

CLIFTON COMMUNITY SCHOOL ASSESSMENT FOR LEARNING POLICY

AIM / PURPOSE

The aim is to create a framework within which marking can be consistent and positive, enabling students to understand what is good in their work and how it can be improved.

GENERAL PRINCIPLES

- Work will be marked according to individual department policy. Students will be aware that not all of their written work will be marked. Teachers need to mark less frequently and not all written work needs to be marked. Teachers should use a variety of assessment and feedback methods in class rather than relying just on written comments. Written comments should be used less frequently. The time freed by marking less should be used to plan for more AfL in the classroom.
- Marks and grades should NOT be written on students' work unless it is a formal summative assessment piece. Summative marking may be in the form of grades (national curriculum or GCSE where applicable). Formative marking will be in the form of statements or comments.
- There should be no grades given for effort on work.
- Written comments should praise specific positives and give advice on what to do to get better - i.e. curricular targets. Curricular targets should: be not more than 2; cause a cognitive not an emotional response; be about learning and be related to progression in the subject and / or literacy e.g. *'give an example to support your opinion'* rather than procedural e.g. *'use a pencil to draw diagrams, work harder, be neater'*
- Curriculum areas should draw up a bank of feedback comments that relate to moving students on from one level to the next that staff can use. e.g. a typical comment to use with a Y8 historian who needs to move from level 4 to level 5 is: *'comment on the usefulness of the evidence you have used for this enquiry'*. Curriculum areas will need time to devise these
- There should be a consideration for how we get students to read and respond to comments e.g. starter activity following a marking session to be to read comments and reply or redraft work in light of comments, e.g. rewards for responding to comments – recording targets etc
- All staff have a responsibility for promoting good literacy. When work is marked for literacy, staff will use the features of the 'Literacy Marking Code'.

CURRICULUM AREA MARKING

- Curriculum Team Leaders will ensure that their marking policy is reviewed on an annual basis and is based upon the principles above.
- The Literacy marking policy should be on display in every classroom or perhaps on A5 in pupils' books
- The end of term SIMs data will be marked in terms of attainment on the National Curriculum programme of study or using GCSE criteria.
- Curriculum Team Leaders will focus on ensuring that the marking of the work is consistent through their curriculum area and is standardised amongst the team.
- Curriculum Team Leaders will develop their own system for monitoring the marking of students' work in their areas, and will summarise findings in their Work Scrutiny Reports.
- As part of the Monitoring and Evaluation policy, the Leadership Team will include marking as a focus at least once through each academic year.

MONITORING AND EVALUATION

This will be carried out through the Curriculum Leadership Team of the school in liaison with SLT and Governors.

Clifton: A Community Arts School Assessment for Learning Policy – Literacy Focused Marking - Teachers' Guide

// - New paragraph

Sp – Underline the spelling in concern and put the correct spelling along with sp. in the margin in the first instance and then just mark with **sp** afterwards.

() – Put brackets around mistakes such as homonyms (words that are pronounced in the same way but spelt differently e.g. there/their/they're) and put the correct version in the margin.

P – Punctuation. Circle where punctuation is or isn't needed. For example – there s a fly in my so^o or Amy loves gobstopper's. Put a cross through^o the circle if the type of punctuation isn't needed or put a circle where punctuation hasn't but should've been used.

CL – Similar to the suggestion above. Circle where a capital letter should've been used or put a cross through the circle where the capital letter is not needed.

?  - A wiggly line should be drawn along side a section of text where the meaning is unclear. Perhaps this could be joined by a ? to emphasise confusion.

^ = A word has been missed out.

Assessment for Learning (Literacy Focus) – Student Guide

This is how your work will be marked, to help improve your literacy.

// = Start of new paragraph
Begin a new line, slightly away from the margin

Sp – Any incorrect spellings will be underlined and sp will be written in the margin. The correct spelling will either be written there or you will have to find it yourself. Your teacher may have another way for you to learn the spelling. It is really important that you learn to spell common and unusual words so that your meanings are always clear no matter who your audience is.

() – Brackets will be put around mistakes such as homonyms (words that are pronounced in the same way but spelt differently e.g. there/their/they're) and the correct version will be in the margin.

