



EIS Primary Marking Policy 2019/ 2020

Assessment and Feedback rationale

1. Enabling students to gain a clear understanding of their personal learning journey. To understand and record what they have already achieved, what they are trying to achieve currently and what they need to learn in the future.
2. Providing students with clear strategies for improvement through a range of self, peer and teacher assessments that are in accordance with IB criteria and philosophy.
3. Creating high-quality performance data providing a clear picture of all students' abilities, the rates of progress and attainment levels for individual students and specific key groups in the school.
4. Enabling more accurate planning to meet the needs of all individuals and groups of students.
5. Enhancing the communication given to students and parents when assessing students' work.
6. Ensuring accuracy of attainment levels and the rates of progress being made.

Accuracy

Accuracy is key to successful assessment and the awarding of attainment levels. To ensure accuracy, several factors must be taken into consideration:

External factors:

- 1) How do the marks given compare to the student's standardised assessments, for example, CAT 4 indicators or GL data?
- 2) Is there a correlation between internal formative assessment and the summative assessments from GL testing (Maths, English, Science)? If there are differences, why might that be the case?
- 3) What feedback has been given by the IB in relation to assessment?

Moderation:

Several stages of moderation should be taken into account when assessing the accuracy of achievement levels. This is especially important when using criteria that external data may not be able to inform on.

- **Self-Assessment** – How does the student rank themselves when given the assessment criteria?
- **Peer Assessment** – Do student's peers agree with that person's self-assessment?
- **Teacher Assessment** – How does a teacher's mark compare with the first two steps and the external factors?
- **Year Group Moderation** – How do grades compare between teachers in the same team?
- **Schoolwide Moderation** – Creating exemplars for each year group for moderation is a necessity as we move forward.
- **External Moderation** – How does the school's marking compare with IB moderated grades over time?

Giving Feedback

Feedback has been repeatedly shown to be the single most effective strategy in improving learning. Feedback can come in many forms, but consistency and student engagement are critical.

Feedback on Formative Assessment

Feedback on formative assessment is most often verbal. An attainment level must never be given, but the feedback must take a form that allows the student to take their next steps on their learning journey. In order for that to happen the student must demonstrate understanding and engagement with the feedback and be able to apply the concept independently in different situations.

When feedback is **oral** the student must reflect and show understanding in a way that is demonstrable. For this to happen the following should be applied:

- The student reflects on the feedback and applies it to future work.
- They are able to apply this in future tasks.
- A record of this is kept by the student (this can take the form of written or recorded reflection, online or in their copy books and is task dependent).
- This work should be done as part of their preparation for the next lesson.
- Action on their feedback should be evident in their next lesson and noted by the teacher.

When feedback is **written** the student must reflect and show understanding in a way that is demonstrable. For this to happen the following should be applied:

- Positive reflective comments should refer to students targets and/or Signs of Success.
- Written comments should occur when oral feedback is not possible or when oral feedback needs to be reinforced.
- Time needs to be given for students to reflect and respond to comments.

Feedback on Summative Assessment

Feedback on summative assessment must always be written. The feedback should address the positives of the work and practicable advice on how the student can move forward. In addition:

- Students should be aware of the feedback and take steps to action it.
- Ensure parents have access to regular feedback and feed forward.

Year and Curriculum Leaders to regularly check the quality of feedback from a sample in their teams and give support to teachers where needed.

Using Feedback for Planning

Teachers must demonstrate that they are acting on the assessments made (self, peer and teacher) and using this information to provide opportunities for students in future lessons including:

- Incorporating tasks and activities that allow students access to the skills/knowledge/understanding they need to improve and that these enable them to apply the skills they have developed to demonstrate that they are secure in their understanding.
- Personalising tasks for different students based on the assessment information – some students will have the same tasks because they are at very similar points on their learning journeys.
- Incorporating formative assessments that measure the impact of specific feedback.

Assessing written work

To ensure consistency and greater student understanding across the school, the following symbols should be used when assessing written work, **the left side for all purposes, the left and right side specifically for Language only writing tasks:**

Marking Code

Your teacher will sometimes use these symbols to show you where you have made a good point or where you have made a mistake in your learning.

	A good point. Well done! You have made a good point in your work. Your answer is correct.	P	Missing punctuation. You have missed some punctuation on this line. Please put it into the correct place.
	This answer is not quite right. Please check what you have written and try again next to the dot.		New paragraph needed. You should have started a new paragraph here.
	This does not make sense. Please read what you have written again and correct it.	Sp	Spelling. You have spelt a word wrong. Please use a dictionary to check it and write the correct spelling in the margin.
VF	Verbal Feedback. Your teacher spoke to you to help you with your work.		Missing capital letter. This letter is meant to be a capital letter.
	Finger Space Leave more space between words		A word is missing. Where there is a small arrow above your sentence there is a word missing.

Teacher pen - blue

Student pen - green

For other marking including Signs Of Success and specific learning questions, highlight green if achieved (and date it if using SoS), pink highlighter for areas to think about. No need to always comment, immediate VF is the most effective.