ASSESSMENT AND

MARKING POLICY

Lead Professional: Vice Principal Operations and Outcomes

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Agreed: TBC

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Governor Committee: Assessment and Standards

Our Mission

At the Thinking Schools Academy Trust our mission is to transform life chances.

Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances.

Education is the key to transforming life chances and we support and develop every member of our community to:

• Think about their Thinking

• Be their best self

• Shape their success

In this way, Thinking Schools Academy Trust transforms life chances.

Overarching Expectations

The Thinking Schools Academy Trust uses a range of assessment strategies to inform pupil progress and attainment. These are divided into three key types of assessments:

• Whole Trust assessment

• School based assessment

• National assessments

The most recent DFE guidance document (2016) regarding good practice in Multi-Academy Trusts (MATs) highlights case-studies of both new and well-established MATs of varying sizes to provide examples of how these organisations have demonstrated the "Nine characteristics of successful Multi Academy Trusts" (Carter, 2015). The guidance stipulates that MATs should standardise the way that they collect and use information in order for Leaders, including Trustees, to compare and evaluate school performance in order to "hold school leaders to account for performance" (p.36).

TSAT uses standardised systems to assess pupil performance to enable schools to be compared reliably. In practice, this translates as using standardised testing and summative assessment practices across a TSAT, collecting and analysing the test results, and then using this information as a benchmark for comparison.

All TSAT schools are expected to have an Assessment Policy in place which specifies the systems and procedures that each school uses for ongoing teacher assessment. It is expected that schools should devise a policy which complements the procedures outlined within this policy.

Principles

Using the principles and processes of assessment, our aim is to:

• Monitor progress and support learning

• Create a culture of 'assessment of learning, assessment for learning and assessment as learning'

• Celebrate the achievements of pupils and identify areas for development

• Comprise both formative and summative elements

• Ensure that Assessment judgements made by teachers at the Portsmouth Academy are accurate and reliable

• Comply with statutory requirements

Grades and Levels

KS3

In KS3 we have moved away from giving isolated levels or grades, instead focusing on giving great feedback and communicating progress. In each subject students are placed onto a pathway, based on their KS2 data. There are 3 pathways:

• Aspire (Target a minimum of Grade 4)

• Endeavour (Target a minimum of Grade 5/6)

• Accelerate (Target a minimum of Grade 7/8/9)

We chart students' progress relative to a student's starting point and their journey to GCSE number grades. We want to focus on the Growth Mindset of students, the student's journey and informing them of progress made through their secondary school experience. Summative data is collected throughout the year to prepare students for the challenging demands of the examinations required by GCSE and A Level courses.

Their performance within an assessment is recorded as a percentage. Students are then reported as 'working towards', 'on, or 'above' their pathway target for each subject they study.

After the second assessment fortnight students will also be given a progress measure, comparing their percentage score for both assessments. These are outlined below:

Progress Measure	Progress % (From previous assessment/baseline)
OTD (Outstanding Progress)	10+%
GD (Good Progress)	6%-10%
IPV (Improving)	1%-5%
KG (Keep Going)	Less than 1%

KS4

At KS4 students will receive GCSE Grades at a current, prediction and target.

Current: The grade that the student is currently working at, taking into account that they have not necessarily completed the curriculum.

Prediction: Each subject uses a grading rationale based on historical data, knowledge of the curriculum and current grades.

Target: Targets are FFT; FFT50 for Lower and Middle Prior attainment and FFT20 for higher prior attainers in order to raise student aspirations.

Assessment

Year 7 Assessments will have in the range 33%-50% GCSE Style content and/ or questions.

Year 8 Assessments will have in the range 50%-66% GCSE Style content and/ or questions.

Year 9 Assessments will have in the range 66%-80% GCSE Style content and/ or questions.

Year 10 and 11 Assessments will be complete or part past exam papers, graded with exam board mark schemes and grade boundaries

The purpose of the adopted %'s for each year group above is related to the context of their secondary learning journey and to create reliable, valid and quality assessments to best prepare students for their GCSE's and beyond.

There will be two summative assessment fortnights across the year for each year group. During this period all students will sit the same assessment within a subject. At KS3 these will take place in class, at KS4 it each assessment fortnight will take place as a Mock series in the same way as their final exams.

