



# **YSGOL LLANFYLLIN**

## **Internal Assessment Arrangements and Marking Policy**

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# Internal Assessment Arrangements and Marking Policy

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### 1. Introduction

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how to close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching. This policy, which sets out the rationale for assessment arrangements in Ysgol Llanfyllin, has been based on consideration of statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted. This policy applies across all Key Stages taught within the school, from Foundation Phase to KS5.

#### Related Documents

- Subject Schemes of Work
- Guidance on Controlled Assessments
- Pupil Tracking flow charts and reports (interim and full)
- School Calendar
- Quality Assurance Calendar

### 2. Rationale

Assessment serves three fundamental **purposes**: -

1. To help students learn,
2. To help teachers teach more effectively and to adopt a more personalised approach to the needs of their students, and
3. To provide relevant and accurate information about attainment for students, parents/ carers, teachers and others (e.g. to decide on student groupings or provide relevant careers advice).

It is more helpful to regard the nature of assessment in two ways:-

- **Assessment for** learning (formative assessment, serving purposes 1 and 2): this involves the continuous use of classroom assessments to improve learning
- **Assessment of** learning (summative assessment, serving purpose 3): measures what learners know or can do at a particular point in time

**We recognise the great importance that formative assessment has on motivation, self-esteem and learning.**

This policy provides the framework for all school assessment practice, whilst recognising that different assessment strategies will be appropriate at different times in various areas of the curriculum. Subject teams will develop assessment policies and practices, which are consistent with school policy. Schemes of Work for each subject will specify appropriate assessment opportunities and methods.

### **3. Assessment for Learning**

The details of how and when formative assessment will take place are specified in schemes of work and the school calendar. Lesson planning will identify opportunities for mini-reviews during individual lessons.

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice:

- **Involving students in their learning**

Teachers will:-

- Set targets/ MEGs for each student in line with the school calendar. At GCSE these Minimum Expected Grades/ MEGs will use FFT very high (previously known as FFT D) estimates. Targets should be aspirational but attainable.
- Explain the reasons for the lesson or activity and share the learning objectives and expected learning outcomes
- Share the specific assessment criteria with students and, as appropriate, parents; making sure that these criteria can be easily understood by all
- Help students to understand what they have done well and what they need to do to improve
- Show students how to use assessment criteria to assess their own work
- Provide regular opportunities for self and peer assessment
- Use effective questioning techniques to encourage discussion which provides feedback on the current level of understanding as well as misconceptions and gaps in learning.

- **Modelling quality**

Teachers will:-

- Share examples of work with students so that they can see the standards they are aiming for
- Use examples of work to highlight the ways that assessment criteria are met

- Plan student activities that include reviewing examples of work that do not meet the assessment criteria
  - Include in their teaching, activities designed to model the necessary skills
- **Giving feedback to students on their work – FP and KS2**

Feedback can be oral or written, according to the ability / task and age of the pupil. It needs planned time for pupils to respond or make an improvement, but is most powerful when included in the fabric of the lesson.

Much of the marking of work in the Foundation Phase is questioning and oral feedback when working alongside the child during or when monitoring a task. Encouraging extended questions where stickers, smiley faces and reward points are used.

Time should be given for pupils to read the feedback, and then make focused improvement based on the teacher's comments. The teacher needs to make time available for this to happen. In addition, the teacher must ensure that he/she circulates around the children during the main activity: offering verbal feedback where appropriate (indicated with a VF); writing constructive commands / questions that allow the children to move their learning forward. Comments should model the handwriting policy.

Feedback may also be given by a teaching assistant.

#### ➤ **Verbal Feedback**

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning intention and success criteria, and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a  sticker will be recorded next to the piece of learning.

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

#### ➤ **Written Feedback**

See Marking Code – Appendix A

### **Self assessment and peer assessment at FP and KS2**

Children can mark their own work, or their peers, against success criteria and on occasions can be involved in shared marking (through plenaries and in group sessions). This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. All self and peer assessment should be moderated by the class teacher.

