Marking, Literacy and Assessment Policy

Approved by:	Board of Directors	December 2020
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Fairfield High School Marking, Literacy and Assessment Policy

Intent

Excellent progress and learning is more likely to take place when students receive feedback that conforms to the following principles:

a) It is positive and constructive in line with Fairfield's ethos.
b) It is formative, allowing students to understand their strengths and to see how to improve and develop future work.
c) It is regular and consistent.
d) It is easily understood by students and parents.

Purpose

Fairfield High School makes a distinction between marking, formative assessment and summative assessment in the following ways:

a) **Marking:**
1. Is **written** formative feedback given to students in their exercise books.
2. Provides regular opportunities for staff to evaluate students' understanding and adapt subsequent lessons to address misconceptions.
3. Recognises and rewards students' effort and shows them that their work is valued.
4. Encourages students' self-discipline by providing opportunities to act on the feedback given to make improvements to their work.

b) **Formative Assessment**
1. Enables teachers to identify how students are performing on a continual basis and to use this information to provide appropriate support or extension, evaluate teaching, and plan future lessons.
2. Enables students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
3. Is the primary form of assessment used in school; staff and students will use formative assessment in every lesson as part of a continual cycle of feedback to help students make progress in their learning.

c) **Summative Assessment**
1. Enables school leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
2. Enables teachers to evaluate learning at the end of a unit or period of time, and evaluate the impact of their own teaching.
3. Enables students to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
4. Enables parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time.
5. Is used in all subjects and covers the full range of skills in a subject over the course of a school year, and eventually, a Key Stage.

6. Allows teachers to assess the stage a student is at in their learning, by assigning a level (at KS3) or grade (at KS4).
7. Allows students in Years 10 and 11 to gain experience in exam conditions and develop an understanding of the exam rules and regulations, which helps to reduce anxiety around their GCSE exams in Year 11.

d) **Google Classroom**
1. Is an online application that allows staff to create virtual classes, share classroom resources, set homework and assignments for students to complete, and mark work submitted by students electronically.
2. Google Classroom also works with other free-to-use Google programmes to allow students to access work completed at home, at school and vice versa.
3. Students will join their virtual class on Google Classroom with their Google Classroom Class Code and their school email address. Once they have joined, they will be able to receive notices from their teacher, access class resources and lessons, and be notified of homework and when it is due. They will also be able to complete homework electronically through use of Google Docs.
4. Students can also download the Google Classroom app on their phones to get alerts and – if needed – to take pictures of work completed, to submit electronically to their teacher.
5. All students are expected to join their Google Classroom classes, as they will then be able to access lesson resources if they miss lessons for whatever reason. They will also be able to ask their teacher questions about classwork or homework through the application as well.
6. Parents will be able to support their child with the completion of homework through Guardian summaries they will receive, informing them of the work their child has completed.

Implementation: In Practice

a) **Marking**
1. Staff will mark one key piece of work in depth that is directly linked to a student's end-of-unit assessment. They will not 'maintenance mark' all the work in a students' book, as this has no educational value for students.
2. A key piece of work displaying skills linked to the end-of-unit assessment, will be marked offering formative feedback **at least** every 12 lessons, or at least once per half-term if students have only one lesson in that subject per week.
3. All staff are teachers of Literacy and Numeracy and must address any misconceptions in students' books using the whole-school literacy marking codes. (See Appendix 1: Literacy through Assessment.)
4. The first two paragraphs of a longer piece of written work must be marked closely for literacy, including the identification of spelling, punctuation and grammatical errors. This is a fairer practice for students who have specific learning needs and who struggle with their technical accuracy, as it limits their focus for improvements.
5. Staff feedback will be completed in red pen, outlining 'What Went Well' (WWW) and 'Even Better If' (EBI), and will be signed and dated.
6. Upon receiving written feedback, staff will provide time for students to reflect on their work and students will be expected to act on the feedback given. Students will use purple pen to do this.

