Marking & Assessment Policy

2023/24

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Introduction

Students at Edison Pace School come from a wide spectrum of different backgrounds and starting points. We recognise that their previous educational experience is likely to have resulted in gaps in their learning. One of the cornerstones of our assessment process is to find out what students abilities are, identify areas that need to be developed and then appropriately support the student in both their personal and academic progress.

Based on half termly reviews of progress, students may be entered for externally validated examinations. These qualifications range from Functional Skills through to GCSE's.

Information gathering on entry

All students have individual learning needs. As part of the transition package of support, needs are identified via:

- Assessment and information gathering through the Local Authority
- Content of the EHCP
- Content of previous educational settings
- Liaison with external agencies
- Boxall assessment
- Dyslexia screening (if required)

On arrival students complete baseline assessments in all subject areas.

Additionally, risk assessments, the pupils' social skills, and general attitude and behaviour when completing tasks informs a robust package of personalised support.

The Assessment Cycle

A half termly assessment cycle in all subject areas is completed. Student progress is recorded using SOLAR (www.solarforschool.org.uk). Progress is stringently tracked, enabling curriculum planning to reflect the appropriate level of stretch and challenge.

External examinations

For English, ICT and Mathematics students are entered for Functional Skills examinations with relevant exam boards. When the subject teachers deem knowledge and exam readiness of a student the Senior Leaders are consulted and mock examinations will take place in preparation for the final exam.

For subjects with a continuous assessment qualification basis, the qualification is completed when the student has finished the course.

Curriculum Subjects

1) The subject teacher determines a course of study and academic targets for the students, these are based on baseline assessment data and any prior data received from previous education settings attended by the student.

2) Teaching staff will need to inform the Exams Officer of the intent for students to sit an exam and to ensure that the relevant exam entries are made within specified timescales.

3) Each half term (or sooner if required) the subject teacher updates SOLAR, based on progress over the previous half term. SOLAR will then inform the teacher whether students are on track to meet specified targets.

4) The Senior Leader and the subject teacher will then meet to discuss progress of the students. Those identified as not being on-track to meet set targets are discussed and interventions agreed if necessary.

5) If after a second half term progress check, the student is still identified as not making progress, a higher level monitoring process is commenced.

6) Where appropriate, curriculum changes or other interventions may be implemented to help enable the student to achieve their target.

7) If a student is deemed ready to undertake an external assessment the teacher will facilitate a "mock exam" in their teaching time, agreed by the senior team.

8) Where appropriate, students identified by their subject teacher as being ready for an external assessment and have successfully completed a mock exam paper are entered for the external assessment.

9) Progress reports are completed twice per year and are shared with parents/carers.

10) Targets are reviewed at the end of the academic year and set for the next academic year.

Roles and responsibilities

Teacher

- To maintain a record of student progress in lessons through marking and assessment.
- An expectation to record termly targets for students using SOLAR, which are quality assured by Senior Leaders.
- To identify underperforming students and agree effective strategies and actions to ensure targets are met.
- To complete progress reports.
- To liaise with the Senior Leader in the identification of assessment readiness.
- To facilitate any "mock exams" in their subject area.

Senior Leader

- To hold half termly progress and data meetings with teachers.
- To maintain accurate and up to date records on the SOLAR framework.
- Provide regular data analysis to the Head Teacher.
- To lead on all examinations processes and procedures.

Head Teacher

- Hold Senior Leaders to account for the progress of students.
- Ensure rigorous Quality Assurance processes and procedures are in place.

Marking and Assessment

- It is important that all work produced by students is marked and assessed on a daily basis to ensure accurate record keeping and appropriate future planning.
- Marking/assessment should give opportunities for students to be involved in the assessment of their work, with instant feedback and ongoing progress dialogue.

Positive corrections

All staff will follow the '**School Marking Scheme'** to ensure that *all* work is consistently and positively marked, promoting a sense of pride and ownership.

Displaying work:

If student work is being displayed it should be positively marked **<u>before</u>** it is mounted on to a classroom display board. This allows students to share skills and opportunities, celebrate, identify and learn from the successes of their peers.

All displays should be used as a resource for learning and be updated/changed regularly.

