ASESSMENT POLICY 2017-18

Report Author: Mr. K. Jones
Date: September 2017
Review: July 2018

Principles and Aims of Assessment

Due to changes in the National Curriculum and the removal of National Curriculum Levels there was a need to provide a new BLC assessment system.

The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and we have developed a curriculum relevant to our pupils using these. The BLC assessment system allows us to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

While we recognise the importance academic progress we also value pupil personal development, and have therefore adopted a two tier approach. Personal development is assessed for each individual pupil, and this enables us to check progress, report this regularly to parents and put necessary interventions in place.

At the BLC we use both summative assessment and formative assessment to provide information about each pupil; based on academic and personal development.

Academic Development:

- The **Wide Range Achievement Test** 4 (WRAT) is used in the BLC and it provides a measure of pupil's reading, reading comprehension, spelling and number skills in one comprehensive battery. WRATs are administered as part of a pupil's induction process, before moving onto another placement or once every 6 months. These are recorded and tracked on SIMS.

- **Pearson Baseline Tests** are administered in Maths in secondary and Numeracy and Literacy in primary. The Pearson assessment system is outlined in the appendix 1 along with a conversion chart in appendix 2 to show how it can be linked to WRATs, the previously used N.C Levels and GCSE grades. These are recorded and tracked on SIMS.

- **Teachers Assessments** are completed each half term to show how a pupil has progressed in individual subject criteria based statements. Teachers are to record the step in secondary and the year in primary at which the pupil is working at. In addition, the teacher also adds a 'E' for Emerging, 'D' for developing or 'S' for secure to show progress in each criteria. This along with examples of pupil's work should be kept in personal pupil files on the BLC Sharepoint. An overall step/year each half term should be recorded and tracked on SIMS. The Pearson assessment system is included within the appendix 1

- **Assessment for Learning** is important in the classroom. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

  Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper. However, we believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainments and learning needs and influence teachers' future plans.

  By assessing pupils accurately and consistently and recording key information we:

- build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- identify each pupil's strengths and the priority areas for their future learning;
- identify an appropriate curriculum for each pupil;
- identify "next steps" for each pupil and express these as clear learning objectives;
- identify the progress made in individual lessons or series of lessons;
- evaluate the progress that each pupil is making over time;
- evaluate and improve the teaching strategies used with each pupil;
- support pupils, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement.

Personal Development:

- **RAG** ratings are used within each lesson to show how well a pupil has responded. This is a traffic light system: Red indicates a pupil has been absent for long periods during the lesson and/or has not been on task/making efforts to learn, Amber shows a pupil has been out for a short time during the period and has been on task/made efforts to learn sometimes, and Green indicates a pupil has stayed in lesson and has been fully engaged on task/making efforts to learn. RAGs are recorded are tracked on SIMS.

- **PIVATS** are recorded half termly by staff and tracked on SIMS. PIVATS is an assessment programme used nationally to measure pupil progress. The BLC uses the emotional literacy scales for social conduct, organisation skills and learning behaviour. Pupil targets can be then set and appropriate interventions put in place.

Progress made by pupils is very personal and is dependent on many factors, including pupil characteristics, diagnosis of conditions, family circumstances and upbringing, past educational experience and attendance. In the BLC we have defined what we consider to be outstanding progress and good progress for our pupils:

Outstanding Progress

For our pupils above nationally expected rates.
Attendance: Above 95% or making a 20 % improvement in a year or equivalent
Academic: making two full steps per year or equivalent and increasing English/Maths WRATs by more than a yearly rate.
Personal development: PIVAT scores to increase in all three areas in a year or equivalent

Good Progress

For our pupils making progress at nationally expected rates.
Attendance: Above 90% or making 10 % improvement in a year or equivalent
Academic: making one full step per year or equivalent or increasing English/Maths WRATs by a yearly rate.
Personal development: PIVAT scores to increase in at least 2 areas in a year or equivalent

We need to consider reasonable progress expected determined by the length of time pupils are with us. We will be keeping up to date pupil case studies to show the progress made by individuals.