Reporting

Example of a KS3 Report:

If you have any concerns about your child's progress, please contact the school to book a telephone appointment to discuss this further.			
% Attendance to Date:	89 %	Positive HP:	105
No of Lates to school:	4	Negative HP:	3
Tutor Comment			
…			

Subject	Pathway	Working towards/On/ Above	Progress (OTD/GD/IPV/KG)	Attitude to Learning	Homework
Art	End	WT	OTD	A	A
Computing	End	WT	GD	A	A
Dance	End	WT	GD	A	A
Drama	End	O	OTD	B	A
Design & Technology	Acc	O	IPV	B	B
English	End	O	IPV	A	A
Food & Nutrition	Asp	WT	OTD	B	B
French	End	WE	GD	A	B
Geography	Asp	A	GD	B	A
History	End	A	GD	B	A
Maths	End	A	OTD	B	B
Music	End	WT	KG	A	A
Religious Education	End	O	KG	A	B
Science	Acc	A	OTD	B	B

Attitude to Learning

A   Your child remains open to continuous learning. They think about their thinking which enables them to demonstrate a high quality of understanding through their work. They are aware of the level of their work and ask questions or pose problems to improve their learning. This supports their ability to think flexibly. They are respectful at all times and this has a positive impact on others.

B   Your child's AtL is generally supportive of their learning. They strive for accuracy in their work and make attempts to communicate with clarity and precision. They apply past knowledge in familiar situations and use creativity, imagination and innovation in new scenarios. They are usually respectful towards their peers and their teacher.

C   Your child's AtL does not always support their learning. They must go to greater lengths to manage their impulsivity in order to develop more positive habits. They will benefit from acting with persistence more readily in order to get the most from their learning. They are not always respectful towards their peers or their teacher.

Homework

A   Homework is consistently produced on time. The quality always meets expectations and has on occasion exceeded expectations.

B   Homework is almost always delivered on time (more than 90%) and consistently meets expectations.

C   Homework is not consistently delivered on time, or it does not meet minimum expectations for completion.

Example of KS4 Report

The attendance, habit points and attainment information published in this report was the latest data we held as of printing.

If you have any concerns about your child's progress, please contact the school to book a telephone appointment to discuss this further.			
% Attendance to Date:	98%	Positive HP:	196
No of Lates to school:	2	Negative HP:	18
Tutor Comment			
…			

Subject	Working at Grade	Predicted	End of KS4 Target	Attitude to Learning	Homework
Art	6	7	7	A	B
Computing	5	5	4	A	C
English Language	6	7	7	B	B
English Literature	7	8	8	B	B
Geography	8	9	7	A	A
Maths	5	6	8	B	A
Science	3	4	5	B	A
Spanish	5	6	7	B	C

Attitude to Learning

A   Your child remains open to continuous learning. They think about their thinking which enables them to demonstrate a high quality of understanding through their work. They are aware of the level of their work and ask questions or pose problems to improve their learning. This supports their ability to think flexibly. They are respectful at all times and this has a positive impact on others.

B   Your child's AtL is generally supportive of their learning. They strive for accuracy in their work and make attempts to communicate with clarity and precision. They apply past knowledge in familiar situations and use creativity, imagination and innovation in new scenarios. They are usually respectful towards their peers and their teacher.

C   Your child's AtL does not always support their learning. They must go to greater lengths to manage their impulsivity in order to develop more positive habits. They will benefit from acting with persistence more readily in order to get the most from their learning. They are not always respectful towards their peers or their teacher.

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Quality Assurance

It is our aim that attainment and progress measures set out above provide a consistent and realistic overview of the knowledge and skills taught at The Portsmouth Academy. Therefore, each assessment created and implemented will follow the success criteria below to ensure students assessment and feedback journey best prepares them for their external exams and further careers/ qualifications

How to Design an Effective Assessment	
Validity: refers to the inferences we can make from the assessment results	• What is the purpose of the questions we are asking? • What are we trying to find out? • What do we want to know? • How valid are the conclusions that we can draw from the assessment results? • How valid are the actions that we sanction as a result of the inferences drawn? Example: student reading ages might compromise the validity of a worded maths problem
Reliability: how far we can trust the results. Crucial if we want to track progress over time	• Would students have got similar results given different questions? • Would students have got similar results on took the test at a different time of day? • Are the marks for the test agreed when different people mark the test? Example: The amount of GCSE style/ content questions will support reliability as well knowledge and skills chosen to be taught from national curriculum/ exam boards
Quality: what is the relationship between validity and reliability? How do we strike the right balance?	• Reliability is a pre-requisite of validity but making an assessment more reliable (i.e by making it longer) can decrease validity (i.e because there is a much wider range of knowledge being tested) • CLs and those responsible for planning and making assessments are clear on factors pertaining to validity and reliability. • Summative assessments are collaboratively quality assessed by CLs as part of a standardisation process

Moderation

Moderation enables teachers within a school/ across the Trust to develop and apply a consistent and precise language of assessment which can be used by teachers, support staff and leaders to describe and discuss student learning.