7. All work completed by students should be dated, homework or classwork clearly indicated and titles and dates underlined with a ruler.

b) Homework
1. Homework will be set for students on Google Classroom.
    i. At KS3, students are also expected to record homework in their planner.
    ii. At KS4, students are expected to use Google Classroom to keep track of homework.
2. All pieces of homework set will have a due date for when it is to be completed.
3. Homework may be completed electronically and submitted via Google Classroom, or completed in students' exercise books or on paper to be seen by their teacher in class. This will be made clear when the task is set.
4. Homework completed on paper or in exercise books will be signed and dated by staff to ensure students' efforts are valued, or used in the lesson for which it is due.
5. Homework completed electronically will be acknowledged via Google Classroom through a comment and/or mark given, to ensure students' efforts are valued.

c) Formative Assessment
1. Is the primary form of assessment students will receive in their lessons across the school.
2. May be given in writing or verbally by the teacher to a student, by a student to a peer (through peer-assessment), or by a student themselves (self-assessment).
3. May also be given by a teacher on Google Classroom, in which case a student may need to print out their work and accompanying comments, or simply note the feedback given in their exercise book, so they can refer to it in their lesson.
4. Is always structured using 'What Went Well' (WWW) and 'Even Better If' (EBI) with reference to clearly defined success criteria.
5. Is written in green pen when students are completing self or peer-assessment.
6. Allows students to develop their self-discipline and gives them more ownership over their learning.
7. Is part of the broader Assessment for Learning pedagogy, which requires teachers to share learning objectives, models of good work and clear success criteria (a checklist of what makes a piece of work successful) with students to aid their progress.
    i. Fairfield's English department have been involved in a trial with the Education Endowment Foundation, investigating Marking and Assessment, called 'FLASH (Fast, Logical, Aspirational, Student Help) Marking'. This has been very successful with staff and students. Now, across the school, subjects are using FLASH Marking to give formative feedback, making it more accessible and visible for students. (See Appendix 2: FLASH Marking)

d) Summative Assessment
1. Takes place at the end of a unit of work, generally once per half-term throughout KS3 and KS4. At KS4, students sit two series of mock exams: one series in the summer of Year 10 and another in the Winter of Year 11.
   i. As a result of Covid-19 and the closure of school, for the 2020-21 school year, Year 11 will have two sets of mock exams: one in November and one in March. This will be under review for future years.
2. Is planned and sequenced by staff to ensure the full range of skills in a subject are assessed over the course of a year, and increase in challenge over the course of KS3. This ensures that students are ready to tackle the subject at KS4 if they opt for it.
3. Results in a student being given a level (at KS3) or grade (at KS4) for the work completed. At KS3, students should not receive levels or grades outside of summative assessments, as this leads to a focus on the result rather than the learning process.
4. Levels and grades achieved will be recorded by staff (as percentages or grades) in a mark book or spreadsheet. These marks, over time, inform the grades inputted for reporting home.
5. Should mimic the way in which students will be assessed at GCSE but at the appropriate level for their age and stage. Assessments created for KS3 should be accessible to **all** students, reflecting our mixed ability classes and inclusive ethos.
6. Will be moderated and standardised by staff to ensure consistency in levels or grades awarded, in conjunction with use of exam board exemplars and mark schemes at KS4, and department mark schemes at KS3.

Impact: Monitoring, Roles and Responsibility

The implementation of this policy will be monitored and reviewed in two ways:

a) By heads of faculty, on a half-termly basis through analysis of departmental assessment data and scrutiny of work in exercise books. Heads of faculty will hold staff and students in their faculty to account and intervene where necessary.
b) By school leaders, on a termly basis through analysis of report data inputted three times a year. School leaders will hold heads of faculty and staff to account and intervene where necessary.

