

Assessment, Recording, Reporting, Target Setting and Marking Policy – June 2016

Staff at OSCA have just implemented a 0-9 grades policy which runs throughout KS3-4. This is based on the requirements of the latest exam specifications at KS4. Due to publication dates of, and changes to, specification requirements this system and the grade descriptions themselves may be subject to change across individual departments.

Aims

- to provide clear guidelines on the OSCA's approach to assessment, recording, reporting, target setting and marking
- to establish a coherent approach to assessment, recording, reporting, target setting and marking across the academy
- to provide a system that is clear to students, staff, parents and other stakeholders
- to monitor and record students' progress effectively

Assessment:

Assessment must be:

- Manageable and useful
- A reliable source of information
- Positive and support success
- Understandable to students, parents and teachers
- An essential part of teaching and learning
- In line with national requirements

Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes.

It may be:

- Formative

Recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future

- Summative

Recording a student's overall achievement

- Diagnostic

Identifying a learner's strengths and weaknesses which prompts appropriate guidance and support

Predictive

To make informed and accurate predictions of students' future/expected attainment

- Evaluative

Providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies (formative and summative)

- Informative

Providing information for reports to parents

The most important purpose of assessment is to try and motivate and encourage by:

- involving students in the learning process through explaining the reasons for the assessment and its relationship to the course
- Recording positive achievement which contributes to a summative statement
- making sure that students are fully aware of assessment objectives and the criteria for success
- Discussion of performance and establishing clear, achievable targets for students

Assessment in Lessons

There are a range of processes to inform and improve student progress:

- A variety of assessment formats are used including practical work, student presentation, coursework, fieldwork, written exercises, group work as well as informal assessment such as question and answer

- Minimum targets are available for all students in either GCSE grades 0-9/ BTEC grading's (estimated attainment 8). These are included in KS4 mark sheets. At KS3 these will be the expected level of attainment at the end of Yr 8 based on a KS3 flightpath.
- There is a termly review of progress against targets of all students in all subjects by subject teachers
- Termly reviews will inform the Heads of Department in their decision to review student groupings which can take place termly, with reports to Link Managers
- Records of all assessments including regular marking should be kept by all teachers in either a written or electronic marksheet and should be available for reference to subject leaders and members of the Leadership Team
- End of unit/module tests are used to gather summative assessments. Such tests must be used to inform teaching and identify gaps in students learning
- Schemes of work should indicate key assessment points and their contribution to the review of student progress
- Lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives
- Students must have access to grade descriptors to aid their learning. These descriptors should be on display in teaching rooms and can be in student's books

Formal Assessments

Are undertaken throughout the student's time at OSCA with data used to inform progress.

We aim to gather a comprehensive range of prior attainment data on entry to the school. Where it is not available we refer to universal baseline assessments.

Data collected includes:-

- Key Stage 2 results
- Teacher Assessments at the end of KS3 for all subjects
- Unit/modular tests in some subjects
- Annual examinations for all year groups

Analysis of examination results

Results of external examinations are analysed both in subject departments and for the school as a whole. The intention of these analyses is to identify where strong performance exists and where improvement is needed. Departments are required to consider the reasons for particular levels of performance between syllabuses, subjects, teachers and teaching groups, and trends over time. As a result, good practice is identified and shared; and weaknesses addressed.

State of the Nation (SON) meetings are used to provide the SLT with an overview of performance, concerns and trends. This informs further decisions from the ADP to specific interventions and actions.

Intervention

After each assessment point (CAP), individual student progress is compared to their flightpath and estimated attainment 8. Data will be provided to Curriculum Leaders by the data manager.

Any underperformance is identified and this information is shared with the relevant staff:

1. Subject teachers; Head of Department;
2. Tutor Learning Manager and Head of House

The Key Stage 3/4 Progress Director will oversee the intervention and provides support for the students and staff.

Subject staff will use the assessment data to track progress and plan interventions in their lessons

Intervention is monitored by the Curriculum Leader/KS Progress Director who report to the SLT

Reliability and Common Standards

It is the responsibility of the Curriculum Leaders to put in place a set of criteria for the assessment of student work in that subject as well as establish a rigorous standardisation and moderation procedure. (See guide lines below)

Staff must also adhere to the criteria of external assessment bodies, and at all times, students should be made aware of criteria in order that they can assess their own achievements and set meaningful objectives.

To support these aims departments should aim to develop student friendly assessment criteria related to specific topics as part of the Assessment for Learning (AfL) strategy.

