## Wodensborough Ormiston Academy

### Assessment, Recording, Reporting, Target Setting and Marking Policy

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<tr>
<th>Policy prepared by</th>
<th>Myk Wagstaff</th>
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<td>Responsible committee</td>
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<td>Date approved by committee</td>
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Assessment, Recording, Reporting, Target Setting and Marking Policy: September 2018
1. Rationale

This policy statement is designed to provide a coherent framework from which Faculties can develop a consistent and effective approach to assessment taking into consideration students of all ages and levels of ability.

Aims

• To provide clear guidelines on the WOA approach to assessment, recording, reporting, target setting and marking
• To establish a coherent approach to assessment, recording, reporting, target setting and marking across the academy
• To provide a system that is clear to students, staff, parents and other stakeholders
• To monitor and record students’ progress effectively

Assessment must be:

• Manageable and useful
• A reliable source of information
• Positive and support success
• Understandable to students, parents and teachers
• An essential part of teaching and learning
• In line with national requirements

2. The Purpose of Assessment

Assessment may be used in a variety of ways for a variety of purposes.

It may be:

Formative: Recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future.

Summative: Recording a student’s overall achievement

Diagnostic: Identifying a learner’s strengths and weaknesses which prompts appropriate guidance and support

Predictive: To make informed and accurate predictions of students’ future/expected attainment

Evaluative: Providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies (formative and summative)

Informative: Providing information for reports to parents and stakeholders

The most important purpose of assessment is to try and motivate and encourage by:

• involving students in the learning process through explaining the reasons for the assessment and its relationship to the course
• Recording positive achievement which contributes to a summative statement
• making sure that students are fully aware of assessment objectives and the criteria for success
• Discussion of performance and establishing clear, achievable targets for students

3. Assessment In lessons

There are a range of processes to inform and improve student progress:

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• A variety of assessment formats are used including practical work, student presentation, coursework, fieldwork, written exercises, group work as well as informal assessment such as question and answer

• Minimum targets are available for all students in either GCSE grades 0-9/ BTEC grading’s (estimated attainment 8). These are included in KS4 mark sheets. At KS3 these will be the expected level of attainment at the end of Yr 8 based on a KS3 flight path.

• There is a termly review of progress against targets of all students in all subjects by subject teachers

• Termly reviews will inform the Heads of Faculty in their decision to review student groupings which can take place termly, with reports to Link Managers

• Records of all assessments including regular marking should be kept by all teachers in either a written or electronic mark sheet and should be available for reference to subject leaders and members of the Leadership Team

• End of unit/module tests are used to gather summative assessments. Such tests must be used to inform teaching and identify gaps in students learning (QLA)

• Schemes of learning should indicate key assessment points and their contribution to the review of student progress

• Lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives

• Students must have access to grade descriptors to aid their learning. These descriptors should be on display in teaching rooms and can be in student’s books

• A Self Assessment Map (SAM) will be provided to all students in KS3 at the beginning of each new topic and stuck in to the next clean page in their book. These will be printed on bright yellow paper. Each SAM will be prepopulated with the main objectives to be covered during that topic. Students will RAG rate each objective immediately (pre), at the end of the lesson in which that objective was covered (mid) and then at the end of the topic (post). There is space for students to include their own comments for each objective.

• A Teacher Evaluation and Assessment Map (TEAM) will be provided to all students in KS3 at the end of each topic and stuck in on the next clean page. These will be printed on bright yellow paper. Each TEAM will be identical to its corresponding SAM in terms of objectives but will be completed by the subject teacher once at the end of the topic. Each objective will be RAG rated and WWW and EBI statements included as appropriate.

**Formal Assessments**

Are undertaken throughout the student’s time at WOA with data used to inform progress.

We aim to gather a comprehensive range of prior attainment data on entry to the school. Where it is not available we refer to universal baseline assessments.

