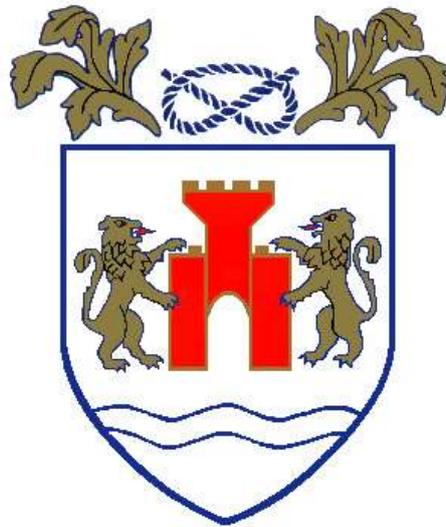


Wolstanton High School

A Shaw Education Trust Academy



Assessment and Marking Policy

Agreed by Governors:

Autumn 2017

Signed by Chair of Academy Council:

Reviewed by Governors:

Annually

Next Review by Governors:

Summer 2018

Rationale

Assessment and Marking are integral to effective teaching and learning and should be a continuous process as part of the normal classroom practice. The most important function of assessment and marking is to assist pupils' learning, enabling rapid progress to be made.

By 'assessment' we mean;

- **Day to day assessment** - which are the interactions between learners and between learners and their teacher, which shape immediate next steps (AFL).
- **Periodic assessment** - which provides a profile of pupils' achievement across a subject (drawing on evidence from day-to-day assessment) to inform planning for progression and targets for improvement, and to help to track pupil progress.
- **Transitional assessment** - which provides formal recognition of pupils' achievement that can be shared between pupils, parents and teachers. This includes end-of-key-stage assessments and examinations, external tests and tasks.
- Effective assessment requires the collection, analysis and interpretation of appropriate data in order to make judgments about the quality of learning.

Aims

- To ensure that all pupils know how well they are doing and understand what they need to do to improve.
- To ensure that the processes of assessing, marking, recording and reporting are consistent within each department and accurate throughout the school.
- To ensure that all pupils have their work marked in such a way that it improves their learning, ensures rapid progress and builds self-esteem.
- To provide all stakeholders with a regular review of progress and achievement, in order to raise pupil levels of attainment.
- To ensure that every parent and carer knows how well their child is doing, what they need to do to improve and how they can support their child and their teachers.
- To ensure information to parents is relevant, specific and easy to understand.

Outcomes

The outcomes expected from this policy are:

- Feedback and marking promotes learning and ensures that the pupils make rapid progress.
- Feedback and marking provides information on pupils' progress for the school (progress data), for learners (feedback) and, for parents, enabling them to support their child effectively.
- Feedback on 'next steps' leads to action by the students to enhance learning.
- There is a consistency of approach in assessment and feedback across school.

- The criteria for assessment is shared and understood by all (teachers, support assistants, learners). Where necessary, the criteria will be modelled.
- Summative, formative assessment and peer and self-assessment are used as appropriate. The frequency and types of marking is consistent within teams and in line with policy.

Marking and Assessment – non-negotiables

- Pupils' work must be marked regularly. For subjects where there are more than two lessons per week, this means detailed marking at least once per fortnight. For subjects where the teaching contact is less frequent, detailed marking must take place at least twice per half term.
- Detailed marking must result in the identification of **strengths and areas for improvement**. Time must then be assigned in subsequent lessons for pupils to review the marking, reflect on it and where necessary, redraft key elements of work.
- Individual subject areas will need to tailor the specific nature of the feedback but the above points apply to all areas of the curriculum.
- Staff must set challenging targets and work at the correct grade for pupils in the class taught.
- Pupils' progress must be tracked and intervention put in place for pupils not making expected progress. The first wave of intervention will be through the effective tailoring of learning activities in the classroom, to meet the needs of pupils.
- At the end of each unit, activity or teaching block, key or target pieces of work will be graded in line with GCSE criteria. These assessed pieces of work will be used to inform the data captures. The grades recorded on the system will include however the assessed pieces of work as well as being a reflection on pupils' progress as established through other means – for example classwork and homework.
- Grades must be recorded and updated in SIMS in line with the assessment calendar.
- Exemplar work that is graded is to be displayed in each teaching room and used as a teaching aid.
- Parents to have access to information on progress of their child against agreed targets throughout the year through the reporting schedule, consultation evenings and via Insight