School 'Marking' Scheme

Since marking helps provide educational indicators by which student progress can be monitored and improved, it is particularly **important that *all* staff adhere to this Marking Policy** and follow the guidelines set out in the '**School Marking Scheme**'.

1. Work should always be marked against the Lesson Focus
2. As a matter of course all students should be prompted according to their needs, as identified in their one page profile and EHCP.
3. The following codes must be used when marking student work;

   - **R** = If work/question **R**ead for student
   - **ET** = If **E**xtra **T**ime was used for processing information
   - **SP** = spelling misconception

4. Tick correct answers and explain in written detail common misconceptions. All comments must be written neatly on the lines of the exercise books.
5. **Positive Comments** must be individualised to the student, enabling them to improve and develop their skills. The "next steps" box on the Lesson Focus sheet must be completed every lesson. The use of "well done", "good work", "keep it up" etc. as a standalone comment will not enable progress or enable a student to improve.
6. Handwritten feedback comments from staff must be written using print form and not joined up handwriting.
7. The Lesson Overview sheet will be completed by teaching staff daily. These daily live working documents must form part of the QofE file and be available upon request.
8. At least once per week there should be an opportunity for students to respond to teacher feedback in books.
9. Marked work should have a SOLAR reference based on the relevant framework. SOLAR framework statements must be individually accessible to students either in their books/files.
10. Ensure all comments are **legible** and **student friendly -** marking should set the standard expected of students.
11. Literacy should be a focus **across all subjects** and incorrect spellings should be corrected using the code **SP** in the margin on the same line as the error. The incorrect word should be neatly underlined using a ruler.
12. A clearly written correct spelling of the word should be given (also in the margin). Students should then attempt to correct the errors in the margin or at the bottom of the page which should be acknowledged in the book next to the correction.
13. Staff will use professional judgment in the amount of SP codes they write on a student's work. Subject specific language and high frequency words should take priority when correcting mistakes.
14. Commonly misspelt words or misconceptions should be regularly reflected in classroom displays.

Appendix 1

Procedure for entering students for internal qualifications

The flow chart below shows the steps that must be taken when students are to be entered for an internal qualification. This applies for both Entry Level and Level 1 & 2 Functional Skills.

```
┌─────────────────────────────┐
│ Teacher Assessment and SOLAR│
│      data analysis          │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐          ┌─────────────────────────────┐
│ SENDCo instructs teacher to │  ←────── │ Prepare student over the next│
│ provide evidence for Exam   │          │        review cycle          │
└─────────────────────────────┘          └─────────────────────────────┘
              ↓                                          ↑
┌─────────────────────────────┐                         │
│ Teacher prepares student for│                         │
│        examination          │                         │
└─────────────────────────────┘                         │
              ↓                                          │
┌─────────────────────────────┐                         │
│ Teacher informs Senior      │                         │
│ Leader of intention to sit  │                         │
│ mock                        │                         │
└─────────────────────────────┘                         │
              ↓                                          │
┌─────────────────────────────┐                         │
│ Mock date and time is agreed│                         │
└─────────────────────────────┘                         │
              ↓                                          │
┌─────────────────────────────┐                         │
│ Mock is taken under exam    │                         │
│        conditions           │                         │
└─────────────────────────────┘                         │
              ↓                                          │
┌─────────────────────────────┐                         │
│ Mock paper is marked and    │                         │
│ internally moderated        │                         │
└─────────────────────────────┘                         │
              ↓                                          │
┌─────────────────────────────┐          ┌─────────────────────────────┐
│ If threshold is met, mock   │ ───────→ │   Threshold is not met       │
│ paper is internally stored  │          └─────────────────────────────┘
│ correctly                   │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│ Exam officer makes external │
│ entry for formal exam and   │
│ notifies teacher and        │
│ parent/carer                │
└─────────────────────────────┘
              ↘
          ┌─────────────────────────────┐
          │ Student sits formal exam    │
          └─────────────────────────────┘
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Level 1 & 2	Entry Level
↓	↓
Exam papers posted to exam board	Formal paper is marked and internally moderated
↓	↓
Exam Officer checks online for results	Lead internal verification process completed
↓	↓
On receipt of result, Senior Leader confirms with students, parent/carer and teacher	Marks are recorded with exam board

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