Data collected includes:-

• Key Stage 2 results

• Teacher Assessments at the end of KS3 for all subjects

• Unit/modular tests in some subjects

• Annual examinations for all year groups

**Analysis of examination results**

Results of external examinations are analysed both in subject faculties and for the school as a whole. The intention of these analyses is to identify where strong performance exists and where improvement is needed. Faculties are required to consider the reasons for particular levels of performance between syllabuses, subjects, teachers and teaching groups, and trends over time. As a result, good practice is identified and shared; and weaknesses addressed.

State of the Nation (SON) meetings are used to provide the SLT with an overview of performance, concerns and trends. This informs further decisions from the SIP to specific interventions and actions.

**Intervention**

After each assessment point (DC), individual student progress is compared to their flight path and estimated attainment 8. Data will be provided to Curriculum Leaders by the data manager.

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Any underperformance is identified and this information is shared with the relevant staff:
1. Subject teachers; Head of Faculty;
2. Tutor, Progress and Wellbeing Leaders, and Head of School

The AP for KS3 or KS4 Progress will oversee the intervention and provides support for the students and staff. Subject staff will use the assessment data to track progress and plan interventions in their lessons.

Intervention is monitored by the HOF/AP who report to the SLT.

**Reliability and Common Standards**

It is the responsibility of the HOF to put in place a set of criteria for the assessment of student work in that subject as well as establish a rigorous standardisation and moderation procedure. (See guidelines below)

Staff must also adhere to the criteria of external assessment bodies, and at all times, students should be made aware of criteria in order that they can assess their own achievements and set meaningful objectives.

To support these aims faculties should aim to develop student friendly assessment criteria related to specific topics as part of the Assessment for Learning (AfL) strategy.

An important feature of the Assessment for learning strategy is that the criteria are discussed with and understood by students so that they are helped to take the next steps in their learning.

**Self Assessment Map (SAM)** - Appendix 1. Provided to all students in KS3 at the beginning of each new topic and stuck in to the next clean page in their book. These will be printed on bright yellow paper. Each SAM will be prepopulated with the main objectives to be covered during that topic. Students will RAG rate each objective immediately (pre), at the end of the lesson in which that objective was covered (mid) and then at the end of the topic (post). There is space for students to include their own comments for each objective.

**Teacher Evaluation and Assessment Map** - Appendix 2. Provided to all students in KS3 at the end of each topic and stuck in on the next clean page. These will be printed on bright yellow paper. Each TEAM will be identical to its corresponding SAM in terms of objectives but will be completed by the subject teacher once at the end of the topic. Each objective will be RAG rated and WWW and EBI statements included as appropriate.

**Procedure for Moderation/Standardisation of Assessment (including internal exams):**

Training and CPD – Whole School/SLT:

1) Provide the opportunities for teachers to collaborate and participate in professional dialogue and collegiate working, through faculty meeting time and other opportunities.

2) Ensure that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable (SOL and whole school calendar with assessment and examination points)

3) Promote capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes. (Through CPD – internal and external and the sharing of good practice within school and by using external verification)

4) Link managers should have follow-up professional dialogue with staff about learners’ progress, standards, expectations and moderation practice.

**HOFs:**

- Quality Assure moderation practices and outcomes
- Monitor and self-evaluate moderation practices
- Ensure all faculty members have an appropriate understanding of assessment requirements and criteria by sharing information, best practice and experience
- Have follow-up professional dialogue with SLT about learners’ progress, standards, expectations and moderation practice.

**Faculty/Subject Practice:**

- Discuss and agree as a dept./subject best methods and approaches for moderation – dependent on stage/age

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• Work with colleagues to quality assure planned approaches to learning, teaching and assessment
• Develop your own knowledge, understanding and skills of your assessments/exam board requirements/practice
• Sample and check learners’ work to ensure consistency in applying standards- including when entering CAP/prediction data

4. Recording:

Staff should use SIMS data sheets to record the following:
• Current Academic Performance (CAP) grades – based on overall performance of student – 2/3 pieces of evidence of students working at this grade are required
• Mock examination grades
• Predicted grades – based on exams, Controlled assessment and/or class performance
• The collection of this data is calendared so that information is provided at the most opportune/useful times of the school year.
• Recording of general student information, such as rewards, behaviour points and registers is also expected through SIMS or Class Charts.