Arrangements for the Governance, Management and Evaluation of Assessment

Lesson Assessment

This is based on learning objectives and teaching strategies, which the teacher has identified for a specific lesson or series of lessons, using Pearson Progression Scales. During lessons the classroom team (involving pupils as appropriate) identify the progress being made. The teacher uses this information to judge how far the learning objectives have been met and whether the strategies used were effective. They also note any other key achievements observed by members of the team. Day to day assessment, informs planning for the next lesson in the series; for instance, it may show that a pupil is ready for a more challenging objective or suggest that the Mentor / Teaching Assistant should give more (or fewer) verbal cues.

- **RAG ratings**

- **Assessment for Learning**

Periodic Assessment

This involves a broader view of progress, typically at the end of a series of lessons or half term. Each pupil's progress is assessed against the curriculum, using the relevant Programmes of Study and Schemes of Work and taking national standards into account where relevant and also Personal Development measures. The outcomes of these assessments form the basis of half termly records. Teachers then use them to identify the shape of the curriculum for individual pupils.

- **Teacher Assessment**

- **PIVATS**

Transitional Assessment

Transitional assessment recognises and records a pupil's achievement at a time of transition: when a pupil joins or leaves us, at the end of a school year and at the end of Key Stage. At The BLC, transitional assessment includes external measures of progress (SATs, public examinations) and internal measures.

- **WRATs**

- **Baselines tests**

- **External Tests: SATS, Entry Level, Functional skills and GCSEs**

Assessment Responsibilities of Staff:

- **The Deputy Head with responsibility for Assessment** keeps up to date with current National Curriculum assessment requirements and guidelines and liaises with other members of the Senior Leadership Team to ensure the BLC Assessment Policy is reviewed regularly and rewritten as necessary. He checks that all staff are provided with suitable guidance and training where appropriate and has an overall remit to ensure the policy is implemented. Key assessment dates will be displayed on the Staff Calendar. The Deputy Head with responsibility for assessment provides regular assessment reports to the Headteacher and Governing Body. Statistical information will be provided to the local authority as required.

- **Deputy Heads (Centre Managers)** are responsible for ensuring staff in their centre are aware of the contents of BLC Assessment Policy and complete the range of assessments required at the appropriate times. Head of centres should ensure that all pupils complete WRATs and baseline tests as part of their induction process in the initial few days. They should analyse assessment data and take action to improve practise, for example PIVATs and WRAT results to provide suitable interventions. Deputy Heads need to liaise with the Exam Officer to ensure external examinations are prepared for and administered correctly. English and Maths teachers meet their Centre Managers each term to discuss pupil progress. Actions are put in place to improve where necessary.

- **Assistant Heads** have responsibility to ensure staff in their teams are supported appropriately to complete all assessments as outlined in the BLC Assessment Policy. They should check that SIMS lesson monitor is completed by teaching staff for every lesson and should analyse data to inform necessary action, such as the RAG to modify a pupil's behaviour plan.

- **Faculty Leaders** have responsibility to ensure suitable subject schemes of work and assessment frameworks are in place, and staff who teach in their faculty use appropriate assessment in the classroom, as outlined in the BLC Assessment policy. They should check subject staff are completing the Pearson progression scales for each pupil on BLC SharePoint. Faculty leads should analyse data to adapt schemes of work and inform teaching and learning plans.

- **Subject staff** are to plan lessons effectively and make use of all types of assessment. In their termly plans, teachers identify the priority areas for assessment, the specific learning objectives against which progress will be assessed and the means by which these objectives will be assessed. Subject staff need to keep up to date records of pupil's progress and complete Pearson progression scales for each pupil. This along with examples of pupil's work should be kept in personal pupil files on BLC SharePoint. Teaching staff should complete RAG ratings each lesson and ensure they are recorded on SIMS lesson monitor. English and Maths teachers meet their Centre Managers each term to discuss pupil progress. Actions are put in place to improve where necessary. Subject staff complete an annual written progress report to parents/carers and other written reports for EHCP/statement reviews, PEP reviews and other meetings with outside agencies as required.