An important feature of the Assessment for learning strategy is that the criteria are discussed with and understood by students so that they are helped to take the next steps in their learning.

Procedure for Moderation/Standardization of Assessment (including internal exams):

Training and CPD – Whole School/SLT:

- 1) Provide the opportunities for teachers to collaborate and participate in professional dialogue and collegiate working, through departmental meeting time and other opportunities
- 2) Ensure that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable (SOW and whole school calendar with assessment and examination points)
- 3) Promote capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes. (Through CPD – internal and external and the sharing of good practice within school and by using external verification)
- 4) Link managers should have follow-up professional dialogue with staff about learners' progress, standards, expectations and moderation practice.

Curriculum Leaders:

- 1) Quality Assure moderation practices and outcomes
- 2) Monitor and self - evaluate moderation practices
- 3) Ensure all department members have an appropriate understanding of assessment requirements and criteria by sharing information, best practice and experience
- 4) Have follow-up professional dialogue with SLT about learners' progress, standards, expectations and moderation practice.

Departmental/Subject Practice:

- 1) Discuss and agree as a dept./subject best methods and approaches for moderation – dependent on stage/age
- 2) Work with colleagues to quality assure planned approaches to learning, teaching and assessment
- 3) Develop your own knowledge, understanding and skills of your assessments/exam board requirements/practice
- 4) Sample and check learners' work to ensure consistency in applying standards- including when entering CAP/prediction data

Recording:

Staff should use SIMS data sheets to record the following:

- CAP grades – based on overall performance of pupil – 2/3 pieces of evidence of students working at this grade are required
- Mock examination grades
- Predicted grades – based on exams, Controlled assessment and/or class performance

The collection of this data is calendared so that information is provided at the most opportune/useful times of the school year.

Recording of general pupil information, such as rewards, behaviour points and registers is also expected through SIMS.

Departments are expected to keep a record of formative and summative assessment data using an electronic tracker that is weighted to reflect the priority of examinations. For example: 80% exam/summative assessment mark, 15% classwork formative mark, 5% homework mark – this tracker should then automatically determine a students' current CAP grade. This ensures consistency of data entry across a department/the school – and ensures data is available at all times. Current information on grade boundaries and gradings should be used to inform this electronic tracker. Its style/detail should be determined by the subject specialists. The school data manager can support the development of department trackers.

Reporting:

Parents/carers will be informed of progress in a variety of ways:

- Target Setting Day
- Annual Full Written Report
- Parents consultation evening

Target Setting Day

Once a year all students and parents/carers will be given an opportunity to have an in depth discussion about their child's progress with their tutor.

In the autumn term a Target Setting Day is held to allow for a review of progress in the previous year and to use current data to set a range of targets and explore strategies for the coming academic year.

This enables high expectations to be set from the outset and informs parents of the main priorities for their child to make progress.

Reports

Full Reports have a common format for all subjects. They include:

- the student's target grade for the end of the year based on the OSCA flightpath, for Yrs 10/11 this is based on the end of Yr 11 estimated Attainment 8 target,
- current grade,
- an indication of approach to work
- Identify key areas for development.

On Full reports subject comments and tutor comments should be positive and written in the third person for Yrs 7-11. Comments and details need to be accurate – both in content and SPAG. It is vital reports reflect the high standards OSCA is working towards.

Deadlines for reporting are issued in the school calendar and the Progress Director issues regular reminders to staff.

In addition, further contact may be made with parents of students not making appropriate progress.

Copies of full reports are kept in school and are attached to a student's individual record. It should be noted that although this fulfils our statutory obligations, contact with home is promoted through the planner system, rewards and SMS systems, student monitoring and the importance given to the role of the tutor to ensure that parents feel they are involved in their children's progress.

Consultation Evenings

Each year group has one parent/carers' consultation evening per year. Appointment sheets are issued to staff and students via the KS Progress co-ordinator. Students make appointments with the teachers in their subjects and a time of five minutes is set aside for each consultation. The HOH and the Progress Director are also available on these evenings for consultations.

Target Setting

An essential part of improving achievement is to agree targets with each student that illustrate the minimum expectation; as well as being aspirational. Targets, and

progress being made towards them, will be discussed regularly with students and their parents. Targets are based on national expectations of progress and KS2 data.

A student's starting point will be taken from their respective KS2 score.