Faculties are expected to conduct assessments that are weighted to reflect the priority of examinations. For example: 80% exam/summative assessment mark, 15% classwork formative mark, 5% homework mark

This ensures consistency of data entry across a Faculty/the school – and ensures data is available at all times.
Current information on grade boundaries and gradings should be used to inform this.

5. Reporting:

Parents/carers will be informed of progress in a variety of ways:
• Annual Full Written Report
• Parents consultation evening (PCE)

Reports

Full Reports have a common format for all subjects. They include:
• current grade,
• an indication of approach to work
• Identify key areas for development.

On Full reports subject comments and tutor comments should be positive and written in the third person for Yrs 7-11. Comments and details need to be accurate – both in content and SPAG. It is vital reports reflect the high standards WOA is working towards.

Deadlines for reporting are issued in the school calendar and the Raising Standards manager issues regular reminders to staff.

In addition, further contact may be made with parents of students not making appropriate progress.

Copies of full reports are kept in school and are attached to a student’s individual record. It should be noted that although this fulfils our statutory obligations, contact with home is promoted through the planner system, rewards and SMS systems, student monitoring and the importance given to the role of the tutor to ensure that parents feel they are involved in their children’s progress.

Consultation Evenings

Each year group has one parent/carers’ consultation evening per year. The HOS and SLT are also available on these evenings for consultations.

1-1 Progress meetings

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Members of SLT will call meetings with parents following DC for any student causing several concerns regarding progress across the curriculum. These will be overseen by the appropriate AP for each key stage.

### 6. Target Setting

An essential part of improving achievement is to agree targets with each student that illustrate the minimum expectation; as well as being aspirational. Targets, and progress being made towards them, will be discussed regularly with students and their parents. Targets are based on national expectations of progress and KS2 data.

A student's starting point will be taken from their respective KS2 score as follows:

**CORE Subjects**
- Minimum grades in English are based on English Attainment 8 Estimates
- Minimum grades in Maths are based on Mathematics Attainment 8 estimates
- Minimum grades in Science are based on EBACC attainment 8 Estimates.

**EBACC Subjects**
- Minimum grades in History, Geography & MFL are based on EBACC attainment 8 Estimates.

**Open Subjects**
- Minimum grades are based on open attainment 8 Estimates.

- At least one student progress target is agreed with each teacher as part of WOA’s Appraisal Policy.
- Parents receive information about progress of their child against agreed targets regularly through the school reporting schedule and parents consultation meetings.
- The governing body receives information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

### 7. Roles and responsibilities

The Assessment Policy and its implementation within and across faculties is monitored and evaluated by:

- Vice Principal (Teaching, Learning & Assessment)
- Assistant Principals (KS3 & KS4)
- Raising Standards manager
- Heads of Schools and Progress Leaders/HOFs and appropriate Post holders

It is the responsibility of the Vice Principal and Assistant Principals (KS3 and KS4) to lead HOF’s to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

**Heads of Faculty**

It is the responsibility of HOF’s to apply and embed the principles of the School Assessment Policy within their own faculty practice. They should formulate and maintain a faculty policy on Assessment which should reflect the values and ethos of the Whole School Assessment Policy.

**Subject Teachers**

It is the responsibility of subject teachers to implement faculty/whole School policies on assessment, to mark in accordance with whole school policy in a positive, accurate, meaningful and formative manner, to compile and maintain individual student records, report to students, parents and staff on student progress and liaise with the relevant HOF, regarding individual student concerns or support.
Heads of School & Progress & Wellbeing Leaders
It is the responsibility of Heads of School and attached Progress Leaders to liaise with HOFs and subject teachers concerning individual student progress.

Raising Standards Manager
It is the responsibility of the Raising Standards Manager, and their team, to liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment.

The Raising Standards Manager also has responsibility for the organisation and invigilation of the annual formal internal School examinations

Students
Students should be encouraged to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Student self-assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

Parents /Carers
Parents/carers should be encouraged to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

8. Marking and Feedback

Work in students’ class books/folders provides the clearest, and most accessible, evidence of progress over time; as well as the expectations of the teacher and school.