Reporting to Parents

Parents and carers will be informed of their child's progress three times per year.

a) KS3
1. Data reports will include details of students' current, 'working at' level, their end of year target level, an effort grade and their overall attendance.
2. Levels awarded are based upon the Fairfield High School KS3 Learning Ladder found in student planners. (See Appendix 3: Fairfield High School KS3 Learning Ladder)
3. Students' reports will share 'End of Year' target levels to ensure students have a short term goal to aspire towards.
4. Students who are not on target to achieve their 'End of Year' level will be evaluated by staff to consider how best they can be supported to catch up. This may take the form of SEND intervention, some form of additional in-class support, or taking part in an intervention group for social, emotional or behavioural support.

b) KS4

1. Data reports will include details of their predicted grade (what grade students should realistically achieve in their GCSE exam), their GCSE target grade, an effort grade and their overall attendance.
2. KS4 reports will also apply a red, yellow or green colour code for a student's grade to illustrate how close they are to achieving their GCSE target grade. (Red = Greater than 2 grades away; Yellow = 1 grade away; Green = on or above target.)

Target Grades and Levels

Target grades at GCSE and target levels at KS3 are based on the average combined score of students' KS2 Reading and Maths standardised scores.

a) **KS3**
1. Students, on average, start on a level between 1.8 and 3.8 in Year 7. (See Appendix 3: Fairfield High School KS3 Learning Ladder)
2. Our expectation is that students progress by 2 sub-levels per school year, on average, and progress by 2 whole levels by the end of KS3 in Year 9.
3. For example: a student who starts Year 7 on 2.5 should achieve a level of 3.2 by the end of Year 7 and achieve a 4.5 by the end of KS3 in Year 9.

b) **KS4**
1. Students' target grades are generated by a formula based on the average combined score of students' KS2 Reading and Maths standardised scores. This creates a notional, nationally expected average GCSE grade.
2. At Fairfield High School, we take the nationally expected average grade generated from this formula and inflate it by 0.5 grades to ensure our target grades are aspirational, but achievable, for students.
3. These target grades are considered our minimum expectation for students and encourage students to surpass them – they are not a limiting judgement.

Covid-19 Target Grades and Levels:

For the 2020-21 intake of students, Year 7 sat Cognitive Ability Tests which provide an accurate approximation of what their KS4 outcomes should be.

We have used those KS4 outcomes to compare with previous cohorts' equivalent, baseline KS2 levels and assigned KS3 targets accordingly.

Appendix 1: Literacy through Assessment

At Fairfield High School, all staff are committed to enabling every student to attain their highest level of achievement and equipping our students with the key skills needed for the world beyond school. To this end, all staff recognise the importance of students being able to read and write fluently and accurately.

Furthermore, with the introduction of the new GCSE criteria, greater emphasis is being put on the use of grammar and punctuation skills in all subjects. Therefore, it is imperative that all of our students use a range of punctuation accurately and effectively.

To ensure consistency across the school, students have 'Literacy Marking Codes' stickers on the front of their exercise books. Staff will use these codes to mark for spelling, punctuation and grammar errors in students' work.

In longer pieces of written work, staff will only closely mark the first two paragraphs for spelling, punctuation and grammar errors. For students with specific learning needs, such as dyslexia, marking the whole piece could damage their confidence in writing and lead to an unmanageable number of corrections to make. Where possible, we want to support students in a positive way with their writing.

In practice, staff will circle errors with red pen and mark in the margin the code of the error. If there are repeated errors in spelling of key words or high frequency words (words students will use regularly) staff may write the correct spelling of the word in the margin.

When students receive their marked work, they are expected to act on the feedback and correct their errors in purple pen. This includes writing out each spelling error 3 times.

Whole school marking codes:	
FS	Full stop
CL	Capital letter
P	Punctuation
A	Apostrophe
Sp	Spelling mistake
//	Paragraphing
CR	Illegible – can't read- re-do
DMS	Doesn't make sense – re-write

Appendix 2: FLASH Marking

What is FLASH marking?

