Mildenhall College
A C A D E M Y

**Assessment, Reporting, Marking and Feedback
Procedure**

*This procedure is reviewed every three years. It can be reviewed sooner if amendments
to legislation or educational practice necessitate a change.*

Target Setting

- On entry to MCA in Key Stage Three, students will be assigned a target band or target grade. This will be generated by using Key Stage Two prior attainment data.
- The five broad bands will be:
  - Foundation   1-2   3-4   5-6   7+
- At Key Stage Four, students will be given individualised GCSE targets linked to the qualifications they are studying. These targets will use Key Stage Two prior attainment.
- Students without prior attainment data will take CAT tests, which will indicate broadly their academic potential and GCSE target grades.

Feedback is defined as:
- Written formative feedback in response to a student's work
- Verbal feedback that has a corrective/formative effect

Marking is defined as:
- Identifying errors in spelling, punctuation and grammar
- Clearly indicating whether or not an answer is right or wrong

Checking is defined as:
- Ticking work and/or writing something like 'good' next to a piece of work.
- Checking is not formative in nature and only serves to recognise that a student has done the required work

Students will receive formal feedback at least twice per half term. Once on a piece of work and again on an assessment. These pieces of work will be followed up with a DIRT activity. This is a planned opportunity to review, correct and improve their original piece of work.

Teachers will use red pen for checking, marking and feedback.

The Role of Effective Marking and Feedback
Effective marking and feedback fulfils a number of roles. It:
- Creates an opportunity for teachers to praise and encourage students and so raise their self-esteem and resilience.
- Motivates students to want to produce high quality work and make progress and shows students that we value their work.
- Demonstrates to students through the checking of homework and the completion of class work that we have high expectations of them. In doing this it supports the academy's behaviour policy.
- Strengthens and develops literacy skills through the systematic correction of spelling, punctuation and grammatical errors
- Enables teachers to assess students' understanding and so more effectively plan next lessons.
- Enables quick intervention in the form of corrections for misunderstandings with regard to key content.
- Provides an opportunity for personalised dialogue between a student and their teacher that leads to targeted advice as how they can best improve their conceptual understanding of a subject area.
- Acts as a written record of a student's targets so that they can refer back to it at a future point.
- Enables parents to see what areas their child needs to focus on and communicates to parents that the academy is rigorous in its assessment of students' learning.

At KS3
The format that formative feedback should take is as follows:
What went well (WWW)
Even better if (EBI)

At KS4
Feedback will reflect the nature of the work and will be selected by the teacher (of Faculty)

At KS5
Marking and feedback will probably be more intensive for Sixth Form than for lower academy students. Faculty teams will therefore need to consider whether these expectations are adequate to meet the needs of Year 12 and 13 students and will need to adjust their approach accordingly. **It is likely that formative feedback will be given on at least one piece of work every two weeks.**

DIRT (Direct Impact Reflection Time)

Time must be built into lessons or homework tasks to action the next steps given by the teacher.
When students' assessed work is returned they should be given time to respond to the teacher's comments. **All responses should be written in green pen by the students so that their responses to the marking can be clearly seen and located when looking back through their work.**

Marking Codes

The following correction code should be used when marking students' work for literacy:

1. Spelling mistakes should be underlined and 'SP' written in the margin. Unfamiliar and difficult words may be spelt out for students.
2. Punctuation mistakes should be circled and the student asked to identify what is wrong.
3. Inappropriate abbreviations should be circled and the student asked to identify what is wrong.
4. The symbol **//** should be used to indicate where a new paragraph is required.
5. A line through should be used to show there is repetition or a word not needed.
6. The symbol ^ should be used where a word is missed, ^ ^ where more than a word is missed.
7. ~——--—— (a wavy line) should be used where there is a grammatical error and a question mark placed in the margin.

Presentation of Written Work

Staff must ensure consistency in the way students present their work by following the code outlined below:

When setting out written work students must:
   o   Write using only blue or black ink
   o   Write the date e.g. Thursday 19th July 2018 or 19.07.2018

- ○ ==Title every piece using appropriate initial capital letters e.g. The Owl and the Pussycat==
- ○ ==**<u>Underline the title and date using a ruler</u>**==
- ○ ==Label each piece of homework (H/W)==
- ○ ==Use a pencil and ruler to draw diagrams, graphs, maps etc.==
- ○ ==Cross out mistakes using a single line==
- ○ ==Not use Tippex or other forms of correction.==

Student 'friendly' versions of the marking and presentation policies are displayed in classrooms.

Reporting Schedule and Parents' Evening Dates

Year Group	Report	Start Date	Deadline	Publication Date
Years 7-10	Interim 1	Monday 28th September	Friday 16th October	Friday 23rd October
Years 11-13	Interim 1	Monday 2nd November	Friday 20th November	Friday 27th November
Years 7-10	Interim 2	Monday 18th January	Friday 5th February	Friday 12th February
Years 11-13	Interim 2	Monday 22nd February	Friday 12th March	Friday 9th March
Years 7-10 & 12	Interim 3	Monday 14th June	Wednesday 30th June	Friday 9th July

Year Group	Parents' Evening
7	7Q = Thursday 20th May 7X = Thursday 27th May
8	8Q = Thursday 18th March 8X = Thursday 25th March
9	Tuesday 3rd November
10	Tuesday 12th January
11	Thursday 19th November
12	Tuesday 15th December
13	Thursday 28th January