 2018

Overview

At Wood Green Academy, we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking and assessment of work will be applied consistently throughout the academy.

Objectives

1. To advance pupil progress and outcomes.
2. To monitor, evaluate and review students' current stages of progress, and identify their next steps for further progress and improvement: Dedicated Improvement and Reflection Time (DIRT)
3. To give students accurate feedback on their progress and attainment.
4. To promote a positive self-image and growth mind-set for students in accordance with academy aims, and, through this, encourage them to value and take pride in their work.
5. To celebrate and reward students' achievement and progress.
6. To agree and set challenging targets for improvement.
7. To standardise the marking procedures throughout the Academy.
8. To enable students to self-evaluate their work and take responsibility for setting their own targets.
9. To enable staff to know what each of their students can do and also what they need to do in order to improve. This should be clearly communicated to the students either through written or verbal feedback.

Principles of Marking and Feedback

1. Marking will be against the learning intention and individual targets
2. Any learning points / misconceptions will be addressed.
3. Students will have the opportunity to reflect on their feedback and question comments.
4. There will, whenever possible, be an opportunity for the student to participate in the process so that there is a shared perspective on feedback, marking and target setting.
5. The following pens will be used as follows:

Stationery used:	Task undertaken:
Black pen	Students' work
Green/Red pen	Teachers' feedback
Purple Pen	Response to teacher feedback /DIRT / peer assessment/ self-assessment

WGA Marking and Feedback Model

Assessing Learning

Assessment for Learning (AfL) (formative assessment) should be in almost all lessons.

This could include: peer assessment, self-assessment, verbal feedback, questioning, short tests/ quizzes, e-learning, use of Thinking Skills based tasks , mini plenaries, short or extended pieces of writing, etc

AfL Tools:

This could include: peer assessment, self-assessment, verbal feedback, questioning, short tests/ quizzes, e-learning, verbal feedback, "live" marking, "over the shoulder" marking, etc.

Focussed Marking

Assessment of Learning (AoL) (summative assessment) is focussed on the outcome of learning and is more formal. It will be identified in Depts. SoL and will often take shape in the form of an exam, end of unit assessment etc

This is an independent task or test and should take place broadly every 10 hours of learning.

Students should receive detailed and diagnostic feedback about their strengths and areas for development in line with department policy.

Exam board mark schemes/ assessment criteria should be applied where appropriate.

Marking for Literacy to be applied following the academy's common marking symbols (see below).

Students must undertake DIRT from this assessment.

Tools:

Teacher marking, "live" marking, highlighting, questions/ targets for students to answer, "gap" tasks, WWW/EBI, etc.

WGA Common Marking Symbols

Symbol	Meaning	Incorrect	Correct
O	You have missed punctuation out here	I love spains hot weather O	I love Spain's hot weather.
Cap	Capital letter	I love <u>spain's</u> hot weather. cap	I love Spain's hot weather.
SV	Subject-verb agreement	They <u>was</u> happy. sv	They were happy.
SP	Spelling mistake	The <u>wuman</u> complained. sp	The woman complained.
VT	Verb tense	I was born in London and <u>live</u> there all my life. vt	I was born in London and have lived there all my life.
WW	Wrong word Vocabulary choice	The apple is delighted. ww	The apple is delicious.
^	Missing word/s or letters	Once ^ a time	Once upon a time.
???	Confusing	Ideas are not clear to the reader.	Clarify ideas and rewrite.
Awk	Awkward	The fur of my dog is brown. awk	My dog's fur is brown.
Sing/PL	Singular/plural	The two boy were laughing. Sing/PL	The two boys were laughing.
//	New paragraph	There is no paragraph break.	Begin a new paragraph.