**ACE MARKING & ASSESSMENT POLICY**

**Assessment**

Within 6 weeks of starting at ACE pupils complete an assessment in Maths English, Science and History. This provides a baseline and detailed feedback on strengths and areas for development. **Pupils will also complete literacy & maths assessments to establish the reading, spelling age & maths 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**

Pupils must be given opportunities to reflect and improve their work. Mistakes and misconceptions must be challenges in order for pupils to learn from them.

Marking takes place on one piece of work per week to ensure pupils are given regular feedback. Purple pen is used for all marking.

Pupils will self-evaluate any work that has not been marked by the teacher. This will take place during QUICK FIX time at the start of each lesson. Pupils will look at work completed in previous lesson and reflect on how they could improve this. If the piece of work has been marked by the teacher they will be able to respond to the written feedback. This demonstrates that the pupil has responded to verbal feedback/written feedback to show knowledge and skills learned from previous lessons. This also helps to consolidate learning.

Pupils will also be prompted to make a note of any significant verbal feedback given during the lesson. This encourages a dialogue between pupils and teachers.

Pupil work is organised either in files or exercise books chronologically.

**Marking Assessments**

**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.

A Progress Task Feedback Sheet is used for this marking

**WWW & EBI** comments will also be part of the weekly marking.

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

**ER** – Experience recorded

**VF** – Verbal Feedback

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, postcards home and raffle tickets.

Please also refer to the whole school policy on marking.