Current Grades

The grades 9-1 are used for Years 7, 8, 9, 10 and 11 with the exception of the remaining legacy GCSE subjects where A*-G grades are still used. Each grade can be subdivided into + and – grades depending on how secure the grade is, eg, 3- (insecure grade), 3 (secure grade) and 3+ (very secure grade) or C- (insecure grade), C (secure grade) or C+ (very secure grade).

For BTec and OCR vocational qualifications, attainment on these courses should be shown as a Fail F, Pass P, Merit M or Distinction D, with indication of whether they are a level 1 or a level 2 course.

Target Setting

Is an essential part of improving pupil attainment and progress. Challenging targets should be agreed with each pupil. Progress towards targets should then be discussed at regular intervals with pupils and parents.

The GCSE minimum target grade is the expected level of achievement, based on expected progress from the KS2 scores using the FFT 20 estimated grade.

Targets

- Once the GCSE target has been agreed, HODs set flight path targets bespoke to their curriculum area which become the minimum end of year targets
- Staff can set pupil target levels above the minimum target for pupils based on internal tracking data and teachers' professional judgement.
- Targets are shared with parents at form tutors' consultation evenings, parents' evenings, in termly reports and will be accessed by parents through the online reporting system.
- There will be a mid-year review of targets where staff can increase a pupil's end of year target.
- Staff are to record this target and the review target in SIMS

Reporting

Main Points

There will be at least two progress reports and one written report issued for each Year (as detailed in the Assessment Calendar). All reports will be produced electronically. Parents will receive a copy of their progress report at least one week prior to the parents' evening. The reports will consist of:

- GCSE target grade
- Forecast grades for Y10 and Y11 pupils
- End of Year target grades (Years 7, 8, 9)
- Attitude to learning, behaviour, progress and attendance indicators (refer to Appendix 1).
- Written report to include learning targets for each pupil, with a maximum of 40 words written by each subject member of staff.
- Full names only – no pet names or nicknames.

Verbal reporting will take place at annual, formal parents' evenings – parents can arrange to see individual teachers through appropriate channels should they so wish. Parents will also have access to progress data via Insight

Tracking

Tracking pupil progress via staff records and SISRA data is essential to the implementation of personalised learning where pupils realise their potential and are not left behind. Tracking ensures that pupils are on target and informs intervention when this is not the case. It is a systematic, cyclical process of gathering and analysing data to:

- inform planning
- assess the effectiveness of intervention
- identify underachievement in individuals and groups
- recognise and celebrate success
- identify trends that are detrimental to progress (for example, pupils with academic potential but poor attendance)
- identify successful practice and CPD needs

Roles and Responsibilities

The Role of the Class teacher

- Follow the school's policy on marking and feedback
- Ensure that the exercise books/work books mirror good teaching and learning.
To achieve this we expect:
 - A title for each lesson underlined with ruler and pen
 - A date on the right hand side of the page and underlined with ruler and pen
 - Diagrams to be in pencil and a ruler used; labels to be in pen
 - Pages not be torn out
 - Both sides of the pages to be written on
 - Books are free from graffiti
 - Homework clearly identified
 - Before a new section of work is started the page to be ruled off
- Ensure that pupils' work is annotated using the literacy marking symbols:
Underlined word = Incorrect spelling (corrected in margin)
// = Start a new paragraph here
 = Muddled or unclear text
P = Punctuation error (corrected)
Capital letters are re-written
- Ensure that the data is recorded in SIMS in line with the assessment calendar
- Deliver a range of key assessments where pupils' progress can be measured against national standards using the 1-9 grading system.
- Increase a pupil's target where appropriate during the mid-year review
- Provide a numerical value that will reflect Attitude to Learning and Behaviour for Learning as well as a progress indicator. These will be used in reports to parents. (Refer to Appendix 1)

Role of the Pupil

- Become involved in the marking process through self and peer assessments.
- Respond to the teacher's guidance after a piece of work has been marked by re-doing an identified section to the expected standard.
- Become involved in the target setting process with class teachers and form tutors.

