

## 006 Marking, Assessment and Reporting Policy

**Responsibility:** KL  
**Date:** September 2020  
**Next Review:** September 2021

### 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 pupils so that all pupils understand how to improve
- establishes pupils' starting points so that teaching allows all pupils 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 pupil can achieve, including the most able and disadvantaged pupils
- recognises and emphasises what has been done well; shows what a pupil knows, understands, can do
- praise pupils' 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 pupils 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
- informs pupils what they need to do next in order to improve and gives them clear opportunities to act on that advice and guidance
- reflects that formative and summative assessment information is being used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils 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 green pen. Pupils self- or peer assess in purple pen.

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

Pupils 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 pupils know what attainment band/ 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 pupils 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
- There must be a sufficient amount of marked work and feedback given that informs the teacher of the progress made and as a result supports future planning.
- 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:

<i>Symbol/Abbreviation</i>	<i>Explanation</i>
√	- 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

## Key Stage 3 Assessment

### Attainment bands

On entry into the school, baseline information and data is collated on all pupils from Teacher Assessments and Key Stage 2 SATs. In most subjects, this baseline data is used to group pupils into one of three attainment bands. This is a starting point from which to internally track pupil progress. In subjects such as PE, Music, Art and Drama, subjects where an individual's aptitude can have a greater impact on future progress, pupils are internally assessed during the autumn term of year 7 and then assigned an attainment band for these subjects. The process of determining and assigning attainment bands helps us to understand the strengths and weaknesses of each pupil in order to enable them to be taught in the most effective way and to make maximum progress. This initial work is only a start point and these attainment bands are not fixed; where a pupil is working consistently at the level above, their band will be changed. No pupil will move down attainment bands however the relevant intervention and support must be put in place in order to support any pupils working below their attainment band expectations.

Attainment Band	Expected GCSE outcome
Higher	7-9
Middle	5-7
Foundation	3-5

Pupils are continuously assessed throughout Years 7 - 9 in order to ensure they have gained the required knowledge and skills, at that point in time, in order for them to achieve their expected GCSE outcomes. In line with our philosophy of high aspirations for all, the expectation is that all pupils will achieve in line with the FFT5 estimates at the end of Year 11.

It should be noted that whilst overall school progress is measured externally in relation to the progress pupils make from their key stage 2 test outcomes, and we recognise why this is the case, we also recognise that key stage 2 tests only measure attainment at one snapshot in time. As such they don't always give a true reflection of a child's future potential. Key stage test scores provide some very useful information about what a child can and can't do at that moment in time, but we don't see them as a proxy for IQ. For this reason, we don't assign rigid 'flight paths' for pupil progress; to do so would seem to be entrenching pre-existing inequalities in attainment measured at that one point in time. We therefore attach great importance to the internal assessment data we collect both, formative and summative, when revisiting pupil attainment bands. We also recognise that pupil progress isn't linear and rarely follows predictable trajectories, as such our attainment bands are broad but highly aspirational.

We firmly believe that if teachers teach good lessons and pupils work hard, both in and out of school, this will lead to positive outcomes. We continuously monitor the quality of teaching and learning across the school in order to ensure all pupils have access to great lessons. We also place a huge emphasis on monitoring and rewarding pupil effort in all areas of the curriculum. We strive to create a culture in school where excellence is the norm; a school where working hard is something to be celebrated by everybody.

### Target setting

During Years 7-9 pupils are not set end of year targets and instead will be encouraged to achieve in line with the highest attainment band possible. We want to encourage the mind-set where all pupils strive for excellence and a culture of *'I can't do yet'* rather than *'I can't do.'* Formative feedback following classwork, homework and assessments will give guidance to pupils on what they need to do to improve their work. It is essential

pupils act on all feedback given and they work with care and focus to improve their work and develop further their understanding.

Throughout the year, attainment will be tracked internally against the all relevant criteria for each subject, as laid out in the department curriculum plans, in order to ensure that those making good progress are commended and intervention is put in place to support pupils where there is a concern over their progress.

### **Key Stage 4 Assessment**

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 pupils between Key Stage 2 – Key Stage 4 in previous years. FFT Aspire estimates a pupil's chances of achieving different grades in their GCSE subjects based on the performance of prior cohorts. 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 FFT20 estimate. In many cases, the FFT5 estimate should be used for the target. The aspiration is that pupils achieve or exceed their target grade. KS4 target setting should be a three way process between the classroom teacher, the pupil and the head of department. Staff are always encouraged to really challenge our pupils.

All targets should be reviewed at the end of year 10, or more frequently in core subjects. Where a pupil is working consistently above their target grade, this will be raised accordingly. It is very rare that target grades will be lowered; instead the relevant intervention and support must be put in place in order to support any pupils to raise their grades.

### **Maximising pupil progress**

Following assessment, both formative and summative, pupils 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 pupils' current starting point at the start of each academic year
- Data and assessment information should be shared with pupils 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 feedback should be recorded on pupils' 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 pupil 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 cycle of self-evaluation

At Key Stage 4, pupils' work is marked in line with GCSE or equivalent specification mark schemes. Alongside any assigned attainment grades, 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.

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

## **Whole School Tracking System**

Key objectives:

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

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 pupil attainment
- ensure our assessment strategies benefit the pupils
- inform parents more specifically about their child's progress
- openly and honestly compare the performance of pupils in different subjects/ groups
- help staff set themselves specific performance targets
- improve pupil 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

We are very mindful that the collection of data doesn't create any unnecessary additional workload for leaders and staff. We believe our collection of attainment and progress data is proportionate, represents an efficient use of school resources, and is sustainable for staff. In line with The Teacher Workload Advisory Group's report, 'Making data work', we have three data collection points a year, and these are always used to inform clear actions.

## **Monitoring performance and intervention**

All staff will be required to submit progress data for each pupil 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 heads of department, heads of house 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 pupils in years 10 and 11, which will be led by the senior management team and middle leaders. This will involve joint meetings between senior staff and the relevant middle leaders soon after each report date. It may also be necessary, on occasions, to invite certain other key workers to these meetings.

These meetings will focus on discussing and agreeing the required actions needed to intervene with any pupils 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 pupil performance.

### **Reporting to Parents**

Twice per year parents will receive reports on their child's progress in school. One of these will be a Progress Report and one will be a Full Report.

### **Key Stage 3**

Reports to parents will include:

- Attainment band for each subject
- A judgement as to whether or not a child is on track to achieve predicted future outcomes
- A judgement as to whether current effort levels are acceptable.
- Where effort is judged to be below expectations, further details will be provided as to why this is the case e.g. homework, behaviour in class
- Form tutor comments (full report only)

### **Key Stage 4**

Reports to parents include:

- Target grade based on FFT estimates
- Current grade relevant to each subject / course
- Forecast grade based on what the teacher expects the pupil to achieve at the end of the course based on current performance; these should be realistic predictions
- A judgement as to whether current effort levels are acceptable.
- Where effort is judged to be below expectations, further details will be provided as to why this is the case e.g. homework, behaviour in class
- 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.