



## Traill International School Assessment Policy (Secondary)

### Aims:

- To promote high quality marking throughout the school
- To standardise the Secondary school's approach to marking at key stages
- To increase student awareness of the significance of marking
- To positively reinforce student achievements
- To guide students towards future learning goals
- To provide an approach that is both manageable and effective

### School's Approach To Assessment:

The school's system of assessment is linked to the learning objectives for each lesson.

**Learning objectives and success criteria must be shared with the students.** Success criteria will be referred to throughout the lesson and therefore do not need to be written in the students' books or displayed on the board.

Marking can therefore be directed towards whether the specific learning objectives and success criteria have been met.

Marking is used to celebrate success and to give targets for ongoing development.

Marking of work should reinforce formative assessment given as verbal feedback during the lesson. This can include questioning or whole class feedback through whiteboards, traffic lights, plenary triangles etc.

Formative feedback is immediate, reinforces learning and checks for misconceptions.

Common misconceptions and mistakes can be noted and communicated to the class during the plenary or at any other suitable time – it could form a starter activity in the next lesson, for example.

Summative assessment develops these points in more detail and can give specific, personalised feedback to students.

It is an important aspect of student development that time should be built into lessons to allow children to look at, **and respond to**, marked work. This can best be done at the start of a lesson, as soon as books have been handed back, but this can be organised at the discretion of the teacher.



## Trail International School Assessment Policy (Secondary)

Work should be marked promptly to be of most value to the pupil. The time limit for the marking of original written work is 2 weeks.

Opportunities should be given to students for self-assessment. This must be guided by the teacher and works best when students are given specific aspects to look at (linked to learning objectives). The aspects should be focused and not too many as this dilutes the impact.

Opportunities should be provided for children to self-mark and peer-mark where appropriate. Initially, peer marking needs to be structured by the teacher so that students understand what they are assessing. Simplified mark schemes can be used where appropriate. Asking students to comment on the work of peers is also informative – 2 stars and a wish, for example, where students highlight 2 things they thought were done well and one area that can be developed. This is an excellent way to reinforce the success criteria for a lesson.

Another effective way to get students to self-assess is for the teacher to circle errors that are linked to learning objectives, but to make no comment about what the error is. The student then assesses his/her own work, identifies the error and makes the necessary correction. If the student is unable to identify errors then this can be used as a future teaching point.

Variety in the forms of feedback is important as is shown by the advice for Ofsted inspections:

### Pupil's Work

Inspectors... will look at how you use different forms of feedback to promote learning.

### The marking of independent prose:

Write a comment at the end of original written work to inform the student whether or not he/she has met the success criteria. Targets should then indicate what the student must do in order to progress.

For example:

1. As a reminder: 'Remember to .....
2. As a question to extend learning: 'What other advantages are there when using this method?'
3. Give an example: This could be an example of a calculation, a grammatical structure, spelling patterns, forming plurals, etc.
4. Modeled: This gives further support to students who have experienced difficulty with the task.



## Trail International School Assessment Policy (Secondary)

Identify (using a straight line) and correct (at the end of the piece of work) up to three spellings that you feel should have been spelt correctly. Students write out correct spelling alongside. This can enable teachers to focus on subject specific vocabulary or patterns in spelling mistakes.

Where appropriate, work should be edited using the symbols detailed in the marking code

(see below). There will, of course, be some subject specific variations which will be used consistently across a faculty.

### Using DIRT (Directed Individual Reflection Time)

This is an excellent way to guide students to reflect on their work; to consolidate and support their learning; to extend and challenge them to achieve more.

When marking, the teacher can set each student a DIRT task based upon individual need. This can include correcting avoidable mistakes, developing an answer in more detail, making a piece of writing more engaging, including supporting evidence, or an extension question to stretch student abilities.

DIRT can take place at any time during the lesson and can last for as long as the teacher feels is needed. It usually works very well as a starter activity. Once the teacher hands back the marked work, students have time to read the feedback and then respond to it under the supervision of the teacher.

### The marking of Mathematics (including calculations in other subjects):

Highlight, with a tick, examples of where the specific learning objective has been met.

Write a comment at the end of the piece of work indicating whether or not the pupil has met the success criteria for the lesson.

Where appropriate, use an asterisk to highlight how an improvement could be made. For example:

1. As a reminder: 'Remember to .....

2. As a question: '37+38= .....

3. Modelled:

$$\begin{aligned} 48+64 &= (40+60) + (8+4) \\ &= 100 + 12 \\ &= 112 \end{aligned}$$



## Trail International School Assessment Policy (Secondary)

### Marking Code:

Sp.	in the margin for spelling error (maximum of 3 per piece of work) unless the learning objective is spelling words correctly.
//	new paragraph
?	Confusion please re check work
^	Missing word, date or heading
O	Circle error for self-correction
P	in the margin for punctuation error
GR	In the margin for grammar error
V	Verbal feedback (plus initials of marker)
PM	Peer Moderated

### Maths

✓ Correct      O Circle incorrect numbers      • Incorrect, check again



## Trail International School Assessment Policy (Secondary)

### Presentation reminder

1. All my handwriting should be neat and legible.
2. I must use blue or black pen only when writing in my exercise books. I must use pencil for all diagrams, graphs, maps and drawings.
3. I must draw a margin.
4. The date should be written in words in my exercise books and in digits in Mathematics.
5. Always underline the date and title with a ruler.
6. I must always make sure that I copy spellings carefully and accurately.
7. In Mathematics I should use the individual squares to write each digit in and make sure they are aligned correctly according to place value in calculations.
8. When I make a mistake, I must rule a single line through it using a ruler; correction tape and fluid is not allowed in any lessons.
9. I must never doodle on the covers of my books, or inside.