FLASH (Fast, Logical, Aspirational, Student, Help) Marking is an EEF national trial that aims to test whether the removal of grades and a focus on subject specific skills improves student attainment and reduces workload. Feedback is skills based and therefore not emotive. The skills have been translated into shorthand FLASH Marking codes working simultaneously as targets (EBI) and strengths (WWW).

Why was FLASH Marking developed?

The recent EEF report 'A Marked Improvement?'(2016) states that 'Marking plays a central role in teacher's work, yet there is very little evidence on which strategies are most effective'. Researchers at the University of Oxford found a significant disparity between the enormous amount of effort teachers invest in marking and the impact it has. Flash Marking was a case study school featured in the EEF 'A Marked Improvement' (2016). THE EEF allocated funding for national trials to test if different methods of feedback could reduce workload, while still contributing to student outcomes. FLASH Marking was successful in securing funding for a national randomised control trial of 103 schools. The school that you are visiting is a 'treatment school' and is receiving this intervention.

What is FLASH marking trying to achieve?

- Reduce teacher workload
- Speed up feedback to students
- Enable students to develop their metacognitive skills
- Improve student outcomes

What are the core components of FM?

There are 5 core components of FLASH Marking:

Planning – What is the focus of the series of lessons? Which skills need to be explicitly taught? What is my timescale? How will I break down these skills in a series of lessons? How will I build a skill hierarchy? How will tasks build to create a holistic assessment?

Delivering – Which skills need to be delivered in each lesson? How will I use model answers/other teaching aids to show effective/ineffective use of these skills?

Practicing – How can I embed peer and self-assessment effectively to develop metacognitive improvements?

Assessing – Can students independently demonstrate the range of skills that they have been explicitly taught? Are students able to meet previous targets?

Tracking – What data will I capture? How will I use this data to inform future planning?

Improving – How can feedback help students and teachers to plan for future improvements?

Review date: September 2023
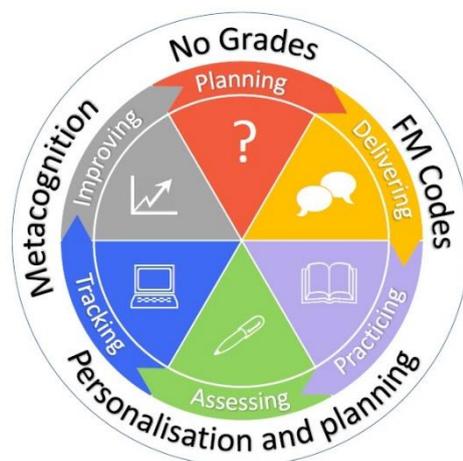
What should you expect to see in the classroom? What should you expect to see in books?

The following active ingredients should be present:

Active ingredient 1 - **Removal of grades from day-to-day feedback**

Active ingredient 2 - **Feedback is provided using skill specific FM codes**

- FM codes are used as success criteria
- FM codes are used to analyse model answers

Active ingredient 3 – **Personalisation and planning**

- FM codes used to identify individual areas for development
- FM codes used to inform future planning