- **Form tutor/teaching assistants** have a whole picture of the pupil in their groups by considering all information including assessment data and should regularly evaluate with pupils the progress they are making. The form staff are to meet with parents/carers if possible/provide verbal feedback at the end of each half term. The form tutor completes a written progress report to parents/carers at the end of each term.

Thinc Room Intervention

Targeted pupils have the opportunity to have group work and individual sessions with our trained Thinc room staff. Thinc rooms have been introduced in order to address the growing need for additional support of pupils struggling with social, emotional and behavioural difficulties. Staff members working in Thinc rooms follow specific therapeutic interventions such as play therapy, relaxation and visualisation.

Literacy and Numeracy Intervention

When pupils have recorded a much lower than average score in WRATS; in reading, reading comprehension, spelling and number we can provide one to one support for a period of time to boost their progress. I addition pupils with literacy difficulties have access to the IDL program to support their literacy development at an individual pace.

Involving the Multidisciplinary Team

Other professionals, such as Educational Psychologists make separate assessments of pupils' progress in their specialist areas as well as observing progress during the lessons in which they may

support pupils. This information is shared with BLC staff, so that they can use it to plan for future academic and personal development

Sharing Information

Teachers share relevant information with their colleagues in weekly section team meetings. Pupil records are available to all staff working with pupils. The following documents are kept in pupil files on BLC SharePoint:

- Termly and Annual Progress Reports
- WRATs
- PIVATs
- Other Assessments
- EHCP/SEN statements
- Behaviour Support Plans

Staff Training

BLC Assessment requirements are covered in the Teachers' induction program. The Headteacher and the centre managers ensure that a more experienced colleague supports new teachers in planning, recording and assessment. Teaching Assistants complete specific training before taking responsibility for a class. This training includes assessment and recording progress information.

Arrangements For Ensuring Teachers Are Able To Conduct Assessment Competently And Confidently Within The BLC

There is a clear line of responsibility within the BLC where line managers have a number of staff they are there to support.

Given the staff assessment responsibilities listed in the sections above, together at the BLC we aim to:

- Ensure that all teachers know what is expected of them as regards assessing pupils;
- Support teachers in sharing this process with colleagues;
- Help teachers make well-founded judgements about pupil attainment and progress;
- Track the attainments and progress of individual pupils and pupil groups over time using SIMS;
- Provide parents with accurate information about their child's attainments and progress;
- Monitor practice in assessment and the use made of assessment information;
- Use assessment information to direct interventions;
- Collate information that enables the Governing Body to evaluate practice across the BLC;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

Assessment Checks

There is a calendar of checks that take place during the academic year with work scrutiny, learning walks, lesson observations and pupil progress meetings. These checks aim to ensure the BLC assessment system is accurate, reliable and consistent. All information obtained is shared with relevant staff and used to develop action plans to improve practise. See Appendix 3 for Learning Walk, Appendix 4 for Work Scrutiny and Appendix 5 for BLC Marking Policy

Approach to Different Forms of Assessment

We value all pupils as individuals and as such all pupils have the opportunity to progress at their own level and pace. This should happen when pupils attend regularly and are taught and assessed effectively.

Assessment Techniques

The BLC pupils have a wide range of abilities and learning styles and our approaches to assessment reflects this. Techniques that we use include:

• *Observational assessment*, where a member of staff who knows a pupil well observes his or her response to learning activities and unstructured situations;
• *Dynamic assessment*, which looks at the pupil's responses in the context of learning a task;
• **Questioning**, this enables the teacher to make a judgement about pupils' degree of understanding;
• *Criterion-referenced assessment*, which measures a pupil's attainment against a list of skills or pieces of knowledge;
• *Formal assessment*, where the pupil is asked to complete tests or set tasks which indicate his or her knowledge or approach to learning;
• *Marking* and review of written work;
• *Reviewing other evidence*, such as photos, collected over a period of time;
• *Functional assessment of behaviour*;
• *Records of frequency and intensity of behaviour;*
• *Mind maps*, before and after topics;
• *Tests* set by the class teacher;
• *Multidisciplinary discussion*, e.g. to review a behaviour support plan or follow up the outcomes of Teacher Assessments.