The issue of False 5s

For 'new arrivals' > students who arrive with no data at Key Stage 2 i.e. False 5s, baseline testing will determine the student's starting point for English and Maths respectively. The average of the 2 scores will be used for all other subjects.

For current False 5s in Y8 - Y11, we will back track to their first DC entry for English and Maths this will be their starting point for the colour coding mark sheet outlined above. The average of the 2 will form the starting level/grade for all other subjects. False 5 students will be informed of these changes.

False 5 students will not count for Progress 8, but will count for the Attainment 8, BASICS measure and EBACC measure.

This will represent a realistic trajectory for each student, and of course targets can be adjusted up if for example an EAL student who makes rapid progress with language acquisition

- At least one student progress target is agreed with each teacher as part of OSCA's Performance Management Policy.
- Parents receive information about progress of their child against agreed targets regularly through the school reporting schedule and parents consultation meetings.
- The governing body receives information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

Roles and responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- Associate Principal (Teaching and Learning)
- Vice Principal (Data/QA)
- Progress Director/Curriculum Leaders

It is the responsibility of Associate Principal, Vice Principal and Progress director to lead Curriculum Leaders to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

Curriculum Leaders

It is the responsibility of Curriculum Leaders to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment which should reflect the values and ethos of the Whole School Assessment Policy.

Subject Teachers

It is the responsibility of subject teachers to implement departmental/whole School policies on assessment, to mark in accordance with whole school policy in a positive, accurate, meaningful and formative manner, to compile and maintain individual pupil records, report to students, parents and staff on pupil progress and liaise with the relevant Curriculum Leader, regarding individual pupil concerns or support.

Heads of House

It is the responsibility of Heads of House to liaise with Curriculum Leaders and subject teachers concerning individual pupil progress.

Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment.

The Examinations officer also has responsibility for the organisation and invigilation of the annual formal internal School examinations

Students

Students should be encouraged to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Pupil self-assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

Parents /carers

Parents/carers should be encouraged to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

Marking

Work in students' classwork provides the clearest, and most accessible, evidence of progress over time; as well as the expectations of the teacher and school.

It is vital that students' books/folders are seen as more than just a record of work completed but demonstrate the progress a student has made in their understanding and skills. It will also demonstrate how the student has been challenged and developed by the teacher, through the work set and feedback given.

The ultimate goal for monitoring student progress is to ensure that all students are successful in attaining their targets against estimated attainment 8. Teachers need to teach and assess the knowledge, understanding and skills they are responsible for teaching on an ongoing basis; so that both the student and the teacher will know where the students are at any given time in relationship to the grade criteria/description.

What type?

There are two main kinds of assessment:

Summative – the process of evaluating and/or grading a student at a specific point in time. This will usually involve a test or exam of some kind against which all students can be measured equally.

Formative – the regular marking of a students work which includes feedback in order to help the student improve.

B. Aims

The academy wishes to ensure that marking of work fulfils its purpose of informing students about their progress and also helps them to understand what they need to do to achieve.

We also need to guarantee that a students' progress is assessed in a variety of ways, regularly. In order to make sure work is assessed regularly we need to have a

system which is fair and consistent across curriculum area, faculties and the whole academy.

C. Practice

The following is the expectation of what and how students will be assessed by teachers at OSCA.

1. Yr 7/8/9 – 3 or more lessons per week

Summative: 1 summative assessment every half term. (MINIMUM). To be awarded a grade.

Formative: 1 piece of work to have a formative comment/pupil dialogue every 2 weeks. These pieces of work are to be identified in curriculum areas. A formative mark would include a grade, a comment on how well the student has met success criteria and/or objectives, a positive comment on strengths, a target to improve in pupil speak but related to grade criteria and a teacher example if needed. Students' should make a detailed response to the comment in red pen – time should be allocated in lessons for this. Teachers' should mark using green pen.

Students should complete a DIRT (Directed Improvement and Reflection Time) task which will enable them to revisit a task and improve it based on the advice given. This should occur after each piece of formative marking.

Staff should ensure that grades for individual pieces are easily distinguishable from an overall grade awarded. Overall grades should not be awarded until students have demonstrated the key knowledge/skills required on three occasions minimum.

Formative assessment (Verbal) - Assessment can/should also include verbal assessment/feedback that would naturally occur during a lesson as a teacher is circulating and checking on the progress of individual students. This feedback can/should be captured (when appropriate) by the student. The students, using red pen should place the letter V in a circle in the margin. The student can record the feedback given and how they will respond. (stickers for this are available)

Self/Peer assessment – students should have an opportunity to mark their own, or other students work, using grade criteria and a comment every 4 weeks. Students should have to write a target for themselves or another, write a grade/ and justify it and then sign and date the work. (Tasks can be decided in departments) Self/Peer assessments should be signed/dated by students and clearly titled.