P – Punctuation. A circle will appear where punctuation is or isn't needed. For example – there s a fly in my sOup or Amy loves gobstopper's. 

CL – A circle will appear where a capital letter should've been used or a cross will be put through the circle where the capital letter is not needed.

 **?** - A wiggly line will be drawn along side a section of text where the meaning is unclear. Perhaps this could be joined by a **?** to emphasise confusion.

^ = A word has been missed out.

Peer Assessment Guide

To be used regularly for different types of writing - letters/reports/analyses/creative responses etc.

Our Agreement on Marking Partnerships

When we become marking partners we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the Learning Objective and only try to improve things that are linked to the Learning Objective.
- Tell our partner the positives we see in their work and make sure our comments reflect these.
- Listen to our partner's advice because we are trying to help each other improve our work.
- Look for a way to help our partner achieve the Learning Objective better.
- Try to make our suggestions as clear as possible.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner.

Signed _____

Self and Peer Assessment

Self and peer-assessment are often combined or considered together. They have many potential advantages in common. Peer assessment can help self-assessment. By judging the work of others, students gain insight into their own performance. Peer and self-assessment help students develop the ability to make judgements, a necessary skill for study and professional life.

Race (1998) and others have described some potential advantages of peer assessment for students as:

- Giving a sense of ownership of the assessment process, improving motivation;
- Encouraging students to take responsibility for their own learning, developing them as autonomous learners;
- Treating assessment as part of learning, so that mistakes are opportunities rather than failures;
- Practising the transferable skills needed for life-long learning, especially evaluation skills;
- Using external evaluation to provide a model for internal self-assessment of a student's own learning (meta-cognition) and
- Encouraging deep rather than surface learning.

Self and peer assessment promote lifelong learning, by helping students to evaluate their own and their peers achievements realistically, not just encouraging them always to rely on teacher evaluation.

Talk for Learning

- Target questions with specific pupils in mind in order to reduce the dominance of certain pupils and target capabilities.
- Extend ideas – pursue lines of enquiry - with the same pupil or one of a higher ability.
- Encourage pupils to listen carefully and to seek clarification if they don't understand.
- Change the balance of closed and open ended questions.
- Avoid the natural urge to fill silences after questions and instead wait for others to think about the answer and extend it.
- Use video as an assessment/evaluation tool to give feedback from oral discussions.
- Role-play and drama activities are a useful tool to clarify understanding as well as using to extend and build on ideas/thoughts.

Teachers should make sure that:

- The activity has a clearly defined time allocated to it
- It is active, requires thinking, and will generate talk focused on the learning objectives
- Students are grouped in the most effective way
- Students are clear about what they need to do in their group
- They know what will be required of them at a later part of the lesson

Spelling Strategies

Often if the spelling error occurs at the start of the word, it is unlikely that the student will be able to find the correct spelling without help. Write the corrected word in margin. Then the student should write the correct word at end of the piece of work. Obviously, there are a range of ways we can encourage pupils to learn/locate keys spelling such as:

1. Promoting the use of a dictionary
2. Break it into sounds (d-i-a-r-y)
3. Break it into syllables (re-mem-ber)
4. Break it into affixes (dis + satisfy)
5. Use a mnemonic (necessary – one collar, two sleeves)
6. Refer to word in the same family (muscle – muscular) (word webs)
7. Say it as it sounds (Wed-nes-day) (spellspeak)
8. Words within words (Parliament – I AM parliament)
9. Refer to etymology (bi + cycle = two + wheels)
10. Use analogy (bright, light, night, etc)
11. Use a key word (horrible/drinkable for -able & -ible / advice/advise for practice)
12. Apply spelling rules (writing, written)
13. Learn by sight (look-cover-write-check) Write it for them on scrap paper - show it to pupil with time to memorise away from their book- pupil tries to write it in book without looking at scrap paper
14. Visual memory (look-cover-write-check)

Helpful Hints and Tips

- Use starters
- Word-webs
- Don't make it a problem
- Be explicit in how people spell

- Key word displays
- Spelling logs
- Chiefly ... embed it in your practice