Moderation is the practice of professionals sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with the statements in the National Curriculum. The practice gives teachers and students the collaboration structure and processes to look closely at evidence to establish:

• What is to be learned?

• How is learning progressing?

• What will be learned next?

Moderation enables discussion about:

• What students need to learn to meet standards

• What success looks like.

Moderation is an assessment practice, but it is also a technique that strengthens other assessment practices. It provides a structure and process for teaching teams, teachers, classes and individual students to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based.

Data analysis

The effective use of data to meet the Aims of this policy is crucial for data to be meaningful. Analysis of the data tells us what is going well and where there are areas for improvement. What data doesn't tell us is the reasons why cohorts, groups or individuals have performed how they have, or how the school is going to improve the data where there is an identified concern or area of improvement.

Therefore, analysis of the Data on Power BI (KS3) and 4Matrix (KS4) will be explored by tiers of leadership within the Portsmouth Academy. However, all data will be analysed through the performance of the cohort within year groups as well as pupil groups such as those who are Disadvantaged and Students with SEND, this is irrelevant of the tier where the analysis takes place.

Roles and responsibilities

To enable the effective implementation of this policy and to support leaders to understand the accountability framework, below are a list of responsibilities for reflection. Whilst this list isn't exhaustive, leaders may choose to use this list to support the implementation of individual school Assessment Policies.

• **Pupils**: will do their best to focus on their learning and respond to feedback;

• **Parents/carers**: support their child's learning and engage with their class teacher on achievements so far and next steps to progress further;

• **Teachers**: actively engage with training, support and moderation for assessment in order to be assessing pupils' achievements accurately and with confidence;

• **School leaders**: support and challenge teaching staff in their assessment practices and judgements, including through regular training, school to school and Local Authority moderation;

• **Governors**: support and challenge the school leadership by scrutinising in-year achievement data including for different year groups and groups of pupils, and by triangulating this data with other evidence;

• **The Executive**: provide challenge, support and intervention to schools where assessment practice/judgements are not yet entirely robust, will coordinate moderation at Hub and where appropriate Trust level, will report to the Board and Trustees on schools' end of year targets and in-year data and will keep this policy under review.

Assessment Cycle (2023-24)

Assessment Calendar		
Year 7	Assessment Fortnight 1	2nd January to 12th January
	Assessment Fortnight 2	10th June to 21st June
Year 8	Assessment Fortnight 1	25th September to 6th October
	Assessment Fortnight 2	4th March to 15th March
Year 9	Assessment Fortnight 1	30th October to 10th November
	Assessment Fortnight 2	13th May to 24th May
Year 10	Assessment Fortnight 1	20th November to 1st December
	Mock 1	19th February to 1st March
Year 11	Mock 1	30th October to 10th November
	Mock 2	4th May to 24th May

Week 1 and 2		Week 3 and 4		Week 5 and 6
Assessments	→	Marking and Data Drop	→	Reports to parents, Holistic and Subject Level Data Analysis and action planning

TPA MARKING POLICY

Feedback to Feed Forward:

- Teachers regularly reflect on learning and students' depth of knowledge and understanding. They address misconceptions and embed key skills and knowledge through re-teach.
- Teachers "make it matter" by feeding back regularly to students to recognise and celebrate achievements whilst challenging them in a constructive manner to strive for

improvement and learn from their mistakes. They use a range of feedback strategies and see the value of teacher feedback and also peer and self-assessment.

- Teachers challenge students with subject specific EBIs/FIPs and time is given for students to respond and redraft in order to demonstrate progress in understanding; helping to generate a 'can do' culture.

Core aims:

- To see if teaching has been effective and inform the next steps of planning for progress.
- To help students to improve their work through informed and constructive feedback.
- To motivate students to want to produce high quality work and make progress.
- To provide opportunities to give praise and encouragement and to show that students' work is valued.
- To teach students to recognise what they do well.
- To allow students to build up a realistic picture of their strengths and weaknesses and take responsibility for their own learning.
- To foster a culture whereby it is all right to make mistakes but that it's vital to learn from them.
- To support students to present their work correctly and in doing so make excellence a habit.
- Curriculum leaders set expectations around consistent use of pre/post testing and waypoint tasks that need to be marked and recorded in the electronic mark book (EMB). These core pieces are drawn from the up-to-date curriculum overviews and encompass a range of assessment opportunities.