- Other pages of a class book can be ticked and initialled or surface marked.
- Once curriculum areas have decided on their assessments they should be identified in SOW and used for departmental standardization/moderation purposes.

Formative assessments should be the same piece across a department but differentiated for the needs of the class. Students should use red pens.

- ***For practical subjects: Evaluations of practical work can be used for longer writing tasks, self/peer assessment can be through questioning or observing another students practical – feedback could be of an oral nature. It is advised practical subjects keep some recorded assessments to help classes/individuals demonstrate progress.***
- Examples of assessments and quality written feedback should be kept by the Curriculum Leader.
- Students need to be aware of their target grade, current working at grade and specific strategies on how to improve.

Staff may continue to use the marking stickers to help structure their feedback and comments.

2. Yr 7/8/9 - 1 or 2 lessons per week

Summative: 1 summative assessment every half term. To be awarded a grade or level

Formative: 1 piece of work to have a formative comment every:

4 weeks if you teach a group once a week

3 weeks if you teach a group twice a week.

These pieces of work are to be identified in curriculum areas. A formative mark would include a grade or level, a comment on how well the student has met success criteria and/or objectives, a positive comment on strengths, a target to improve in pupil speak but related to grade criteria and a teacher example if needed. The first activity after such marking should be students to read the teacher comment and make their own comment in red pen – this could be a target or an observation about their progress. Teacher comment should be in green pen.

Students should complete a DIRT (Directed Improvement and Reflection Time) task which will enable them to revisit a task and improve it based on the advice given. This should occur after each piece of formative marking.

Staff should ensure that grades for individual pieces are easily distinguishable from an overall grade awarded. Overall grades should not be awarded until students have demonstrated the key knowledge/skills required on three occasions minimum

Formative assessment (Verbal) - Assessment can/should also include verbal assessment/feedback that would naturally occur during a lesson as a teacher is circulating and checking on the progress of individual students. This feedback can/should be captured (when appropriate) by the student. The students, using red pen should place the letter V in a circle in the margin. The student can record the feedback given and how they will respond. (stickers are available for this)

Self/Peer assessment – students should have an opportunity to mark their own, or other students work, using grade/level criteria every 4 weeks. Students should have to write a target for themselves or another, write a grade/level and justify it and then sign and date the work. (Tasks can be decided in departments) Self/Peer assessments should be signed/dated by students and clearly titled.

- Other pages of a class book can be ticked and initialled or surface marked.
- Once curriculum have decided on their assessments they should be identified in SOW and used for department standardisation and moderation purposes. Formative assessments should be the same piece across a department but differentiated for the needs of the class.
- ***For practical subjects: Evaluations of practical work can be used for longer writing tasks, self/peer assessment can be through questioning or observing another students practical – feedback could be of an oral nature. It is advised practical subjects keep some recorded assessments to help classes/individuals demonstrate progress.***
- Examples of assessments and quality written feedback should be kept by the CL.
- Students need to be aware of their target grade, current working at grade and specific strategies on how to improve.

Staff may continue to use the marking sticker to help structure their feedback and comments.

3. Extended Writing and Literacy (yr 7/8/9)

Once per half term (to be decided in curriculum areas – can be set as homework, class work or both) an extended piece of writing should be completed by students. This piece of writing should be re-drafted after being marked for literacy and selected success criteria. Students should be rewarded for their drafting skills when appropriate. This could be the assigned formative task from the SOW.

*Highlight one or two 'errors'/areas for improvement at a time. Use these to set targets for the next piece of work.

*Offer strategies to cope with recurring errors- model the correct answer for students.

If criticism is necessary, please follow with a positive suggestion referencing how to improve. *Comments should be formative – offering guidance on the next step in a student’s learning.

Expect active involvement from students: Students should self-check prior to submitting work for marking and should respond to teacher advice.

- Spelling corrections focus on subject specific vocabulary or those words which the student should know (high frequency words, plurals and homophones as appropriate to year target). Only focus on one or two spellings per piece of work and the student should copy out the correct spelling x 3. Look/cover/write and check can be useful.

Mistake:	Look:	Write:	Write:	Write:
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Whole School Literacy Marking symbols need to used on this piece of work (see Section H).