Role of Form Tutor

- Have learning conversations with pupils and parents about progress towards targets at parents' evening and when appropriate throughout the year.
- To liaise with parents regarding pupils' barriers to learning.
- To place pupils on report to monitor progress made in lessons.
- Conduct a mentoring meeting each term with each pupil/group of pupils (max 6) via a rolling programme to review progress towards their targets and to set new targets for improvement.

Role of Head of Department

- Ensure that the school policy is followed by all members of the department.
- Establish end of year flight path targets for each GCSE grade.
- Support members of staff in the implementation of the policy.
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness.
- Establish agreed subject criteria for assessment and marking opportunities.
- Ensure the accuracy and consistency of marking is monitored and evaluated through work scrutiny and pupil voice (as detailed in the fixed line management agenda)
- Internally and externally moderate the accuracy and consistency of assessment and marking.
- Keep an evidence file for each year group, with examples of internally and externally moderated work.
- Ensure that appropriate assessment information is recorded by staff in the school database.
- Provide key assessments that class teachers deliver, monitoring the progress of pupils and provide a programme of intervention where pupils are falling below expected levels of progress.
- Monitor and evaluate the performance of pupils towards their targets and subject staff within their subject area.
- Use the assessment information for the setting of pupils.
- Ensure that the data capture and report deadlines and standards are met by staff members.

Role of the Head of Year

- Help co-ordinate, support and monitor the intervention programmes.
- Together with the Heads of Department, ensure that pupils are appropriately set.
- To monitor the progress of pupils who have been referred from form tutors.
- To work closely with parents/carers of pupils who need additional support.

- To celebrate attainment, progress, BFL and ATL each term in assemblies and ensure that Year notice boards are updated each term.

Role of SLT Line manager

- Through line management meetings, ensure a programme is in place to monitor the implementation of the Assessment and Marking Policy through:
 - i) Work scrutinies
 - ii) Lesson drop-ins
 - iii) Pupil voice
 - iv) Evaluation of Schemes of Work
- Evaluate the implementation of the Policy and provide feedback on how assessment and marking can be improved across the departments.
- Ensure that pupils' records are kept up to date.
- To monitor the progress of pupils who have been referred by Heads of Year
- To work closely with parents/carers of pupils who need additional support.

Role of Data Manager

- To set up templates and mark sheets in Assessment Manager to enable teaching staff to record targets and progress data.
- To transfer data to the school data analysis systems
- To analyse current data and pupils' progress, as directed by SLT i/c Assessment.
- To assist in the production of reports for Governors, SLT, HOD, HOY, based on data analysis and other stakeholders, where appropriate.
- To support and train staff on school data systems.
- To produce and distribute progress and written reports to parents/carers.
- To ensure that the data for new admissions to the school is complete.

Role of the Academy Council Body

- Support the school in its delivery of all aspects of the Policy.
- Ensure that the Policy is regularly reviewed and updated.
- Have a clear view of the progress made by pupils and provide challenge and support to the senior leadership team to secure improvement.
- Link with core subjects to see the policy in action.

Role of Senior Leadership Team member i/c Assessment

- Report to the SLT and Academy Council team on progress towards targets.
- Support and monitor the different staff teams in the implementation of the policy.
- Be responsible for the maintenance of the Assessment Manager database.
- Set minimum pupil progress targets based on expected progress or FFT Aspire 20 data, together with internal data at both Key Stages (targets are to be reviewed annually).
- Monitor pupils' progress towards their targets.

- Ensure that staff members receive training on the interpretation and use of data to inform their planning.
- Evaluate the progress and attainment of each Year group on a termly basis