



**St Peter & St Paul**  
Catholic Voluntary Academy  
*Pro Petro Paulo Patria*

Policy Document  
Status: Approved  
Confidentiality level: Public

# Assessment to Promote Learning and Progress

*Policy Ref No. PAPL 01*

**'I have come that they may have life and have it to the full'**

John 10:10

### **The Ethos of St Peter and St Paul**

*"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith."*

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

### **The uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

### **The search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

### **The education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

### **The education of all**

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

### **Moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

### **Consequently, we still strive to ensure that:**

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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## Principles

STUDENTS will know how well they are doing, understand what they need to do to improve, know how to get there and have the opportunity for dedicated improvement and reflective time.

TEACHERS will make evidence based judgements about pupils' attainment, provide constructive feedback and plan, support and intervene to promote progress.

A SYSTEMATIC PROCESS will be in place which enables teachers and other adults to make regular, accurate and useful, evidence based assessments of pupils' attainment and learning needs.

PARENTS and CARERS will have access to clear and accurate assessments of their child's learning.

This policy takes into account The Teachers' Standards (full copy available at [www.gov.uk/government/publications](http://www.gov.uk/government/publications)):

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## Objectives

To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.

- To set challenging targets for improvement.
- To give learners accurate feedback on their work so that they have the opportunity to make good progress.
- To enable learners to self-evaluate their work and take responsibility for their targets.
- To celebrate and reward learners' achievement and progress.
- To standardise the marking and assessment procedures throughout the academy.

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## **Measuring Progress and Target Setting**

Due to the ongoing changes in education, including the introduction of the New National Curriculum, reformed GCSEs, A Levels and Vocational qualifications plus the removal of KS2/3 levels and the introduction of KS2 scores, the measuring of progress is being continually altered to meet these new demands.

KS3: St Peter and St Paul has developed an assessment system based around **learning outcomes**. These learning outcomes are linked directly to subject Schemes of Work which have been written from the new National Curriculum and with the new reformed GCSE specifications in mind.

From September 2016, for students in Year 7 and 8, progress will be measured against what is expected of them to know, understand and do at different ages when compared to all students nationally (age-related expectations).

If they are working well above age-related expectations, then they are working in the **Excelling** stage. If a student is working above age-related expectations then we say they are working at the **Mastering** stage. If a student is working close to the age-related expectation then they are working in the **Developing** stage. If a student is not yet working at the age-related expectation then they are working in the **Establishing** stage.

Each subject will have age related learning outcome grids. These grids describe the outcomes which students would need to demonstrate on a piece of work or task to be assessed in one of the four Pathways: Establishing, Developing, Mastering, Excelling.

The learning outcome grids make assessment simpler and clearly communicate next steps for students. Students are assessed against the learning outcomes at least twice each half term. The style of assessment may be varied and relevant to the individual subject.

KS4 and KS5 (Years 9 to 13): assessment is measured against the student's academic or vocational qualification criteria.

### **Target Setting**

Targets need to be *agile, flexible and adaptable* to ensure there is always a "gap in learning". The gap in learning is produced by having a target that is always in advance of the student's current attainment.

At the beginning of Year 7, or on entry to the Academy in Year 7 or 8, students will be placed, by the department, on an appropriate pathway relevant to the subject and their stage.

From Year 9, GCSE and vocational targets are set using KS2 English Reading and Mathematics as a baseline. The target setting is reviewed annually following the publication of the KS4 Estimate Tables.

Students without KS2 scores are assessed over time and suitable targets set. These targets, especially for EAL students, are reviewed at each data collection point.

KS5 Targets are set using average GCSE points score for A Level qualifications and average GCSE and non-GCSE scores for Vocational qualifications. Targets are initially set in line with data from the latest Level 3 Value Added data.

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When targets are set, often at the beginning of the Key Stage, which students prematurely achieve due to their accelerated progress, targets are reset to create a gap in learning.

## **Marking and Feedback**

In St Peter and St Paul Academy, we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff. The expectation is that marking will take place approximately every 2 weeks. Marking and feedback to students will be clear and consistent so that all students have a clear understanding of how to develop their work and are able to demonstrate that they have understood the advice given. The methods of marking work will be applied consistently throughout the academy.

