



ENGAGE, INSPIRE,  
DEVELOP AND SUPPORT

# Marking and Assessment Policy

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# MARKING AND ASSESSMENT POLICY

Whilst it is obvious different subject areas will have their own particular requirements that determine certain aspects of marking and assessment, there are some common principles and practices to which all departments and individual teachers should adhere.

## The Purpose of Assessment

The main purposes of assessment of students' work at CUL Academy Trust are:

- To assist with improvement of learning and to contribute to a culture of independent learning and enjoyment of academic work for its own sake.
- To give students the best possible preparation for their examinations
- To provide students, their parents, and teachers with the information and opportunities needed to achieve the first two.

From this arise some common principles of assessment:

## Common Principles of Assessment

- It should be regular and frequent;
- It should accentuate, where possible, the positive;
- It should offer constructive advice which will enable successful future learning and inform decisions about the teaching of individuals and groups;
- It should be meaningful to students;
- It should take account of the needs of students at different stages in their school careers

## Common Practice of Assessment

### 1. Correction of Mistakes

It would be neither reasonable nor helpful for staff to correct every single mistake that a student makes. However, it is expected that staff will draw attention to errors in understanding, mistakes in the use of subject-specific language and any glaring grammatical or spelling mistakes, logical non-sequiturs or errors in calculation.

The degree to which such mistakes are to be corrected on the student's work is a matter for individual teachers to take into account in the light of the effect that the correction would have on a student's self-esteem or motivation - especially in the case of students with specific learning difficulties.

### 2. Comments

As assessment must be both formative as well as summative, it is essential that there is an appropriate balance of grades/marks and constructive comments. In practical subjects and, at times, in other subjects these comments will best be given orally either to the class as a whole or to individual students e.g. if several pupils have written poor conclusions to an essay, it would make perfect sense to comment to them in class about how to improve a conclusion rather than writing the same comment on each essay. This would be an example of how assessment could inform future teaching.

However, it is expected that in the majority of homework's there would be at least one comment giving guidance as to how the work can be improved and that future teaching would allow opportunities for such improvement to be demonstrated.

### **3. Meaningful Marks**

All marks or grades given must be meaningful to students. It is expected that teaching staff will, at the outset of the year, ensure that their marking and grading system is explained to all pupils.

Pupils in classes being prepared for public examinations should have access to the marking principles used in assessing the specification they are studying. Teachers will consider how best to present these to pupils.

### **4. Organisation of Notes**

In subjects where folders and files are used, it is expected that once each half-term, pupils would have to demonstrate to subject teachers that files/folders are organised and up-to-date.

### **5. Positive and Regular use of Rewards**

Marking should be as positive as possible. Pupils benefit greatly from knowing that teachers are interested in their work and have noticed the effort that has been expended and that progress has been made. Assessment should, of course, never be demeaning, dismissive, sarcastic or used as a vehicle for expressing frustration. All staff are expected to give commendations and use other reward systems as outlined in school policy.

### **6. Regularity**

In different subjects and year groups, pupils should know when work is to be set and when/in what form they will receive the assessment feedback. Deadlines must be clearly established, as well as interim deadlines for coursework. Assessed work should always be returned to pupils within reasonable timeframes that each teacher will establish and students should be apprised if there are circumstances preventing this; respect for deadlines will best be encouraged by that respect being mutual.