#### ➤ **Self-Assessment 'Asesiad fy hun'**

In Foundation Phase pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will self-assess regularly and up-level their work.

### ➤ **Peer Assessment 'Asesiad fy ffrind'**

In Foundation Phase pupils will be introduced to peer assessment in Year 2, unless a teacher feels that younger pupils are ready for this. By the end of Key Stage 2 pupils will peer-assess regularly. Again, all peer assessment should be moderated by the Class Teacher. The pupil should initial their peer assessment to identify who has assessed the work.

### **In Depth Marking**

Not all pieces of work can be marked in depth. A pink tick on the lesson objective/ success criteria to show that it has been achieved or a short comment will suffice on some learning.

Spelling, punctuation, grammar etc will not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to proof read focusing on Success Criteria (personal targets for writing activities and IEPs). Only give back feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

### **Extended writing - 'Geirio Gwych – Big Write'**

Extended writing pieces should receive feedback in depth per week. (Feedback Friday -Amser Adborth).

### **Amser Adborth**

Feedback and marking will rotate on a 4 weekly cycle (rotate groups)

1. Verbal Feedback – Adult led
2. Self-Assessment 'Asesiad fy hun'
3. Peer Assessment 'Asesiad fy ffrind'

Up- leveling – 'Gorau Glas' (blue pen) - following in depth marking from class teacher/ respond to 'Melyn Meddwl'.

### **· Feedback at KS3, 4 and 5**

This is an essential element in assessment for learning. Close the gap marking and feedback will identify areas that the student needs to focus on to ensure progress is made. A whole school approach using 'What Went Well, Even Better If and Close the Gap' feedback, will continue to embed this approach.

There should be regular teacher comments, at least every 4 weeks, with a focus on 'close the gap marking'. Comments should be of a diagnostic nature and focused on student success and improvement needs. Regular opportunities should be provided for pupils to consider, reflect and act upon 'next steps for learning'. Opportunities should also be made for students to give personal feedback on their work and the learning they have experienced. Students should expect to have work marked every four weeks and returned at the earliest realistic opportunity. Good standards of presentation and pride in work will be encouraged but high level learning will not be sacrificed for an emphasis on presentational concerns.

Teachers will give students oral feedback whenever possible, since it is generally more effective than written feedback.

## **Self and Peer Assessment at KS3, 4 and 5**

Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers.

Students will be directed to:-

- Reflect on their own work
- Identify the standard they are trying to achieve
- Think about how to close the gap between aspiration and achievement
- Admit problems without the risk of losing self-esteem
- Take time to work problems out for themselves and/or with peers
- Consider a number of possible solutions before deciding on a course of action

Teachers are important in this process as opportunities need to be planned into Schemes of Work and assessment criteria shared with students in a suitable format. However, peers too can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

### **4. Assessment of Learning**

#### **Assessment Opportunities**

The School will create formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other summative assessments will be identified in subject area schemes of work. The attainment data will be used as the basis for reporting to parents and monitoring student progress via the school's progress tracking system through INCERTS for primary phase and SIMS and SMID, in secondary phase, which informs Head of Faculty and/or Head of Year referral. The school intranet contains an annual calendar of assessment opportunities and their timings. The School Calendar, which is published annually, contains specific dates for each academic year. This information is also communicated to parents via the school website and student planners issued at the start of the academic year. It is important that Faculties ensure that they can show how they have taken account of the assessment calendar in planning Schemes of Work. It is particularly important that there is at least one significant milestone/ levelling/ grading task which provides the evidence for each school progress check and allows standardisation across the Department. This will provide hard evidence against which a student's progress towards his/ her data drop according to the QA calendar.

#### **Methods**

Different kinds of assessment will be used by subject teachers, which will fit the purpose of the assessment and provide data which is valid, precise and reliable e.g. past paper questions used at GCSE should be marked using the relevant mark schemes and moderation of some of these tasks at subject level will ensure rigour.