## **Principles of marking and feedback**

To be effective, feedback needs to:

- Close the learning gap for key groups
  - Be fit for purpose – different subjects areas and different students require different models of feedback
  - Acknowledge a variety of feedback
1. Marking will be against the learning intention and individual targets
  2. Any learning points / misconceptions will be addressed.
  3. Learners will have the opportunity to reflect on their feedback and question comments.
  4. There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.

The Five Main Types of Formative Marking and Feedback at St Peter and St Paul Academy:

- *In-Depth Teacher Marking*
- *Peer/Self-Assessment*
- *Verbal Feedback*
- *Marking for Literacy Using Whole-School Strategy*
- *Light Touch/Acknowledgement Marking*

Written work should be presented neatly **with dates and titles underlined**. Where work is of an unsatisfactory standard including from a literacy viewpoint, re-writing an improved piece is an acceptable strategy to help make progress and raise standards.

### **In-Depth Teacher Marking**

On assessed pieces of work good quality written feedback using the “two strengths and a target” framework will be provided:

**S** - “Strength” - positive comment which relates to the learning intentions;  
**S** - “Strength” - second positive comment which relates to the learning intentions;  
**T** - “Target” - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.

Dedicated improvement and reflective time will be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given.

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### Peer and Self-Assessment

Students assess a piece of work against explicit success criteria.

All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

### Verbal Feedback

Verbal feedback is a valuable form of formative feedback. This does not need to be referenced in workbooks.

### Marking for Literacy Using Whole School Strategy

It is the responsibility of all staff to help students to improve their literacy. When marking work, staff will use the academy literacy marking strategy (DOT marking). All staff where possible, should build into their planning opportunities for students to develop extended writing skills and developed oral answers.

### Dot Marking

If you see an error in pupils' writing, whether it is spelling, missing capital letters and full stops, misuse of a term or missing punctuation, put a visible dot in the margin on the line where the mistake is made. The mistake itself can be circled on the line if you wish to make the mistake more noticeable, or when working with pupils who may need the extra guidance towards their error. These can then be addressed and corrected during DIRT time.

Which corrections are made are at the teacher's discretion, however, for students with literacy difficulties, it is recommended no more than 5. Setting targets to correct three dots, for example, may be appropriate dependent on the class you are working with. The shorthand CDMC (Check Dots Make Corrections) can be used at the end of a piece to direct pupils to make the corrections necessary.

By using dots pupils will make their own corrections and this will help their progress towards learning key words or spellings.

### Policy Summary

TYPE OF MARKING	
In-depth teacher marking	Strength1 Strength2 <i>positive comments which relate to the learning intentions</i> Target <i>an area where the success criteria was not met; a task/question to allow opportunity for further progress.</i>
Peer/self-assessment	Against specific success criteria
Marking for Literacy	DOT marking
Light Touch/ Acknowledgement marking	Ticks, teacher initials, simple literacy corrections and/or brief attainment based comments

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## **DIRT (Dedicated Improvement and Reflection Time) Marking**

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice. If a student immediately acts on the feedback, then they will have the opportunity to close the gap.

DIRT marking (Dedicated Improvement and Reflection Time) is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but NOW – in their lesson.

'DIRT lessons' can take as long as necessary, they can form the starter or for longer pieces of work take the whole lesson.

### **Examples of DIRT marking:**

- Reflection and responding to precise feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.
- Feedback in the form of questions to extend students understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using **DIRT** – writing an appropriate detailed response to teacher feedback.
- Drafting and proof reading, their books with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case DIRT marking is about improving extended writing and ensuring students proof read their work automatically.