Involving pupils

We involve pupils in recognising and assessing their progress in ways that reflect their level of understanding. This varies from sharing in recognising achievement at the end of a lesson to identifying (with support) what they have achieved in a lesson and finally to discussing and reviewing learning objectives. It is important pupils understand their targets and the objectives set for each lesson. Classroom staff will help them to understand the progress they are making and what they

need to do next to continue learning. Some pupils are able to recognise when they have done well during a lesson, either from the outcome or because they know that staff are pleased with them. Some are able to respond to a structured system of rewards that in time will enable them to understand the desired outcome. Pupils should be given specific, honest feedback. Pupils can complete self-assessment and peer assessment tasks.

Appendices

- Appendix 1 – Pearson Assessment
- Appendix 2 – Teacher Assessment Conversion Chart
- Appendix 3 – Learning Walk
- Appendix 4 – Work Scrutiny
- Appendix 5- Marking Policy
- Appendix 6- Assessment For Learning Guidance

Brownhill
LEARNING COMMUNITY

Pearson

Introducing Pearson's
Support for Progression
from 11-16
Version 1.2

Contents

Visit www.pearsonschools.co.uk/progression

1. Introduction to the support for 11-16 progression from Pearson
We know that it's important for you to understand and monitor the progress of your students, so you can make sure they are on track to achieve their potential. With the removal of national curriculum levels, a new grading structure at GCSE (9-1 replacing A*-G) and the emphasis on measuring progress from 11-16 through Progress 8, this has become critical.
In order to help, Pearson's new progression services will provide the following tools…
• **Progression scales** to track progress through each subject, divided into steps of increasing demand. For ages 11-16 we have created 12 **Steps** from low to high performance.
In most subjects, expected average progress for a student is one Step per year.
• **Progression maps** for the EBACC subjects* which represent our view of how learning progresses in a subject, and how understanding and skills build upon each other.
These give you richer insight into student performance in a way that is easy to understand and is reliable.
• **Tests and practice papers** mapped to the scale and reporting in steps. You can also use the scale for your own assessments.
• An **online markbook** to help predict future performance, quickly identify problems, take the most effective actions, and compare student progress nationally.
Other subjects to follow.

2. The progression scales
For ages 11-16, from KS3 to GCSE, we have created 12 **Steps** representing low to high performance. A Step contains a number of progress descriptors or objectives which we expect a student working on that Step could achieve.
• In most subjects, the 1st Step is roughly indicative of the lower end of old NC Level 3.
• The 12th Step represents the highest level of skill and work at GCSE.
• Steps are intended to be more meaningful than Levels because they support what

students can do, and contain pre-requisites or potential barriers, and booster opportunities.
Expected progress – one Step per year In most subjects, students are expected to make one Step of progress per year. That,typically, means three Steps at KS3 (Years 7, 8, 9) and two Steps at GCSE (Years 10, 11). Wedescribe these students as "On Track."

Steps are described as *nth* Steps i.e. a student is working on the "6th Step" or "7th Step", primarily to differentiate Steps from old NC Levels, Attainment Points and Grades.

3. How the progression maps work

The progression maps represent our view of how learning progresses in a subject, and how understanding and skills build upon each other. These give you richer insight into student performance in a way that is easy to understand and is reliable. The progression maps are currently structured by…

- Strand, topic/skill
- The objective or descriptor of progress in terms of skill, understanding or knowledge
- Prerequisite skills or understanding, or possible barriers and blockers to progress
- Boosters to help students move onwards
- The Step of demand
- National curriculum, specification references

The 11-16 progression maps will be made freely available to schools, as long as Pearson is credited as the source. With permission, other third parties may also use the Progression Maps to develop products and services.

