006 Marking, Assessment and Reporting Policy

Responsibility: **GH**

Date: **June 2017**

Next Review: **April 2019**

1. Marking

When exercise books / folders are opened there should be evidence that marking / assessment:

- is a two-way process, written in a style and format accessible to all students so that all students understand how to improve

- establishes students' starting points so that teaching allows all students to achieve their potential by the end of a year / key stage

- is incisive, fair, clear and diagnostic in nature

- reflects the teacher's high expectations of what each student can achieve, including the most able and disadvantaged students

- recognises and emphasises what has been done well; shows what a student knows, understands, can do

- rewards students' efforts in completing their work, both in and outside lessons so that they can progress and enjoy learning across the curriculum

- reflects a level of challenge (so that students may not necessarily 'get it right' first time which could be evidence that the work is too easy)

- is formative and focuses on future learning – setting clear, meaningful targets (in words)

- informs students what they need to do next in order to improve and gives them clear opportunities to act on that advice and guidance

- reflects that assessment information is being used to plan appropriate teaching and learning strategies, including to identify students who are falling behind in their learning or who need additional support, enabling students to make good progress and achieve well

- differentiates between classwork and homework; homework set should be challenging and appropriate, consolidates learning and deepens understanding

In addition:

Work should be marked in a contrasting colour e.g. green/red pen. Students may self- or peer assess in a different coloured pen.

We recognise that there is also a place for oral and whole-class feedback.

Students must be able to understand what criteria their progress is being measured against. A

grade or comment in isolation is often not meaningful. There needs to be a balance of formative and summative assessment – it is important in terms of assessment for learning that students know what pathway / grade they are working at but it is meaningless if they do not know what this means or how it relates to their learning. Comments can be short but need to be incisive and *subject specific* relating to learning objectives.

2. When/What do we assess?

- Although not every piece of work needs detailed, formative marking, significant/key pieces of work do and must have comments that ensure students are clear about what they have done well and fully understand how to improve their learning.

- Work must be marked as soon as possible after its completion

- On a minimum basis of one piece each half-term (likely to be two or three pieces in the core subjects)

- On test dates and mock / internal examination times

- On formal end of unit/s

- On a half-termly basis for identification of progress in individual target setting

- Wherever possible the subject teacher should endeavour to discuss significant pieces of work with the pupil in order to set targets for improvement – clearly not feasible with every piece of work but teachers should try to ensure this happens once every term as a minimum

- Personal achievement/effort obviously needs to be recognised and rewarded in line with departmental rewards systems and the whole-school rewards system

Marking Codes

Commonly include:

Symbol/Abbreviation	Explanation
√	- Good/correct point/answer – related comment may be given in margin
S (S through appropriate word)	- Spelling error – correct spelling, particularly of key words, written in margin
P (error underlined or circled)	- Punctuation error or omission – correction may be given
exp (error underlined or circled)	- Expression – clumsy/inappropriate word/phrase
? (error underlined or circled)	- Does not make sense/requires further explanation
X	- Incorrect point/answer – related comment may be given in margin
/	- Word/s omitted
//	- Start a new paragraph

3. Target setting

<u>Key Stage 3</u>

On entry into the school, baseline information and data is collated on all students from Key Stage 2 SATs and Teacher Assessments. In most subjects, this baseline data is used to group students into a pathway based on their ability and prior attainment. Students will be assigned a pathway of A/B/C/D/E in each subject. This is a starting point from which to internally track student progress. In subjects such as PE, Music, Art and Drama, subjects where an individual's aptitude can have a greater impact on future progress, students are internally assessed during the autumn term of year 7 and then assigned a pathway for these subjects.

Overview of pathways:

Understanding of the curriculum	Developing		Secure	Extending	Mastery
Pathway equivalent	E	D	C	B	A

Students working on pathway D/E are developing their understanding of the core curriculum for that particular year.
Students working on pathway C are secure in their understanding of the core curriculum for that particular year (i.e. working at national expectations)
Students working on pathway B are extending their understanding beyond the core curriculum for that particular year.
Students working on pathway A are mastering their understanding beyond the core curriculum for that particular year.

The pathways identify the knowledge, understanding and skills that students will be expected to develop in preparation for their key stage 4 courses.
Assessment information for parents is available on the school website.
Students' work is assessed against the departmental expectations for each pathway.
The minimum expectation is that students remain on their baseline pathway; the aim however is for students to aim for the highest pathway possible in a growth mind-set culture of striving for excellence.
High quality formative feedback, in line with the marking policy, following classwork, homework, assessments and tests will give incisive guidance to students on what they need to do to improve their work.
The attitude to learning 'scores' given on reports will also give an indication of whether a student is reaching his or her potential.

<u>Key Stage 4</u>

All key stage 4 mark sheets contain prior attainment data from key stages 2 and 3. They also include Fischer Family Trust (FFT Aspire) forward estimates for each pupil. FFT Aspire subject estimates look at the progress made nationally by students between Key Stage 2 – Key Stage 4 in the previous year. FFT Aspire estimates a student's chances of achieving different grades in their GCSE subjects by looking at what similar students achieved in the last year. Early in Year 10, or whenever a new pupil joins the school, staff should review this information and use it to set challenging but achievable targets for each pupil. The minimum acceptable target is the FFT50 estimate. In most cases, the FFT20 estimate should be used for the target. The aspiration is that students achieve or exceed their target grade. KS4 target setting should be a three way process between the classroom teacher, the student and the head of department. Staff are always encouraged to really challenge our students.

