UTC South Durham Assessment and Marking Policy

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Approved by	Governing Body
Signed: (Principal)	Date: 10 June 2022
Signed: (Chair of Trustees)	Date: 10 June 2022

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Review History	Reviewed – Tom Dower Oct 19
	Reviewed – Dan Glasbey Nov 21
	Reviewed – Laura McAllister April 22
Responsibility	Vice Principal for T&L

1. Statement of principles

The purpose of this policy is to enable UTC South Durham to:

- All students will have equal opportunities to be involved in their own learning, progress and performance
- Emphasise achievement and progress rather than failure, and assessment will enable students to improve on their current progress.
- Improve the quality of teaching and learning
- Raise expectations and standards
- Realise our vision and aims
- Use data in an intelligent way, ensuring that we provide teachers and students with information which allows them to progress rather than data which overwhelms
- Collect summative data on the progress of students, but understand that collection of data itself will not aid progress. We believe that an important principle is to use assessment as an intrinsic part of the teaching and learning process

At UTC South Durham our curriculum is designed to:

- Support innovative learning and teaching so that exciting and stretching opportunities exist for all our students
- Enable our partners to work with us to ensure that learning is exciting, engaging and related to their industries
- Deliver the main outcome for students, which is to ensure that they have the Core Skills, Academic and Technical Knowledge and Understanding and access to Professional and Career Experiences to enable them to become Career and Life ready.
- Deliver the core skills of Communication, Collaboration, Perseverance, Organisation, Reflection and Respect; central to student development. These are as important as the achievement of qualifications
- Entice and engage students in Project Based Learning (PBL). This will be in the form of inquiry-led projects which deliver Academic and Technical curriculum content alongside opportunities to develop Core Skills and professional and career experiences.
- Allow each year group to work on major work-related projects. These projects will be designed in conjunction with local employers and involve both practical and theoretical elements. Pitches and presentations to employers will be part of the assessment as well as adding the motivation of a competitive element. Projects will promote collaborative and enquiry-led learning and foster self-confidence and independence in students

2. UTC South Durham Student Leaver Profile

Created in collaboration with our stakeholders, the Student Leaver Profile (SLP) is at the heart of our educational offer and, as such, directly informs our Teaching and Learning Strategy. We believe that the academic and technical outcomes for our students are just as important as the development of their core skills and access to professional and career experiences.

3. Policy aims

To make full and effective use of all data collected on students in order to set challenging targets for their performance at all levels.

- To involve students actively in their own learning and progress
- To ensure that students have a clear idea of how all learning (in lessons, project time and enrichment) contributes to their overall achievement in building knowledge, skills and behaviour
- To guide students on what they should do to improve their performance and celebrate what they have achieved
- To achieve consistency in the way in which students expect their progress to be shared with them, relevant to the subject they are studying, including feedback on how they can improve
- To give teachers a range of information which will help them know if particular lessons, topics or subjects have been properly understood by all students, and to plan work best suited to each individual
- To put in place targeted intervention to support individual student progress in their areas of need
- To inform parents about their child's progress and encourage their support of the learning process
- To enable Faculty Directors (FDs) and Heads of Department (HODs) to evaluate areas of strength and weakness within the delivery of the curriculum, aiding further development
- To ensure that the SLT, FDs and HODs can monitor progress effectively within the UTC
- To provide appropriate information for prospective employers and other external agencies

3.1. Guidelines

- Teacher marking should be completed in red pen.
- Students should use green pen to complete response and reflection on assessed work.
- Peer and self assessment should be complete in green pen.

4. Responsibilities

We recognise that marking and assessment can look different across different subjects. With this in mind, each Faculty/Subject team should have a marking and assessment policy in place which is relevant to their subject. Each of those policies should meet the framework outlined below.

Assessment Framework:

Expectations:

1. Written work is marked, marked for spelling, punctuation and grammar (SPaG), and assessed at least every 12 lessons.
2. A mixture of self and peer assessment is used in between formal assessments to inform good Teaching and Learning.
3. Assessments are robust and provide evidence to support fair and accurate predicted grades.
4. Students are given regular constructive feedback which facilitates academic, technical, personal and professional improvement (against the six core skills outlined in the SLP).
5. Students are clear about what grade they are working at and where their strengths and weaknesses lie in relation to each area of the SLP. They know what they need to do to improve academically, technically, professionally and personally.
6. Measures are taken to ensure students can reflect upon their own performance and identify themselves, with appropriate support, what they need to do to improve.
7. Students track their own performance and required improvements over time.
8. Teachers / Subject areas track student performance in assessments over time.
9. Students take pride in their work and follow the PROUD presentation expectations.

A student should be able to:

- Show you examples of assessed work.
- Explain their areas of strength and weakness and what they need to do to improve.
- Tell / Show you their target grade.
- Show you examples of where they have developed their core skills.

A classroom teacher should be able to:

- Provide examples of assessed work.
- Provide examples of how SLP is being developed.
- Show and describe records of how students are performing over time in their classes.
- Explain how they are using assessments and grades to inform predictions and planning.
- Have knowledge of who is underachieving and be able to describe actions being taken to address concerns.
- Conduct and respond to assessment for learning within each lesson.

A Head of Faculty / Dept / Subject should be able to:

- Show and describe departmental tracking
- Describe and explain the processes in place to ensure regular and accurate assessment is taking place in their area.
- Describe processes used to moderate predicted grades.
- Be able to provide an overview of performance across the department and actions being taken to address any concerns.

Assessment Framework and SPaG marking guidance

Expectations:

1. Where students can write in full sentences, they should do so.
2. Students should be expected to proof read their work and make corrections as needed.
3. Staff can demonstrate evidence of essential literacy marking where appropriate.

SPaG Marking:

1. Ensure student has used capital letters and basic punctuation (full stops, commas, semi-colons, apostrophes, questions marks and exclamation marks) accurately.
2. Call attention to spelling mistakes and direct students to copy out the correct spelling three times. Where spelling is a difficulty for the student concentrate only on basic, common words and technical terms – try to avoid any more than 3 corrections at any time.
3. Ensure students are using paragraphs as needed.

5. Support for staff

Staff will be supported in implementing the policy through Professional Development opportunities. These opportunities will include but not be limited to:

- Sharing good practice / peer observations
- Identification of high quality training and progression opportunities
- UTC regional and national meetings
- Regular and meaningful performance review by SLT, FDs and HODs

6. Monitoring and evaluation

Monitoring and evaluation of assessment / marking is highly complex and far-reaching. It includes all matters relating to the collection and use of assessment data as well as teaching and learning issues in the classroom. It is the responsibility of all teaching staff to ensure this policy is adhered to. This will be supported by a programme of monitoring and evaluation directed by the Vice Principal responsible for teaching and learning, involving all teaching staff in the process.

Monitoring and evaluation checklist below is intended to be illustrative, rather than exhaustive:

- Learning walks (max 20mins) and/or Lesson observations (20mins+)
- Student work sampling
- Student voice feedback (this will be gathered through learning walks/lesson observations as well as through the student work sampling process) as well as parental and other stakeholder feedback where necessary/appropriate
- Analysis of students' progress and attainment data (from data collections as well as department data)
- Analysis of Classcharts data – looked at half termly by HoD/F
- Faculty and department QA cycle as well as subject quality assurance e.g. subject reviews
- Appraisal process

7. Other policies / documents

This policy should be read in combination with other UTC South Durham policies/documents:

- Baseline Testing and Target Setting Policy
- Curriculum Policy
- Education Plan
- Staff Appraisal Policy
- Teaching and Learning Policy
- UTC presentation of work guidelines