Sample of English Progression Map *see www.pearsonschools.co.uk/progression for full version*
How will the progression maps be used?
By schools and learners…

- Schools can use the progression maps as a framework around which to build their student progress tracking systems in a consistent way across multiple subjects.
- The maps give a view of what work might be expected at the differentiated Steps. The teacher can make evaluations on whether the student is consistently performing at that Step, and where there are opportunities for improvement
- Schools may use the progression maps to build their own schemes of work
- Students can see the steps they need to take to improve. For example, schools could issue parts of a progression map as self-assessment tick sheets to be stuck in exercise books, or as posters for general display.

By Pearson…

- Resources such as textbooks, courses and schemes of work from Pearson are underpinned by the progression maps
- Pearson will be mapping its tests to Steps, so that mark scores can be allocated to Steps.
- We will update the progression maps over time, based on data and feedback from users
- While the Progression Maps are necessarily detailed in order that we can map tests and resources to Steps in a meaningful way, **we will also provide shorter summary versions** based on key, or "anchor" objectives for day-to-day use and ease of communication.

By third parties…

- With Pearson permission and acknowledgement, third parties may build other free and paid-for resources and services around the 11-16 Progression Maps

4. Progression tests

Pearson is providing a range of assessments to help monitor students' progress. These will report in terms of Steps.
Optional detailed step analysis for some tests

5. Markbooks and reports

- Schools can record progress data in the normal way on their own systems.
- Pearson is also providing Excel markbooks for its tests, so that Steps can be easily output
- These Excel markbooks will provide a range of simple reports, and data can be output to schools' information systems such as SIMs
- If schools choose to upload their Excel markbook data to Pearson's Online Markbook – available

6. How to use this progression support to track progress

Pearson's progression tools are designed to give you data you can use to help inform your target setting for students, and to monitor progress against those targets.

1 Ideally, set baseline tests in early Year 7 or end Year 9 to establish the Step the student is working at.

2 Set expected and aspirational targets, using the Progression Scale and other data

3 Using homework, teacher evaluation, and the stepped tests as apt, monitor student progress compared to planned progress

4 Use the progression maps and the online markbook reports to analyse barriers to learning and opportunities to boost performance

5 Support, intervene or extend as required

6 If you are using the online markbook, you will be able to compare your students' progression to a national database which will give indication of comparative performance

It is important to note that Steps are not GCSE exam grades and have **no equivalence**. There are 12 Steps in the 11-16 Progression Scale, and there are 9 grades in the new GCSE Awards.

7 Teaching approaches

These services are designed as tools to help track student progression. They are not in themselves an instructional model. Schools are free to choose the instructional and pedagogical models they believe in. For example…

• A mastery model where students must achieve Mastery status on a Step before they proceed to the next Step of work

• A spiral teaching approach where students revisit concepts and skills in a sequence that emphasises and builds competence at increasingly higher Steps

8 FAQs and further updates

a) What is the difference between the principle of Steps and Levels?

Like Levels, Steps are criteria-based, but unlike Levels each Step is mapped to a series of prerequisites, barriers, blockers and boosters, meaning we can focus on what the students can do, give much richer feedback, and suggest the most impactful next steps for students' learning.

b) Should a school report on Steps to parents?

It's the school's choice whether to use Steps explicitly with parents, or whether to describe the student's performance as "On track", "Below expectations" etc. Schools will usually want to qualify the report with reflection on the student's strengths and opportunities for improvement, which the Progression Maps are designed to assist with.

c) Where can we find more information?

In the short term, we direct you to www.pearsonschools.co.uk/progression

Soon, we will have embedded the free services more thoroughly within the Pearson Qualifications support pages, and both free and paid-for services within Pearson's ActiveLearn Digital Services.

d) How can we contribute feedback?

Pearson's Progression Services will evolve and improve in response to your feedback. Please e-mail progressionscale@pearson.com with your comments.