#### **Outcomes, Levels and Grades**

In FP baseline tests will be carried out and at the end of FP, outcomes will be allocated and at KS2 and 3, attainment will be assessed in National Curriculum levels. In KS4, attainment will refer to GCSE /BTEC grades in most cases. Alternative qualifications are also available at KS4. Assessments in Years 12 and 13 will relate directly to the requirements and methodologies of the relevant awarding bodies. It is important that students have the opportunity to develop their understanding of the different levels and how to progress to the next one.

#### **Records**

The School will keep a record of progress of each student, including a record of prior attainment from previous schools. Individual teachers will keep their own records of student achievement in their classes. This could include examples of assessed work.

### **Monitoring and Reporting Progress**

All staff will follow the School system of assessment, recording and reporting progress to parents. All these dates are produced annually according to the QA calendar and regular reminders are given in staff briefings. All staff are required to take an active role in tracking student attainment against targets and in taking necessary and appropriate intervention.

### **Calendar**

All arrangements for assessment, recording and reporting will be agreed by the Senior Leadership Team in consultation with teaching staff. It will be published in the QA Calendar at the start of each academic year. Details of key assessment points are also shared with parents via the school website and student planners issued at the start of the year.

### **Standardised Work**

Subject Leaders and Co-ordinators are expected to keep portfolios of student work as exemplars of agreed assessment standards. These can be used to support Newly Qualified Teachers and students on ITT placements. It is also useful evidence of procedures for the Quality Assurance Folder, external evaluation, and will aid the completion of the Area SER.

## **5. Good Practice**

In marking students' work, we will be guided by the following good practice: -

- The purpose of marking can be formative, summative or both, but **it will be used primarily as part of assessment for learning**
- Emphasis will be placed on the **quality of feedback** given in written comments, which will be specific in indicating:-
  - What Went Well (in relation to the assessment criteria)
  - Even Better If - how improvements can be made with short-term targets for next time
  - Close the Gap – pupil's comments on how they have addressed the targets
- Teachers will ensure that prompt and regular marking (every four weeks), and appropriate feedback occurs in all classes and all subjects
- Marking may be carried out by teachers, peers or self; teachers will decide on an appropriate balance
- Written comments must be readable by the student
- Marking must convey that a student's work is valued
- Feedback shall focus on key areas for improvement in a piece of work
- Feedback shall always include comments and sometimes marks or grades

As good practice in **assessment for learning**, teachers will: -

- Have confidence that every student can improve
- Decide how and when to assess students' attainment at the same time as they plan for this work

- Relate assessment to learning objectives which are shared with students
- Develop students' understanding of success criteria within each subject area and each assessed piece of work
- Use a range of assessment techniques in the classroom, including observation and the use of appropriate questioning
- Put the emphasis on feedback (both oral and written) rather than grading work
- Give students the confidence and opportunities to take the action needed to improve and to act upon the feedback given (e.g. at the beginning of the next lesson, or for homework).
- Record the progress of individual students
- Adjust teaching to take account of the results of assessment
- Involve students in developing the skills required for peer and self assessment

### **Literacy**

All teachers have a responsibility to develop students' literacy skills. Meta-cognitive discussions around literacy strategies should be present in lessons even when formal literacy objectives may have not formed part of the learning intentions or success criteria for the work carried out. When marking students' literacy skills, it is counterproductive to mark every grammatical error in every piece of students' written work. However, it is crucial that common errors are identified (and targets set to address these) in line with the common symbol assessment sheet. It is important that ticks are not placed in proximity to spelling or grammatical errors which have not been identified or corrected.

### **Numeracy**

All teachers have a responsibility to develop students' numeracy skills. There will be a few lessons when numeracy forms a major part of the learning objectives of the lesson and will need to be assessed formally. Teachers also have a responsibility to promote numeracy and develop numeracy skills whenever possible. Staff have a responsibility to be familiar with the aspects of the numeracy framework which relate to their subject area and how it should be taught and assessed. Further guidance on this can be found in the staff numeracy handbook. It is important when marking pupil's work that any numeracy (graphs, calculations, measurements etc.) are checked for accuracy and that ticks are not placed in proximity to numerical errors.