4. Yr 10-13 Assessment Policy

The assessment carried out form yr 10- 13 (yr 9 in some cases) should be in line with exam board specifications for each subject – the following are guidelines.

Assessment at Key Stage 4 is individual to each subject due to the nature of new subjects, specification requirements and the range and type of exams, coursework, Controlled Assessment, Practical tasks students must complete.

However, students still need to understand their current rate of progress and how to improve. It is also vital for them to practice their exam skills and understand the key exam terminology by being exposed to examination language.

It is expected that:

Summative: All students will be exposed to exam questions/papers/tasks during their Level 2/Level 3 course. Exam questions or tasks will also be used to assess the progress of students. Up to date information on the progress of students should be available for reports, target setting etc. Students should be informed of their current working at grade at least once per half term. This CAP should be based on the agreed departmental tracker. UMS marks/spread sheets should be shared with students so they have an understanding of their own progress of each section of the specification.

Staff should ensure that grades for individual pieces are easily distinguishable from an overall grade awarded. Overall grades should not be awarded until students have demonstrated the key knowledge/skills required on three occasions minimum.

Formative: Students work will be regularly marked (once per 2/3 weeks) and have detailed feedback given. This should be linked to lesson objectives and mark criteria. The student should also get advice on how to improve their work/grade. Students' should make a detail response to the comment – **time should be allocated in lessons for this. Reflection tasks (D.I.R.T) should also be completed by students.**

Self/Peer Assessments: Students should have the opportunity (once per term) of using the mark criteria to assess the work/progress of their own or another students' work – this is so they can develop a clear understanding of the mark criteria. Self/Peer assessments should be signed/dated by students and clearly titled.

5. BTEC ADDITIONAL INFORMATION:

- BTEC guidelines (May 2014) state that students must complete an assignment independently and that staff cannot provide feedback during this time.
- The assignment is marked when completed and students sign to show they have produced the work themselves.
- Students are only allowed one submission per assignment.
- It is possible to allow a further resubmission but students can't be told what to do differently to improve their grades.

When students are completing this work staff should follow the guidelines below:

- Ensure title clearly states BTEC Independent Assignment – making it clear to anyone looking at the work that no formative feedback is allowed.
- Sign relevant pages to indicate they have been seen by staff, even if no formative feedback is allowed.
- Include an example of BTEC feedback pro forma, indicate on lesson plans and provide other examples of marked work during lesson observations.
- Allow for students to give feedback to each other, if and when possible.

D. Formative Marking – Examples

Type of comment to be made	Poor example statement	Good example statement
Comment on how effectively the pupil has met success criteria	You need to complete the task in lesson time but you did write about the poem.	Your comment on how well the imagery suited the style of poem and showed a clear understanding of the author's craft.
Comment on how effectively the pupil has met the lesson objectives LO: To write a well-structured and clear scientific method.	This method does not make sense	Your lack of sentence structure and misuse of some scientific terms means your work did not meet all of the objectives. Re draft the first two instructions using imperatives.
Comment on strengths	Well done! This is really good.	Well done! I enjoyed your essay on the Crusades as it seemed well researched and was easy to follow as you had used topic sentences and discourse markers.
Give the pupil SMART targets on how to improve <i>'to improve you need to...'</i>	Improve presentation	When designing adverts you need to consider your target audience. To improve you need to complete research on the age, social status and gender of people who buy tennis shoes by looking through specialist magazines or at specialist websites such as www.ibuytennisshoes.com .

Writing frames for possible student responses:

Simple sentence stems with choices

- *I will remember ---- because ---*
- *The thing I liked best was ---*
- *The easiest part was ---*
- *The part that was the most difficult was---*
- Because: I got all the questions right/the rhyme helped me learn the key words/the pictures at the side helped me understand/I found it really interesting/I had heard of it before/I could not make a link

More complex sentence stems with two open questions:

I understand about ---

The strategies I used in this lesson were ---

The strategies that could help me in other subjects are ---

I am still puzzled by ---

I might do this differently if ---

How effective have I been in working and completing this process?

How would I reflect on my overall performance?

All students should be given opportunity to also re draft or complete a short task to demonstrate their progress/learning from the teacher's comments.

Directed Improvement Reflection Time (D.I.R.T) tasks or 'red pen 'tasks should be clearly identifiable in students' books.

E. Presentation of Work in books (yrs 7-11)

Work completed by students in books is a reflection of a student's progress over time, this is the primary method of assessing their progress and attainment.