Active ingredient 4 – **Metacognition**

- Targets are identified using FM codes
- Students justify where previous targets are met by highlighting their work
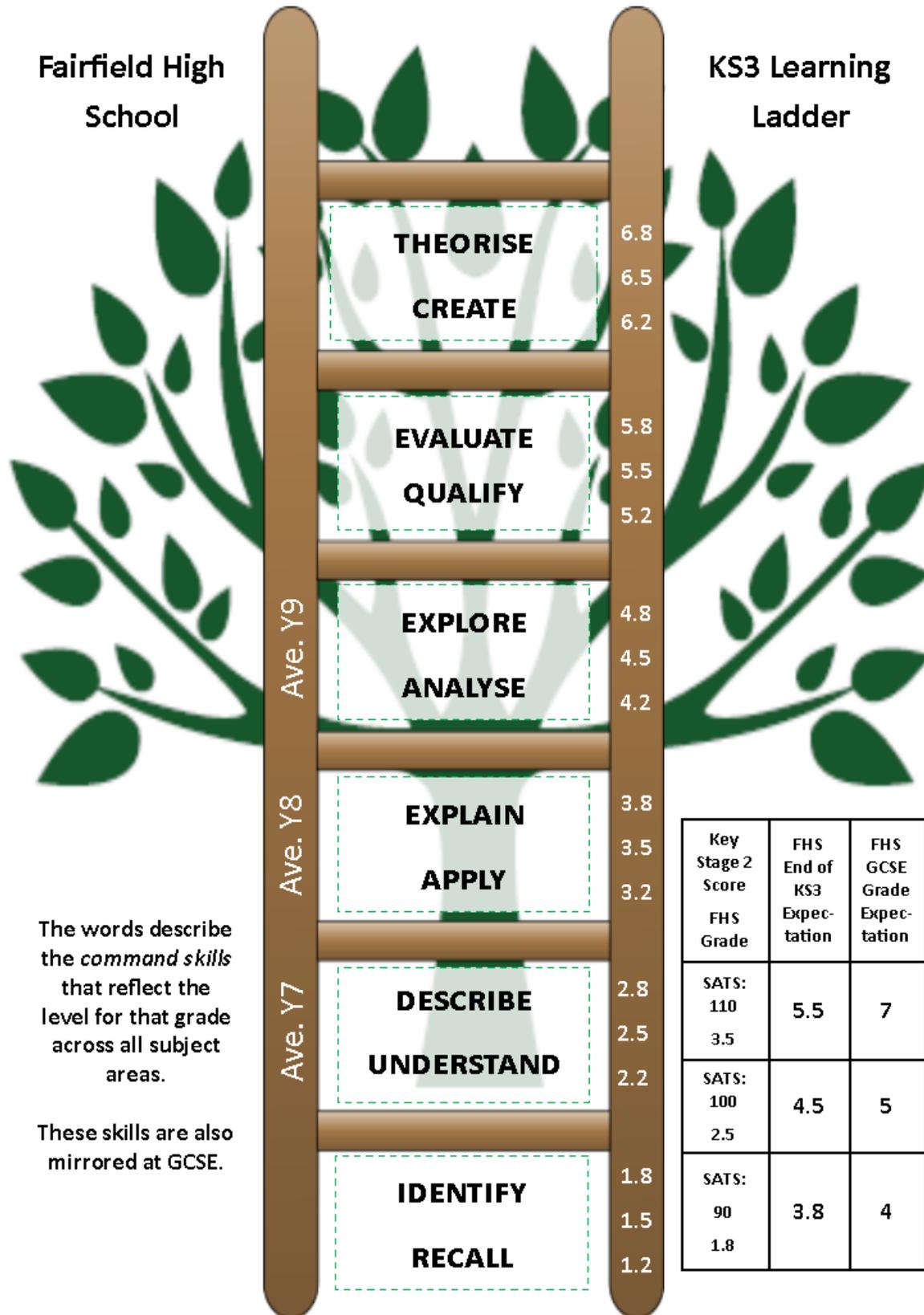- Skill areas are interleaved.

Exercise Books:

- Some pieces will be 'marked' by peer and self-assessment for specific objectives. Feedback will be given in the form of WWW & EBI using FLASH Marking codes. Students might have highlighted in their work where objectives are met and created a key code or they may have used the codes to annotate the work.
- Students will revisit target/s based on work of a similar nature and reread previous pieces. Previous targets will be recorded at the start of the piece of work and evidence where it has been met by highlighting appropriate sections.
- Teacher marking should not take place more than twice per half term.
- Students should write the specific objectives being assessed in the form of FM codes in the margin. Students evidence where they been met by highlighting or annotating appropriate sections.
- Target/s based on work of a similar nature and reread. The previous target/s will be placed at the top of the work and students evidence where it has been met by highlighting appropriate sections.
- Staff can simply tick off whether or not these objectives were met.
- This will then form your WWW & EBI comments (maximum of two)
- A task or question linked to the EBI should be given when students receive their work after marking.