## **6. Homework**

Foundation Phase and Key Stage 2 will be expected to complete 30 minutes of reading throughout the week. This does not need to be done all in one go, it could be two lots of 15 minutes or 5 minutes of reading most evenings. In the case of Foundation Phase pupils, it may be reading a story to your child and concentrating on phonics.

The expectation will be that they complete 30 minutes of either "Numbots" for pupils in reception and Year 1 or "TT Rockstars" for pupils in Year 2 to Year 6 and again, this can be done in stages throughout the week.

Pupils will also be given a homework challenge mat every half term, from which they choose a task to complete each week based on the termly theme. This will be set on J2e via Hwb for the Foundation Phase and on Microsoft Teams for Key Stage 2, enabling us to be able to give feedback digitally. Appropriate homework should be set regularly at KS3, 4 and 5, at least every four lessons, and be linked to the extension and enrichment of classroom learning. This is a requirement to build into planning. Homework should be marked promptly to ensure quick feedback. For effective home-school partnership all teachers should ensure pupils record the homework in their diaries and mark it clearly as 'homework' in their books. Annual KS3 homework timetables are produced and followed by all teaching staff and homework is also recorded electronically using the SIMS App. Staff are expected to

set homework in accordance with KS3 homework timetables and note when homework is due in. Staff are not expected to record receipt of homework electronically but will follow up any missing homework using faculty protocol.

## **7. Monitoring and Evaluation**

Each student has a responsibility to:-

- Read and take note of feedback given by teachers
- To address the suggestions for improvement
- To ask for clarification where necessary
- To participate in self-evaluation; this includes noting down any instructions / guidance given

Parents have a responsibility to:-

- Discuss targets with their son/daughter
- Ask for support for their son/daughter as necessary
- Keep the school informed if there are any particular reasons why their son/ daughter is finding tasks difficult

Teachers have a responsibility to:-

- Keep clear records. All mark books (either electronic or paper based) will contain prior achievement data for students and will include those who are MAT, SEN or FSM. Further group data is available on INCERTS/ SIMS/ SMID and through the share drive to all teaching staff
- Use their assessment data to set challenging learning targets for each student according to the QA calendar
- Contribute to the school and department's systems for tracking student progress against targets
- Take appropriate action to implement effective intervention strategies for pupils who are underachieving
- Use the data to plan for the different needs of the students they teach
- Share learning objectives for every lesson in a language that is accessible for students
- Use plenary sessions so that students know what they have learnt and what they need to do next
- Ensure that students are aware of the criteria for assessment and to help students to develop the necessary skills to review their performance in their subject
- Mark and return work normally within a reasonable time of completion, but at least every four weeks
- Make oral and/or written comments which should help students identify the strengths of their responses and show how the work could have been improved to achieve the criteria for a higher level.
- Actively participate in the standardisation of assessment and work scrutinies.
- Base the assessment of current working levels on milestone tasks identified in the subject scheme of work
- Praise students who are working hard towards meeting their target grade, or who are meeting or exceeding their target grade
- Refer a student whose work continues to be unsatisfactory and are felt to be underperforming to their Head of Faculty, and to implement intervention strategies within the classroom context to help address the situation (if necessary in conjunction with other colleagues), and to inform parents.

### **Heads of Faculty**

Heads of Faculty have a responsibility to:-

- Monitor the implementation of the assessment policy by subject teachers by:
  - Checking data is in all mark books/ SMID
  - Monitoring the regular marking of work
  - Ensuring that data is used to differentiate work for each class
  - Monitor the policy through classroom observation, work scrutinies and student voice activities e.g. questionnaires
  - Ensure standardisation of tasks across the Subject team for each milestone task
  - Provide student friendly level and grade descriptors and develop systems for sharing these with students and parents
  - Develop assessment for learning strategies which are embedded in the good practice of their area and to disseminate these across the school
  - Evaluate assessment tasks and strategies across their Subject area on a regular basis

