



Marking and Assessment at Newhaven School 2024-2025

Marking and Feedback

Rationale: Marking pupil's work is a core part of working life for any good teacher. It is a crucial form of assessment. It is when we can really show pupils that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps pupils need to make. At Newhaven we believe marking and feedback is one of the most valuable activities a member of staff can undertake in promoting good progress for all pupils. According to the OFSTED handbook, "When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils."

Implementation

- Books must be marked at least once a week. Departments may prefer to mark more often. Experience shows that our pupils benefit from feedback during and after every lesson.
- If written feedback is given only once a week, it should be detailed. This is evidence that will be used to inform the RAP process and Sims.
- All marking should be in green pen.
- Students should know their level and targets. Regular verbal and written feedback should inform them of their progress and the stages to getting there.
- A formal assessment each half term informs students of their grade.
- Marking should link to the learning objective, explicitly address the assessment objectives and ensure the pupil knows how to move to the next incremental stage.
- The marking should reflect our positive ethos and identify two things that the student has done well in relation to the learning objectives and AOs. One comment should show the student how to extend or improve their work and encourage further thinking.
- Peer and self-assessment should be routinely used with the students, using a scaffolded set of success criteria to guide.
- There is an expectation that students respond to green pen questions from the teacher, which address misconceptions as well as extending their learning, in red pen. Your formative feedback now needs to be digested by the student and they can show their understanding by their response. Green pen questions should happen weekly.

Curriculum leaders and SMT will monitor marking and feedback in accordance with the development cycle.

Literacy

- Evidence of marking for Literacy and Numeracy should be present in all books. Formal English and grammar should be used in all written work.
- The Editing Code should be displayed in the class and used by all subject areas. A copy should be in the front cover of every book. This will be used to give feedback on written tasks.
- Teachers will choose when to edit for spelling; this may not be every time they give written feedback, if the student has very low levels of literacy. This would need to be adjusted for particular students with SEN.
- There is an expectation that students are given the opportunity to complete extended writing tasks wherever relevant and possible. Students with low levels of literacy will need lots of scaffolded support to help them

extend their writing from their starting points. In subjects that do not regularly include extended writing, this should happen at least once a half term.

- For subjects that do regularly include extended writing tasks, students should be given the opportunity to complete 'DIRT' tasks in red pen weekly. These are directed improvement and reflection activities that support improving literacy skills.
- Speaking and Listening is assessed every half term and opportunities for formal presentations should be built into schemes of work.

Data and Assessment

Data Drops: Data drops take place once a term at Christmas, Easter and at the end of the Summer term. There will be a window of three days for teachers to complete the marksheets on Sims. After that, HoDs will get two days to review the data and check the evidence.

- Data drop grades must be based on evidence in books and folders
- There should be a formal assessment at the end of each half term to support data
- The data drop grade cannot be lower than the starting point
- If a student has not attended, they will not have made any progress
- It is expected that a student will make two sub levels of progress in a year in KS4 and one a year in KS3. If a student attends regularly, and achieves a 2 or 3 for behaviour in lessons most of the time, they should make this progress
- Students who are not on track to meet their MTG must be raised as a concern with **HoDs**

Assessment: All students are given a data starting point, (SP), and minimum target grade, (MTG), when they start. This can be reviewed at the start of KS4. Most subjects use the English SP. Maths and Science use the Maths SP. There may be some outliers, in for example, qualifications that rely heavily on content. If the SP, based on internal assessments, is significantly higher than the school SP, the HoD should discuss with the Data Manager.

Assessment is different for BTEC and GCSE. There are strict rules about written feedback for BTEC assessments, as there are for GCSE written coursework. However, the marking policy should be followed for all students during the teaching and learning stage. This could be made clear if students have separate sections in their books/folders for assessments and teaching and learning.

BTEC Assessment Guide is clear about teaching and learning:

Before starting an assessment, the tutor must ensure each learner understands the:

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines.

Your feedback during this stage could include:

- Identify areas for learner progression, including stretch and challenge
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction
- Set "dry run" or "mock" tasks and scenarios to help learners understand what level they have reached and prepare for assessment
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

The assessment rules for BTEC do not cover formative feedback, only feedback during and following assessment. Therefore, during teaching and learning you are using your best professional judgement about the nature, quantity or level of feedback.

All data is stored on Sims. There will also be an assessment calendar in Outlook, where all mock exams and drop down days will be recorded for transparency. **Drop Down Days** will only be offered to students to complete a qualification or improve a grade. This means if the marksheets show incomplete units, which if completed could take students from a Fail to a Pass or from a L1P to a L2P.