In the Classroom:

- Verbal feedback will also be given as and when is appropriate.
- Some feedback may take the form of a whole class marking grid where feedback will be given verbally to the class.
- All work will be awarded FLASH Marking codes.
- A maximum of one graded piece of work per half term.

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Appendix 3: Fairfield High School KS3 Learning Ladder

Fairfield High School

KS3 Learning Ladder

THEORISE	6.8
CREATE	6.5
	6.2

EVALUATE	5.8
QUALIFY	5.5
	5.2

Ave. Y9

EXPLORE	4.8
ANALYSE	4.5
	4.2

Ave. Y8

EXPLAIN	3.8
APPLY	3.5
	3.2

Ave. Y7

The words describe the *command skills* that reflect the level for that grade across all subject areas.

These skills are also mirrored at GCSE.

DESCRIBE	2.8
UNDERSTAND	2.5
	2.2

IDENTIFY	1.8
RECALL	1.5
	1.2

Key Stage 2 Score / FHS Grade	FHS End of KS3 Expectation	FHS GCSE Grade Expectation
SATS: 110 / 3.5	5.5	7
SATS: 100 / 2.5	4.5	5
SATS: 90 / 1.8	3.8	4

Review date: September 2023

Appendix 4: Fairfield High School KS3 Progress and Expectations

When reporting home, parents and carers are told if their child's current attainment level in a subject suggests they are "Working Towards" their age-related expectations, working at their "Expected" age-related expectations or are working at a "Greater Depth" with regard to their age-related expectations.

Rather than reporting individual grades per subject, it was felt that ensuring parents, carers and students knew what their current grade meant in relation to their age-related expectations, and what they were on course to achieve eventually at GCSE, would be more useful when comparing achievements across subjects.

All Subjects Expectations

Y7	Y8	Y9	
1.8	2.5	3.2	**Working Towards**
2.2	2.8	3.5	**(Likely to achieve a Grade 4 or lower at GCSE)**
2.5	3.2	3.8	**Baseline FHS Level: 1.2-2.2**
2.8	3.5	4.2	**Expected**
3.2	3.8	4.5	**(Likely to achieve a Grade 5 or higher at GCSE)**
3.5	4.2	4.8	**Baseline FHS Level: 2.5-3.2**
3.8	4.5	5.2	
4.2	4.8	5.5	**Greater Depth**
			(Likely to achieve a Grade 7 or higher at GCSE)
4.5	5.2	5.8	**Baseline FHS Level: 3.5-3.8**

In MFL, students have slightly amended expectations compared to other subjects, to reflect the fact that many students are starting with very little, if any, experience of the language. While students are expected to have lower targets in Years 7 and 8, by Year 9 they are expected to catch up to the same targets as all other subjects.

MFL Expectations

Y7	Y8	Y9	
1.2	1.5	3.2	**Working Towards** **(Likely to achieve a Grade 4 or lower at GCSE)** **Baseline FHS Level: 1.2-2.2**
	1.8	3.5	
	2.2	3.8	
1.5	2.5	4.2	**Expected** **(Likely to achieve a Grade 5 or higher at GCSE)** **Baseline FHS Level: 2.5-3.2**
	2.8	4.5	
	3.2	4.8	
	3.5	5.2	
1.8	3.8	5.5	**Greater Depth** **(Likely to achieve a Grade 7 or higher at GCSE)** **Baseline FHS Level: 3.5-3.8**
	4.2	5.8	