Minimum Expectations for 'complete marking' for KS3, KS4, KS5

1. At least 2 recorded assessments per half term
2. Assessment criteria (student friendly) stuck in books, are understood and used effectively by students
3. In depth marking with next steps that refer to assessment criteria
4. Evidence of marking for literacy (DOT)
5. Evidence of regular reflective time (DIRT)
6. Evidence of effective peer/self assessment

**All of the above should reflect progress over time for students**

### **Teacher Guidance for Student Presentation of Books**

1. **Up-to-date target sticker on front of book**
2. **Titles and dates underlined**
3. **Homework and Class work identified to support clarity on which is which**
4. **Assessment criteria at front of books (student friendly)**
5. **Spelling dictionary in back of book**
6. **Neat handwriting**
7. **No graffiti**

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## **Summative Assessment & Reporting**

Teachers will maintain a mark book on Go4Schools that includes a KS3 Pathway, GCSE or A Level or vocational sub-grade for student's work at least twice a term.

### **Key Assessment Exercises**

Assessment can take a variety of forms which may include end of topic assessments or presentations.

The expectation is that:

1. A summative assessment is carried out at least twice a term.
2. Assessment criteria are shared with the students in advance.

Marking of key assessment exercises:

- Will provide students with an objective performance measure e.g KS3 Pathway/GCSE/A Level/vocational sub grade – this enables the students to clearly see progress against their target grade.
- Will include a written comment on strengths in relation to the assessment criteria
- Will include a written comment on how knowledge and understanding could be developed
- Will identify misunderstandings and set clear curricular targets
- Will mark literacy as appropriate to the task

Students must have time to reflect on feedback identifying actions for feedback.

Formal summative assessments periods will take place during the following times of the year.

All departments must have evidence of common summative assessment across the year/groups as appropriate, using KS3 Pathways or GCSE/A Level/vocational grades at KS4/5.

<b>Students</b>	
Y7 & Y8	End of June
Y9	January
Y10	February
Y11 & Sixth Form	December

These results will be reported to parents in addition to the Progress Reports.

## **Reporting**

Two progress reports, one summative assessment summary and an annual written report will be reported to parents at various times throughout the year. At KS3 these reports will provide a list of current indicative levels (reported in sub-levels) for each subject studied; for KS4/5 a grade reflecting the potential grade at the end of their course if the student continues to progress at the same rate.

Go4Schools will be the system used for reporting; procedures for reporting to parents/guardians is outlined in the current 'Assessment and Report Writing Guide' (staff handbook).

## **Tracking progress**

Teachers will continually track the progress of individual students, provide support and intervention in class to accelerate progress; individual concerns will be highlighted to Subject Leaders.

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Subject Leaders will track the progress of groups of students including classes and by gender, ability, SEN and disadvantaged at least once a term.

The central tracking of student progress takes place at each reporting stage, assessment data inputted by teaching staff compared against prior attainment and targets.

### **Intervention – Celebration and concern**

Intervention is made on the basis of individual learning needs. Students, who are not meeting expectations, are highlighted and supported in the first instance in the classroom then through departments, faculties, and academy strategies. Students meeting and/or exceeding expectations are highlighted for celebration (see Rewards Policy).

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## **Appendix 1 - Homework**

The purpose of homework is to develop the Home/Academy partnership, consolidate and reinforce skills and understanding and extend school learning.

Effective homework should:

- Provide an opportunity for pupils to demonstrate their independent understanding and skills. Homework should not merely consist of completing work not finished in class (unless the nature of class work is project-based where manageable targets would be expected or where the task is too long to complete in class)
- Arise from a well-planned Scheme of Learning
- Be appropriate to the ability of the individual
- Be varied in nature, both in terms of outcome (e.g. projects, essays, multimedia, research) and in terms of skills developed (e.g. knowledge consolidation, applying ideas, evaluating viewpoints).

Each year has a specific homework timetable and the following amounts should be set on a weekly basis.

Year	Recommended Amount
7	20 to 30 mins per piece
8 & 9	30 to 40 mins per piece
10/11	40 to 50 mins per piece

In Years 12 and 13 the amount will depend on the students' individual programme but as a guide each AS/2 subject should require a minimum of 4 hours of additional study time

Homework will be set by all subjects for all groups on a weekly basis in line with the Homework Timetable.

Homework will be set to meet the needs of the students.  
All homework will be recorded.

All homework will be acknowledged/marked and relevant feedback given.

Staff will ensure that students who do not complete homework or to the required standard will finish the task appropriately.

