



Redbridge Alternative Provision

Marking & Assessment Policy

Date Approved: November 2022
Next Review: Autumn Term 2023

Introduction

At Redbridge Alternative Provision (RAP), we believe that assessment is critical for pupil progress.

All teachers regularly assess the learning and progress of their pupils in both a formative and summative manner. A key component of assessment is the marking of pupils' work.

The process of assessment should enable teachers to make decisions about the progress of their pupils and respond accordingly. Marking should celebrate and praise progress and include clear targets for improvement and / or indicate new skills that need to be developed.

Guidelines

1. The marking of work can be divided into one of two categories:

- (a) Formal
- (b) Informal

Generally, 'Formal' marking should consist of GCSE grades/APS scores at KS4 and progress towards National Curriculum programs of study at KS1-3. These should be linked to the skills displayed throughout work at KS1-3 or GCSE assessment criteria at KS4. This is known as summative assessment. These should be accompanied by half termly progress sheets.

'Informal' pieces need only be accompanied by formative comments which should guide the pupil towards improvements/making continued progress.

2. Either way, all work must have a formative comment which, as stated in the introduction, praises success and indicates areas for further improvement. Targets for improvement must be linked to assessment criteria. Therefore, comments such as 'write more clearly' or 'make more effort' are not sufficient on their own. A good example of formative assessment would be: Next steps = 'to move to the next level, you need to consider where the source is from and how this affects its utility', or Next Steps = 'Show the working in the equation to gain full marks'
3. Formative assessment should begin with a personalised, positive comment that pinpoints success in meeting the criteria. For example, WWW= 'Jonny, I very much like the way you have included key terms and analysed the reason for the success of this experiment', or WWW= 'Fatima, you have demonstrated a good knowledge of the key features of a volcano'

A good strategy in achieving clarity in marking is to use a shorthand system such as WWW (What went well), NS (Next steps)...

4. All positive comments will be written in blue, suggestions for next steps will be written in purple.
5. On returning assessed work, ensure pupils are given time to complete the relevant section of the progress sheet with the evidence that the pupil has read, understood and

responded to teacher feedback. The pupil should have a clear understanding of what they would need to do to improve their work and make further progress

6. RAP encourages the use of Peer and Self-Assessment where appropriate. This must be connected with clear assessment or success criteria
7. Pupils' work must be marked regularly - at least three times every half term (approximately once every two weeks)