TEACHER

PEARSON STEPS

Step	Old level	Standard SAT score	Primary Year group	Rough old GCSE grade equivalent	New GCSE number/ ELC	Functional skills/ entry level
-5 (W1)	1b/c	80-83	Reception			
-4 (W2)	1a	84-86	Year 1		ELC 1	ELC 1
-3 (W3)	2b/c	87-89	Year 2		ELC 2	ELC 2
-2 (W4)	2a	90-91	Year 3		ELC 2	ELC 2
-1(W5)	3	92-93	Year 4		ELC 3	ELC 3
0 (W6)	3	94-95	Year 5		ELC 3	ELC 3
1	4	96-106	Year 6	G/F-	1-	Level 1
2	5	107-111		F	1	
3	6	112-120		E-	2-	
4				E	2	
5				D-	3-	
6				D/C-	3	
7				C	4-	Level 2
8				C+/B-	5	
9				B	6	
10				A	7	
11				A*	8	
12				ABOVE A*	9	

+

Brownhill LEARNING COMMUNITY

LEARNING

DATE		TIME	

LESSON		NUMBER OF PUPILS	

LEARNING ENVIRONMENT

DO DISPLAYS SUPPORT LEARNING?	
ARE LEARNIG OBJECTIVES SET AND SHARED?	

CLASSROOM ORGANISATION

DO RESOURCES PROMOTE INDIVIDUAL LEARNING?	
IS THE ORGANISATION OF THE CLASSROOM CONCLUSIVE TO LEARNING?	
ARE REWARDS AND SANCTIONS USED APPROPRIATLY AND EFFECTIVELY? / USE OF PRAISE.	
ARE THE PUPILS ENGAGED IN LEARNING ACTIVITY?	
IS THE WORK SET APPROPRIATE TO PUPILS?	
ARE THERE ANY EXTENSION OPPORTUNITIES?	

Brownhill LEARNING COMMUNITY

WORK SCRUTINY

Work scrutiny monitoring form	
Subject and year:	
Scrutiny carried out by: **Role:**	
Date:	

Focus questions	Examples of good or outstanding practice	Aspects of practice requiring improvement/development
Is there evidence of progress since the beginning of the academic year?		
Is there evidence of effective differentiation?		
Is pupils' work marked regularly?		

Focus questions	Examples of good or outstanding practice	Aspects of practice requiring improvement/development
Does the marking relate to learning objectives?		
Does the marking identify pupils' strengths and make explicit what they have done well?		
Does the marking provide explicit guidance for pupils on how to improve, in relation to their targets?		
Have pupils been given opportunities to revisit/correct aspects of work they misunderstood?		
Have pupils conducted self-assessment?		
Have pupils conducted peer-assessment?		
Does the presentation show care and attention, and high expectations?		

Focus questions	Examples of good or outstanding practice	Aspects of practice requiring improvement/development
Are comments presented neatly and clearly for children to read, adhering to the school's marking policy?		
Are comments presented neatly and clearly for children to read, adhering to the school's marking policy?		
Are individual targets clearly given?		

Areas for development: (teacher, subject or school)

MARKING

Report Author: Kevin Jones
Date: February 2017
Review: July 2018

This policy should be applied in conjunction with the Brownhill Learning Community School assessment policy and our guidance document on assessment for learning. All staff have had the opportunity to contribute towards this marking policy.

AIMS

To establish a consistent approach to the way learners' work is marked, so that learners feel that their work is valued. Marking will have positive, meaningful, constructive feedback comments and will support progress.

GENERAL PRINCIPLES

Marking and feedback will be consistent with the principles of Assessment for Learning. It will be:

- Regular and frequent
- Focussed on pupil learning and progression
- Based on shared learning objectives linked to success criteria
- Positive in tone and easy to understand
- Supportive of achievement
- Helpful in pupil's self-improvement of work
- Aimed to promote learner confidence
- Support individual target setting

STRATEGIES

All marking and feedback comments whether written or verbal, should reflect shared learning objectives, intended learning outcomes, success criteria and individual targets as appropriate.

Teachers' standards make it clear that teachers are responsible for maintaining records of assessments/grades which may be in their own 'markbook' and on an electronic system. Maintaining such records is a professional duty and is invaluable for future planning, summative assessments, reports and in pupil progress meetings. In the BLC staff are required to record teacher assessments in Maths, English and Pivats on Sims each half term.

BLC staff are asked to mark in green or purple ink and avoid the use of red ink for comments, as this is felt to have a negative undertone.