It is vital that students’ books/folders are seen as more than just a record of work completed but demonstrate the progress a student has made in their understanding and skills. It will also demonstrate how the student has been challenged and developed by the teacher, through the work set and feedback given.

The ultimate goal for monitoring student progress is to ensure that all students are successful in attaining their targets against estimated attainment 8. Teachers need to teach and assess the knowledge, understanding and skills they are responsible for teaching on an ongoing basis; so that both the student and the teacher will know where the students are at any given time in relationship to the grade criteria/description.

Rationale
Feedback given through marking is recognised as one of the most powerful influences on student progress and achievement. At WOA we value students’ work and understand that effective marking plays a vital role in a student’s ability to progress. Quality dialogue between teacher and student should inform learners of the next steps in their learning and enable them to enhance their progress over time.

Aims
The academy wishes to ensure that marking of work fulfils its purpose of informing students about their progress and also helps them to understand what they need to do to achieve.

We also need to guarantee that a students’ progress is assessed in a variety of ways, regularly. In order to make sure work is assessed regularly we need to have a system which is fair and consistent across curriculum area, faculties and the whole academy.

We aim to establish a consistent approach to marking and feedback by:

- Planning opportunities for focused and meaningful feedback
- Engaging learners in their progress by creating a partnership between teacher and students through feedback
- Assessing progress made by students and identifying next steps for learning
- Personalising feedback to the needs of the individual

Minimum expectations
At WOA the minimum expectation is:

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• All marking, including peer and self-assessment should be completed in **red pen** with students responding in **green pen**.

• Provide **formative** written feedback about strengths in students’ work and indicate actionable next steps for learning using **WWW/EBI**

• Students should complete a **DIRT** (Directed Improvement and Reflection Time) task which will enable them to revisit a task and improve it based on the advice given. This should occur after each piece of formative marking. Where a **DIRT** task is completed on paper it will be printed on pale yellow paper. Where it is to completed in books it must be clearly titled **DIRT** and highlighted in yellow with highlighter or crayon.

• **KS3:**
  - **Non-core subjects** will complete one piece of detailed marking with written feedback every half term.
  - **Core subjects** will complete two pieces of detailed marking with written feedback every half term.

  **At the end of each topic teachers will RAG rate students’ understanding of each objective and provide WWW and EBI statements on the TEAM.**

• **KS4:**
  - **All GCSE subjects** will complete two pieces of detailed marking with written feedback every half term.

  • All staff must ensure that all student folders/books at key stage 3 and 4 display and complete the student progress tracker label.

  • All staff should ensure that a new Unit of learning is preceded by a **SAM**, which should be used at least three times during the scheme of learning, and a **TEAM** is used to summarise learning and identify next steps.

• All teachers mark for literacy using the following codes for consistency:

<table>
<thead>
<tr>
<th>Marking Codes</th>
<th>What it means</th>
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<tbody>
<tr>
<td>○</td>
<td>Incorrect spelling – Staff should write the correct spelling for subject specific vocabulary.</td>
</tr>
<tr>
<td>^</td>
<td>Word missed out</td>
</tr>
<tr>
<td>?</td>
<td>Doesn’t make sense or information missing</td>
</tr>
<tr>
<td>//</td>
<td>A new paragraph is needed</td>
</tr>
<tr>
<td>P</td>
<td>Poor presentation</td>
</tr>
</tbody>
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**Effective Feedback**

Effective feedback at WOA will:

• Ensure that students receive selective feedback at regular intervals

• Be related to the planned learning and lesson objectives, using relevant success criteria

• Be expressed in language accessible to the student whereby targets are personalised and differentiated

• Recognise, encourage and reward a student’s effort and progress

• Be a two way, interactive process establishing a meaningful dialogue (both written and verbal) with students

• Offer questions to promote thinking

• Be responded to by the student, applying the next steps for learning

• Use command words which require action

• Regularly allow students to use and develop the skills of peer/self-assessment
• Be underpinned by the principle that all students can make progress and are expected to be the best that they can be

**Feedback strategies**

- **Written formative feedback**
  Formative feedback does not provide students with a level; it is focused on determining where students are in their learning. Feedback relates to the learning objectives of a task and focuses on established success criteria to tell the students what they have achieved and where they need to improve. Importantly, the feedback is actionable, with a sense of immediacy in response, to allow students to make the next step in their learning.

