**ACE MARKING & ASSESSMENT POLICY**

On entry to ACE pupils complete a baseline assessment in Maths English, Science and History. This provides detailed feedback on strengths and areas for development. **Pupils will also complete literacy assessments to establish the reading and spelling age**.

Minimum and aspirational GCSE targets are produced using KS2 English and Maths scores. KS4 pupils are graded using the new GCSE grades and criteria. KS3 pupils are assessed using the Progress Task criteria and are awarded the following: Mastered, Secured, Developing or Emerging.

Progress tasks take place during each half term. Terms 1, 3, 4 & 5 are formative assessments and terms 2 and 6 are summative assessments. The policy of using linear assessments ensures elements of prior learning are assessed alongside new learning.

Reflective Learning sheets are used to allow pupils the opportunity to improve their work by acting on their feedback. Pupils also record progress on a tracker sheet and have access to all their assessments. Pupils also use feedback to set their own termly action targets and identify with the teacher when they feel these have been achieved.

All pupils have the opportunity to improve their work each lesson based on teacher feedback. This is known as QUICK FIX strategy.

Achievement is recorded on a data sheet each half term in order to track pupil progress across subjects.

**Reporting**

KS3 - When reporting to parents the following terms are used to reflect progress towards their GCSE targets: above target; on target and below target.

KS4 – Current ‘working at’ GCSE grades are recorded based on recent performance in assessments.

**Weekly Marking**

Marking takes place on a weekly basis to ensure pupils are given prompt feedback. Purple pen is used for all marking. Pupil work is organised either in files or exercise books chronologically.

**WWW** – What went well – is used to indicate to pupil’s specific aspects of their work which is correct / good / improved. Purple highlighter may be used to indicate this within pupil work.

**EBI** – Even better if – is used to provide constructive advice on how to make further progress.

Both forms of formative feedback should be used together as often as possible.

**Think Pink** – work can be highlighted in pink to indicate to pupils where they may need to make an amendment or correction.

**Quick Fix** - Each lesson pupils are given the opportunity to act on a piece of feedback from previous lesson using a green pen.

Teachers can make comments in pupil books to indicate other forms of work which has taken place in the lesson especially where there is limited written evidence. E.g discussions, presentations, practical work.

In addition teachers will use positive forms of praise e.g. stickers, stamps, merits.

Please also refer to the whole school policy on marking.