### **Progress Managers**

Each Progress Manager has a responsibility to:-

- Identify and work with students who persistently fail to achieve their potential across a number of subjects using data entered into SIMS and then SMID during the data drop phases on QA calendar

### **Senior Leadership Team**

SLT has a responsibility to:-

- Maintain an overview of the assessment policy via work scrutinies, line management meetings and Quality Assurance folders. Effective use of SMID to ensure key groups are supported via link meetings
- Conduct regular pupil voice with a focus on work scrutiny
- Evaluate and review the assessment policy in line with the schedule for policy review
- Support the development of assessment for learning strategies through the Continuing Professional Development programme
- Ensure that the assessment policy is consistent with good practice and with other policies
- Produce a Quality Assurance Calendar of key assessment and reporting points for staff

## **8. Formal internal assessments and examinations procedures**

There are internal examination weeks for Years 7, 8 and 9. Mock weeks for Years 10, 11,12 and 13 and these are part of the QA Calendar. Staff enter data into SIMS that is either reported to parents through an interim report or full written report.

The examinations officer in Ysgol Llanfyllin is Mrs Jan Jones and she has responsibility for formal assessments and examination both internal and external. For further information see the exam policies.

Appendix A – FP and KS2 Marking codes

Appendix B – KS3,4 and 5 Marking Codes

Appendix A

**FP and KS2 YSGOL LLANFYLLIN MARKING CODE**

L.O.	Lesson Objective	
S.C.	Success Criteria	
	S.C. achieved	Written next to S.C.
  S	S.C. achieved with support	
	S.C. partially met – still needs to be worked on/ improved	
<b>Highlighted</b> 	Melyn Meddwl – This is incorrect. Think. You need to correct your work using the blue pen	

	Verbal feedback given. The teacher has discussed my work with me. Respond using the blue pen.
	Correct
Comments in pink.	Pink for a wink - Indicates a congratulatory comment.
Comments in green.	Green for Growth - Indicates that I need to improve a piece of work or a question that requires an answer. Respond using the blue pen.
 morning	Highlight sentence or paragraph – Melyn Meddwl - Improve using blue pen.

# Symbolau Marcio Marking Symbols

Bydd pob athro'n defnyddio'r symbolau isod i gywiro camgymeriad wrth farcio gwaith:

All teachers will use the following symbols as shorthand for common errors when marking work:

Margin Symbol / Symbol ar ymyl y dudalen	Eglurhad/ Explanation		
//	Paragraff newydd / New paragraph		
^	Ar goll/ Omission		
St	Gwobr stamp/ stamp reward		
<b>Gwersi Cyfrwng Cymraeg</b>		<b>English Medium Lessons</b>	
<b>S</b>	Sillafu	Spelling	<b>Sp</b>
<b>A</b>	Atalnodi	Punctuation	<b>P</b>
<b>Pl</b>	Prif lythyren	Capital letters	<b>C</b>
<b>Myn</b>	Mynegiant , arddull, dewis o eiriau (tanlinellu y testun)	Expression, style, choice of vocabulary (underlined in text)	<b>Exp</b>
<b>Gr</b>	Gramadeg (tanlinellu'r testun)	Grammar (underlined in text)	<b>Gr</b>
<b>Tr</b>	Treigladau / mutation		
<b>Saes</b>	Angen gair Cymraeg yn lle gair Saesneg / Welsh needed instead of English		
Disgrifiad ymdrech/Effort descriptors			
KS3 / CA3		KS4 / CA4	
<b>A</b>	Ymdrech gyson; gweithio i'w botensial llawn.	Tries consistently hard; working at full potential.	<b>1</b>
<b>B</b>	Ymdrechu'n galed yn gyffredinol; bron yn gweithio i'w botensial llawn.	Generally tries hard; working close to full potential.	<b>2</b>
<b>C</b>	Ymdrech anghyson; ddim yn gweithio i'w botensial llawn.	Effort is inconsistent; not working at full potential.	<b>3</b>
<b>D</b>	Achos pryder.	Cause for concern.	<b>4</b>