- **Written summative feedback**
  Summative feedback results in an evaluation of student achievement – for example the allocation of a numerical grade.

- **Questioning**
  This kind of questioning provides information about student knowledge, understanding and skills which informs the teacher’s planning and selection of teaching strategies to move students from where they are to where they need to go. Planned and strategic questioning provides teachers with the opportunity to identify and correct misunderstandings and gaps in knowledge, as well as identify the need for extension work for those students whose knowledge and skills demand it.

- **‘Light touch’ marking**
  To enable the school to provide high impact feedback on focused pieces of work, other marking should be more ‘light touch’. This style of marking does not require attainment levels or grades. It should include:
  - Ticking/RAG system to check for understanding and misconceptions
  - A brief comment or use of subject-specific mark code if appropriate
  - An indication as to whether the work is of a suitable standard
  - Marking for literacy

- **Peer assessment**
  Peers use established success criteria to tell another student what they have achieved and where improvement is necessary in relation to the lesson objectives. The feedback provides specific suggestions, using only the established success criteria, to make meaningful comments which help achieve improvement.

- **Self-assessment**
  Self-assessment encompasses the ability for students to evaluate and monitor their own progress through understanding the learning objectives and success criteria. Students use the criteria to judge what they have learnt and what they still need to learn; reflect on the learning process to ascertain how they learn best; set learning targets based on what they still need to learn and manage the organisation of their learning. Use of the SAM document for each learning will embed self-assessment for every learner.

*Teachers should still monitor the quality of student responses to peer and self-assessment*

**Roles and responsibilities**

**Teacher:**

- Ensure work is marked in line with school policy
- Ensure the use of SAM’s and TEAM’s as part of assessment practice.
- Provide opportunities for students to respond to marking
- To share good practice of book marking in meetings
- To record assessment data in SIMS at each Data Capture (DC)
- Maintain a mark book with homework, assessment results and data tracking to monitor student progression
- Provide students with success criteria when completing peer and self-assessment and demonstrate how to use this effectively

**Faculty Leaders:**

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To ensure staff mark in line with the school policy
- HOFs are responsible for monitoring the quality of marking in their faculty and should take necessary steps to deal with issues of underperformance
- Heads of Department to check marking of books on a regular basis
- Ensure the department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail, including ensuring that differentiated levels of SAM and TEAM are available and used.
- Create a department outline of how the marking policy works in their faculty
- Planned opportunities are created each term to moderate key assessment activities to ensure consistency

Support Staff:
- To read through the comments written by the teachers in order to guide any students they are working within the class

Student:
- Read all comments by teachers and complete feedback
- Respond positively to comments written by teachers and make improvements
- Under guidance from teachers, sometimes mark their own or another student’s book using red pen
- Put their best effort into book work and maintain high standards of presentation in book work

Leadership:
- Devise and implement a programme to monitor the implementation of the School Self Review process
- Ensure HOFs are carrying out their roles in relation to monitoring and marking

To maximise student progress, everyone will participate in a rigorous, evidence-based programme of quality assurance in line with their roles and responsibilities.

BTEC ADDITIONAL INFORMATION:

- BTEC guidelines (May 2014) state that students must complete an assignment independently and that staff cannot provide feedback during this time.
- The assignment is marked when completed and students sign to show they have produced the work themselves.
- Students are only allowed one submission per assignment.
- It is possible to allow a further resubmission but students can’t be told what to do differently to improve their grades.