Some pieces of work will only require a light touch of marking, mainly to show that the work has been seen and acknowledged. A simple written comment may also be helpful and supportive to the learner. Comments should be personalised and may make reference to attitude, effort, outcome, progress or 'next steps' in all their broadest terms. Such marking is useful in the interim to monitor progression towards greater milestones. Light touch marking can encourage reflection or areas for further work or improvement. Oral feedback also serves as light touch marking. Trying to give attainment grades or scores on smaller learning step tasks is often distracting and meaningless and can be distracting to pupil progress and improvement. Staff may use ticks, simple marks/scores, stickers, emoji stamps maybe with additional comments on presentation, effort and attitude. Essentially teachers should always try to link marking/comments to learning objectives.

Other pieces of work represent milestones in learning and require more in depth, quality marking. Subject leaders should identify such assessment pieces in schemes of work/curriculum mapping. They should recommend suitable marking strategies for these pieces and provide benchmark examples of attainment. The subject leader will schedule standardisation/moderation exercises for some of these milestone pieces per academic year. These exercises are essential in benchmarking and standard setting. Part of the subject leaders' role is to monitor and maintain standards of learning and achievement for their subject areas. Success criteria should be shared for such pieces and will support self and peer assessment activities as well as teacher assessment.

Electronic copies of pupils work marked by staff should be kept in the pupil files on the BLC 'O' drive. English and Maths work should be added every half term at least.

At the end of each half term teachers are expected to provide teacher assessments in Maths, English and Pivats and record these on Sims progress trackers. At the end of each term teachers provide a written report for each pupil. This summative assessment will be generated from the formative assessments made during the term. Assessment information is then available for SEN reports, inclusion panel reports and for various agencies that may require such information at any point during the academic year.
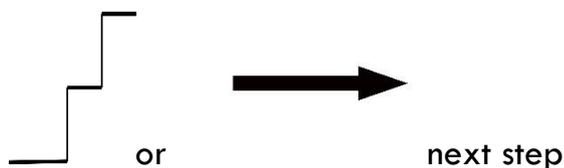
POSITIVE MARKING FOR PROGRESS

Marking should include a positive comment and a further one to indicate how a pupil can improve/ make next steps. Many pupils benefit from the use of symbols. A consistent use of symbols and annotations would be beneficial.

Use of Symbols and Annotations

☺   Good work relating to learning objective

✓ Good point made

or   next step

⚠
        Needs improvement

WWW   What went well
EBI   Even better if
WS   With support

I Independent work
VB Verbal feedback
C Corrected
SP spelling mistake
CL capital letter
FS full stop

BLC GOLDEN RULES OF PRESENTATION OF PUPIL WORK

1. Complete all work in black pen or pencil

2. All work should have the date and learning objective clearly written.

3. Use a ruler for underlining.

4. Complete all work in your best handwriting.

5. Be proud of your works and keep books looking clean and tidy.

The BLC Golden Rules of Presentation should be clearly displayed in pupils work books and in classrooms.

MARKING FOR LITERACY

Brownhill learning Community staff and pupils should be aware of the following priorities.

- Focus on correcting errors with capital letters, full stops and spelling.

- Circle the error you wish to draw attention to.

- Model the correction required.

In speaking and listening activities our focus should be to speak in full sentences and to be an active listener.

This template was created with the help of two of The Key's associate education experts, John Dunne and

BLC Work scrutiny monitoring form: template

Jeremy Bird.

The document allows school leaders to scrutinise work and evidence guided by focus questions. For each question, school leaders can record where examples of good or outstanding practice and/or aspects of practice requiring improvement or development can be seen. The final page allows the user to set targets, or areas of development, for the next evidence scrutiny.

Work scrutiny monitoring form	
Subject and year:	
Scrutiny carried out by: **Role:**	
Date:	

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Does the marking provide explicit guidance for pupils on how to improve, in relation to their targets?		
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Areas for development: (teacher, subject or school)

This KeyDoc is featured in our article *'Conducting a work scrutiny: guidance and templates'*. To read the article, visit https://schoolleaders.thekeysupport.com and enter the reference number *1787* in the search box.

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