Framework for Marking, Feedback and Assessment:

- Marking and feedback, linked to the relevant success criteria, should be **regular**, **routine** and **timely**.
- Curriculum leaders maintain agency of the appropriate frequency and standard of marking by maintaining a departmental marking criteria grid sheet which provides specific departmental expectations in support of this document.
- Student successes should be shared in the form of subject specific "What Went Well" (**WWW**) comments. And next steps should take the form of a question or task in the form of a "Even Better If" (**EBI**). In this context, "subject specific" means directly related to the work or topic being studied. Generalised comments such as "Good work" are not accepted alone as they do not specify what the student did well. Further information would be required, for example "You used 3 keywords in your answer, Good work". Students should respond to their feedback by providing a "Student Response" (**SR**) which answers the question set, or completed the task given.
- Staff mark in green pen/font.
- Opportunities must be planned into lessons for students to **respond** to their student response by improving, correcting, developing or repeating work.
- Opportunities for peer and self-assessment should be identified within schemes of work, where students understand and can refer to clear success criteria.

- Student marking and responses to feedback will be completed in red pen.
- In a One-to-one digital environment, marking and feedback may be delivered in a variety of ways including but not limited to audio recordings, video, text, images and animations.
- Digital work requires regular and constructive feedback, for the same reasons that written work does.
- Homework must be set regularly and instructions for tasks recorded in Microsoft Teams. Feedback on homework should be given on Teams.
- All staff must keep a comprehensive record of the achievement of each student to whom they have a responsibility, including homework that has been set. The information should be on-going and recorded in an electronic mark book so that marking can constantly inform teaching. This is particularly imperative in subjects where the majority of feedback is given verbally.
- Students' work will be checked for quality of marking, feedback and assessment on a half-termly cycle through book looks, learning walks and during lesson drop-ins. These will be undertaken by curriculum leaders and members of SLT/ELT as part of the "Deep Dive" process.
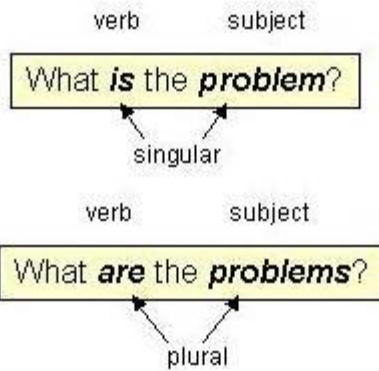
Spelling, Punctuation and Grammar at The Portsmouth Academy
- Every teacher is a teacher of literacy. As such, evidence of literacy marking must be present in written work. Errors could include: spelling, punctuation, poor grammar and paragraphing. Opportunities must be built in for pupils to respond to these errors. At KS4, SPaG expectations from exam boards should be applied. The following codes should be applied when marking for literacy:

SPaG and Marking Codes		
Marking code:	Meaning:	Action required by you: (All editing of work should be completed in red pen.)
Sp	Incorrect spelling	Write the correct spelling three times by either copying the teacher's correction or by using a dictionary.
P	Punctuation error	Identify what is wrong with the punctuation and write the correction clearly. Learn the rule and how to apply it correctly in the future to show progress.
Gr	Grammatical error	Identify what is grammatically wrong and write the correction clearly. Learn the rule and how to apply it correctly in the future to show progress.
H	Homophone confusion	Identify the homophone you have used incorrectly and write the appropriate homophone necessary.
NP //	New paragraph required	Revise and remember the rules for starting a new paragraph. (TiP ToP)
V	Incorrect vocabulary used	Read through the sentence again and consider which word is incorrect and replace it with one which allows the sentence to make more sense.
^	Missed word or words	Identify which words have been missed out and write the correction clearly.
?	Does this make sense?	Read through your work and correct it so that it reads well.

- When assessing incorrect spellings, it is advised that teachers provide the correct spelling of the word with 'x3' next to it; this forms a vital part of the student's feedback. However, for a student with dyslexia, dyslexic tendencies or poor spelling habits, it would be demoralising to correct numerous mistakes. In this instance, the teacher should correct the spelling errors within the first paragraph and/or keywords relating to the subject/lesson.
- For punctuation errors, absences of any punctuation where necessary (such as question marks to learning questions) should be circled with the P symbol next to it. Incorrectly used pieces of punctuation should be marked clearly with the P symbol. Please note, incorrect use of a capital letter is considered a punctuation error.

- Grammar errors most notably include: incorrect syntax, incorrect tense and **errors in verb agreement (see the example below).**

Example #1:

verb   subject

What *is* the ***problem***?

singular

verb   subject

What ***are*** the ***problems***?

plural

- As a general rule, extended writing should change paragraph whenever the following is altered:

Time, **P**lace, **To**pic, **P**erson = **TiPToP!**

- Finally, as with spellings, teachers should use their professional judgment as to whether or not to provide the correct word where V marking has been used. It is advisable to do so for lower sets, where the ability to use dictionaries confidently inhibits accurate corrections.