When students are completing this work staff should follow the guidelines below:
- Ensure title clearly states BTEC Independent Assignment – making it clear to anyone looking at the work that no formative feedback is allowed.
- Sign relevant pages to indicate they have been seen by staff, even if no formative feedback is allowed.
- Include an example of BTEC feedback pro forma, indicate on lesson plans and provide other examples of marked work during lesson observations.
- Allow for students to give feedback to each other, if and when possible.

Examples of Good Quality Formative Feedback

<table>
<thead>
<tr>
<th>Type of comment to be made</th>
<th>Poor example statement</th>
<th>Good example statement</th>
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| Comment on how effectively the pupil has met success criteria | You need to complete the task in lesson time but you did write about the poem. | Your comment on how well the imagery suited the style of poem and showed a clear understanding of the author’s craft. |
| Comment on how effectively the pupil has met the lesson objectives | This method does not make sense | Your lack of sentence structure and misuse of some scientific terms means your work did not meet all of the objectives. Re draft the first two instructions using imperatives. |
| Comment on strengths | Well done! This is really good. | Well done! I enjoyed your essay on the Crusades as it seemed well researched and was easy to follow as you had used topic sentences and discourse markers. |
| Give the pupil SMART targets on how to improve | Improve presentation | When designing adverts you need to consider your target audience. To improve you need to complete research on the age, social status and gender of people who buy tennis shoes by looking through specialist magazines or at specialist websites such as [www.ibuytennisshoes.com](http://www.ibuytennisshoes.com). |

**Presentation of Work in books**

Work completed by students in books is a reflection of a student’s progress over time, this is the primary method of assessing their progress and attainment.

Therefore presenting work in a structured and effective way is crucial in demonstrating the high expectations of both the staff and student and ensuring progress is clear.

The WOA ‘Expectations for Presentation of Work’ Sticker should be place on the front cover of every learners book or folder.

![WOA Expectations for Presentation of Work Sticker](image)

**Oral Presentations**

- Standard English – should be expected/encouraged/reinforced by the teacher
- Power Points should be only used as a prompt and the teacher should give a word limit per slide. No reading from slides!
- Tone of voice/Intonation/volume/clarity – appropriate to audience/room.

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• Body and eye contact/appearance is important and good practice should be agreed/discussed/reinforced.
• Students should use strategies to engage the audience if relevant to presentation purpose
• Opening and ending – each presentation should have one which is appropriate
• The teacher should provide key connectives (e.g. furthermore/however, also) and key subject specific language, to help with flow, structure and detail.
• Question and answer session for each presentation with verbal feedback provided/noted

9. Monitoring

Quality Assurance
At departmental level it is the role of the HOF to monitor standards and consistency of assessment within his or her team. The SLT take part in the QA of assessment, recording, reporting, target setting and marking by:
• Providing accurate data to HOFs in a usable format
• Providing guidance and pro formas which HOFs use to analyse data in a consistent format
• Undertaking work scrutiny, learning walks and lesson observations, as well as meetings with HOFs
• Setting guidelines and providing CPD on assessment, marking, use of data and intervention strategies

Marking will be checked by:
• The HOF during Work Scrutinies, and Learning Walks during the QA cycle (calendared)
• Members of the Leadership Team (sampled half termly as part of the Work Scrutiny/Learning Walks undertaken through the Quality Assurance programme)

HOF:
• Will evaluate the quality of marking of individual staff and the department half termly.
• Will look at examples of marking and talk to students and staff according to the QA cycle.
• Will seek to improve the quality of marking across the department.

Senior Leadership Team:
• Will sample marking through the QA cycle.
• Will sample examples of marking and talk to students according to the QA monitoring programme.
• Will review the Marking Policy annually.

Monitoring, Evaluation and Review:
The Senior Leadership Team will ensure that all staff will take responsibility for implementing and regularly monitoring the Marking Policy. Overall responsibility for this Policy ultimately rests with the Principal.
The Principal, and Senior Leadership Team will review and monitor the implementation of the Marking Policy.
The Academy Governing Body will review this policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the Academy and via the WOA website.

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Appendix 1: Self Assessment Map (SAM)

Appendix 2: Teacher Evaluation & Assessment Map (TEAM)