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## **Appendix 2 - Classroom Practice**

Students are able to learn most effectively when they work within a learning culture that has clear expectations and in which those expectations are applied every day and throughout the year.

The Student Learning Process:

- What are you learning?
- Do you know where you are now in this learning?
- Do you know what to do to get better?

All teaching groups must have a clear seating for learning plan (recorded in Go4Schools).

Punctuality

Prompt start should be made to all lessons.

Greet the students as they enter the classroom

Students should line up outside the classroom and wait quietly for the member of staff in an orderly manner. Students should be greeted and uniform checked as they enter the classroom.

Formal beginning and end to the lesson

Students should stand behind chairs and wait to be seated; books and equipment on desks.

The teacher takes a register of the class at the beginning of the lesson. Entered directly onto CMIS through eportal.

Learning intentions to be shared with class.

Homework should be clearly written by the student in their Planner

At the end of lesson staff should ensure that the classroom is free of litter, chairs are in and board cleaned.

Students are dismissed in an orderly manner. Uniform checked as students leave classroom.

The prayer should be said at the end of the day either led by staff or student.

Presentation of work

All written tasks should be completed with an appropriate colour of pen/pencil.

Underline title, learning intention and date.

Underline completed task.

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## Appendix 3 - What Constitutes Effective Marking and Feedback?

### Book Check Success Criteria

Requires Improvement	Good	Outstanding
<b>Focus 1: Marking for literacy</b> Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?		
Sparse or inconsistent evidence of the use of the academy marking for literacy strategy on student's work.	There is clear evidence of the use of the academy marking for literacy strategy however there are some inconsistencies in the reviewing of the corrections by students.	The academy's marking for literacy strategy is used consistently, subject-specific vocabulary is acknowledged and there is clear evidence of students reviewing errors to improve the quality of their work.
<b>Focus 2: Frequency of marking/feedback</b> Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?		
Work is marked within the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail (see F4) within the agreed period of time.
<b>Focus 3: Monitoring of progress</b> Are students able to track their progress towards their targets (by lesson, termly, annually)?		
Target levels/grades are evident on student books/folders. There is little evidence of student progress in their work.	There is evidence of progress in student's work. It is evident from student's work that they are aware of their targets and where they are at now.	It is evident from student's work that they are aware of their targets, where they are now and how to move forward in their learning.
<b>Focus 4; Quality of written feedback</b> Do students receive good quality, constructive written feedback? Are students praised for positive aspects of their work (SS)? Do students have an opportunity to respond to the feedback (T)?		
There are examples of written feedback which also include praise and may suggest areas for improvement. Comments may be brief or generic/unspecific.	Feedback is written in a clear and constructive manner. Students are praised for their work and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts. There is evidence of student response to feedback.	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of students acting on feedback in order to demonstrate progress. Student responses are well-thought out and evident in the vast majority of books.
<b>Focus 5: Peer and self-assessment</b> Do students know how to accurately assess each other's work and their own work, given specific success criteria? Do students know how to provide fair and helpful feedback?		
Superficial peer- and self-assessment may be evident on students' work.	Peer and self-assessment, using specific success criteria, are evident in learners' work; students	Peer and self-assessment, using specific success criteria, are evident in students' work and as a result, students can evidence that they clearly know how to develop their work to

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	respond to the feedback.	make progress.
<b>Focus 6: Presentation</b> Do learners take pride in what they are learning and recording? Is poor presentation and organisation tackled appropriately?		
Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged; there is evidence that work is improving where presentation and organisation were previously inadequate.	Students clearly take pride in how work is presented. Presentation and organisation are rewarded/challenged; there is evidence that work improves, where presentation and organisation were previously inadequate.
<b>Focus 7: Homework</b> Do learners receive regular homework? Is it easily distinguished from class work? Do learners take pride in the completion of homework? Is their regular feedback on homework?		
Some evidence of homework in workbooks or folders	Evidence of regular homework clearly shown in work books or folders; presentation is good; feedback given	Homework is clearly set, supporting/enhancing the work from class; students take a pride in completing their homework; constructive feedback is given and there is evidence of students responding to the feedback