Therefore presenting work in a structured and effective way is crucial in demonstrating the high expectations of both the staff and student and ensuring progress is clear.

Starting a piece of work:

<u>Date written in full text – underlined</u>
<u>Title of the piece of work – underlined with a ruler</u>
L.O. – if lesson objective/outcome is to be noted.

The learning objective should only be noted when appropriate. L.O. s can be shared on worksheets/on the board/on post its for individuals etc. There is NO expectation these will be noted each lesson.

- Write in black or blue pen for all work. Students use red pen for comments and teachers use green pen for marking.
- Use a ruler for underlining and all drawing
- Work from the previous lesson that has been finished should be underlined.
- If you are continuing work from the previous lesson you may write the date in numbers in the margin of your book- 2/4/15.
- If you make a mistake put one neat line through the error.
- No graffiti in exercise books or on their covers.
- Work folders given to you in lessons are academy property and often have to be sent away to moderators. You must not graffiti on these folders.
- Worksheets should be glued into your book – not left loose.
- Specific subject areas in yrs 9/10/11 may have to present work in portfolios/use different methods – these should be organised and easy for a non specialist to see progression.

F. Presentation of Work – KS5

Presentation of work at Level 3 may need to be different dependant on the subject – students may not use books at all and students may keep files instead.

The minimum expectation is that all notes will have a:





- Date
- Title
- Learning objective
 - Be organised and accessible to teacher/student

And that notes will be easy to read/follow/completed.

G. Oral Presentations – All Key Stages

- Standard English – should be expected/encouraged/reinforced by the teacher
- Power Points should be only used as a prompt and the teacher should give a word limit per slide. No reading from slides!
- Tone of voice/Intonation/volume/clarity – appropriate to audience/room.
- Body and eye contact/appearance is important and good practice should be agreed/discussed/reinforced.
- Students should use strategies to engage the audience if relevant to presentation purpose
- Opening and ending – each presentation should have one which is appropriate
- The teacher should provide key connectives (e.g. furthermore/however, also) and key subject specific language, to help with flow, structure and detail.
- Question and answer session for each presentation with verbal feedback provided/noted

H. Literacy Marking Codes

Marking Codes	What it means
	Capital letter missing
	Should be written in lower case
	Capital letter used in the wrong place
	Incorrect spelling
we <u>was</u> wrong	Underline a word or phrase showing grammatical mistake
↑	Word missed out
?	Doesn't make sense or information missing
//	A new paragraph is needed
P	Punctuation mark missing
WW	Wrong word used
EXP	What you have written doesn't make sense or has been expressed using slang
H/P	Poor handwriting or presentation

I. Monitoring

Quality Assurance

At departmental level it is the role of the Curriculum Leader to monitor standards and consistency of assessment within his or her team. The SLT take part in the QA of assessment, recording, reporting, target setting and marking by:

- Providing accurate data to CLs in a usable format
- Providing guidance and pro formas which CLs use to analyse data in a consistent format
- Undertaking work scrutiny, learning walks and lesson observations, as well as meetings with Curriculum Leaders

- Setting guidelines and providing CPD on assessment, marking, use of data and intervention strategies

Marking will be checked by:

- The Curriculum Leader during Work Scrutinies, and Learning Walks during the QA cycle (calendared)
- Members of the Leadership Team (sampled half termly as part of the Work Scrutiny/Learning Walks undertaken through the Quality Assurance programme)
- Subject Leader/Lead Practitioner:
 - Will evaluate the quality of marking of individual staff and the department half termly.
 - Will look at examples of marking and talk to students and staff according to the QA cycle.
 - Will seek to improve the quality of marking across the department.
- Senior Leadership Team:
 - Will sample marking through the QA cycle.
 - Will sample examples of marking and talk to students according to the QA monitoring programme.
 - Will review the Marking Policy annually.
- Monitoring, Evaluation and Review:
 - The Senior Leadership Team will ensure that all staff will take responsibility for implementing and regularly monitoring the Marking Policy. Overall responsibility for this Policy ultimately rests with the Principal.
 - The Principal, and Senior Leadership Team will review and monitor the implementation of the Marking Policy.
 - The Academy Governing Body will review this policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the Academy and via the OSCA website.
- This policy is available to view on request.

Date policy revised: June 2016

Review Date: June 2017

Name of Reviewers: Ms M. McMahon + OSCA Governing Body