All targets should be reviewed at the end of year 10, or more frequently in core subjects.

4. Maximising pupil progress

Following assessment, students receive explicit feedback on how to improve.

The following should be standard practice within curriculum areas:

- All subject teachers should have recorded on SIMS: prior data, predictive data, on-going assessment and targets following the departmental tracking system
- Prior attainment data must be used to establish students' current staring point at the start of each academic year
- Data and assessment information should be shared with students as appropriate so they also know where they are starting from and what they should aspire to achieve – in the short and long term
- Assessment should be recorded on students' work in line with the marking policy
- Each subject teacher should keep a formal, cumulative record of assessments for each of their classes, which is readily available for viewing by interested parents and which shows evidence of tracking and progress of every student in the group
- Each department should have a system of recording which allows progression to be recorded consistently and facilitates tracking of progress
- Data and assessments should be stored safely and passed on as appropriate at all times of transition and transfer so that prior attainment can be recognised and inform the next stage
- Marking needs to be moderated and standardised within departments at both key stages and work sampling undertaken as part of departmental quality assurance and in line with the management cycle of self-evaluation

At Key Stage 4, students' work is marked in line with GCSE or equivalent specification mark schemes. Alongside the new numerical grading system which is being phased in (1-9), high quality formative feedback will also be given in line with the marking policy. Departments will also undertake moderation and standardisation to ensure accuracy and consistency of marking.

The alignment between the old and new grades is outlined below:

- Grade 9: top A* performers; around 3% nationally
- Grade 7: equivalent to an A grade pass
- Grade 5: equivalent to a high grade C / low grade B pass and referred to as a 'strong' pass
- Grade 4: equivalent to a C grade pass and referred to as a 'standard' pass
- Grade 1: equivalent to grade F and G grade passes

Throughout the year, attainment will be tracked internally against the pathway or target grade to ensure that those making expected progress are commended and prompt, effective intervention is put in place to support students where there is a concern that they may be underperforming and in danger of not achieving their full potential.

5. Whole School Tracking System

Key objectives:

- To create a unified system of gathering and sharing performance data for all students across all subjects.
- To foster a culture that promotes excellence, equality and high expectations of all students.

For this to happen it is essential the data is as "live" as possible and that thorough interrogation at regular periods ensures it is collected for a purpose.

A whole school tracking system allows us to:

- rigorously monitor student attainment
- ensure our assessment strategies benefit the pupils
- inform parents more specifically about their child's progress
- openly and honestly compare the performance of students in different subjects/ groups
- help staff set themselves specific performance targets
- improve student performance by being able to effectively compare their current attainment with what they are expected to achieve
- raise pupils' expectations of themselves and hence their attainment where appropriate
- build in a fair system of competition between pupils in order to motivate them to achieve success

Monitoring performance and intervention

All staff will be required to submit progress data for each student on a regular basis in line with the school's reporting calendar.

Key Stage 3 intervention

Once collected this data will be analysed at a variety of levels from classroom teachers and form tutors to head of department, heads of year and the senior leadership team. The outcome of this review will trigger any necessary intervention.

Key Stage 4 intervention

There will be a more strategic approach to intervention for students in years 10 and 11, which will be led by the senior management team. This will involve joint meetings between senior staff, the relevant heads of year and selected heads of department, soon after each report date. It may also be necessary, on occasions, to invite certain other key workers.

These meetings will focus on discussing and agreeing the required actions needed to intervene with any students or groups who have been identified as under-performing. From this a comprehensive action plan for improvement will be produced. Subsequent meetings will always start with feedback on

Any intervention strategies that have taken place and whether or not the individuals or groups concerned require any further support.

Where no further support is required those concerned will be taken off the action plan. Those still in need of support will stay on the action plan along with any new concerns that have been highlighted by the most recent data collection.

Through this process there will be continuous, measurable and strategic intervention taking place throughout the year across the whole school. There will also be a strong chain of accountability, as documented by the action plans, with staff at all levels working together to improve student performance.

6.   Reporting to Parents

Three times a year parents will receive reports on students' attainment and progress. Two of these will be interim progress reports and one will be a full report.

Key Stage 3

Reports to parents will include:

- Current progress (reported as Exceeding / Above Expected / Expected / Below Expected)
- Expected progress pathway for each subject
- Attitude to learning (Effort / Behaviour / Homework on a score of 1-4)
- Form Tutor comment (full report only)

Key Stage 4

Reports to parents include:

- Current grade relevant to each subject / course
- Attitude to learning score
- Target grade based on FFT estimates
- Forecast grade based on what the teacher expects the student to achieve at the end of the course based on current performance; these should be realistic predictions
- Form tutor comments (full report only)

Attitude to learning descriptors are issued to parents with their child's report as part of an 'Understanding Your Child's Report' guidance sheet.

Further information regarding assessment and reporting will be available on the website and communicated at Information Evenings for parents.

The DFE statutory guidance on 'Reporting to Parents' is fulfilled.