



ASSESSMENT, RECORDING AND REPORTING POLICY

Policy first adopted	29/06/2010
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To be reviewed 3 yearly

Reviewed	25/06/13
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Reviewed & Revised	11/02/14
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1 Principles and Purpose

A system of assessment, recording and reporting should endeavour to meet the following general specification:

- To provide meaningful feedback to all students, so that they know and understand what is needed for them to make progress.
- To provide students, parents and teachers with clear and concise information about student progress, highlighting particular areas of success and areas for improvement.
- To represent a manageable workload for all staff in the school.
- To contribute to whole school improvement.
- To provide a bank of data to facilitate tracking of individual and groups of students.

Assessment, recording and reporting can be divided into four elements which are closely linked and overlap;

1. Marking of students' work and recording those assessments when appropriate on SIMS.
2. Assessment Reports.
3. The Tri-Annual School Report.
4. Parents' Consultation Evenings.

Relationship to other policies

This policy should be read in conjunction with our policies on Target Setting and Curriculum

Who will be consulted about this document?

All staff, governors and pupil and parent representatives were consulted during the production of this policy.

2 Marking of Students' Work – Marking Policy

Aim

1. Teachers to use the marking of student work, alongside wider assessment practices, to inform the planning of lessons .
2. establish a consistent approach to the way the learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing.
3. to ensure all students have their work marked regularly to help them reach their academic potential.

Rationale

'Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.' (J.Rowe 2007)

At Ferndown Upper School we recognise that teachers' marking of students' progress and attainment and students' reflection on their own progress and attainment are central functions in the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills and to inform teacher planning of lessons.

Marking is most effective when the student knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

Written Feedback should:-

- Be predominately encouraging and constructive .
- Be personal and address pupil by their chosen name wherever possible.
- Relate to lesson objectives and learning outcomes .
- Give positive feedback .
- Challenge the students to reflect on what they need to do to improve (DIRT - Dedicated Improvement and Reflection Time).

Marking:-

- Should inform teacher planning.
- Must be regular, kept up-to-date, and promptly returned to students .
- Students need to understand marking systems, both the criteria for marking as well the comments and grades or marks awarded.
- Each subject must have a marking policy and should determine the frequency of marking of regular tasks (recommended frequency is three times per half term). The frequency of marking determined by Faculties/Departments will vary greatly due to the differences in frequency of teaching different groups.
- Departments should have a common approach to marking English, particularly spelling in all subjects (marking for literacy).
- Important and significant errors should be corrected.
- Late or copied work should be identified.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time.
- Marks should be recorded in a mark book or on SIMs.
- Other than in tests or exams, if teachers choose to grade work, then a comment should be made with the grade. Simply grading student work can have a negative effect on its own. The giving of grades/levels should occur, ideally, once or twice per half term.
- Peer marking is a valuable aspect of student learning and should be a regular assessment activity.
- Homework will be regularly set and marked, following the published homework timetable. Homework should be marked and returned, ideally, before another homework is set.

Assessment

- Formative comments will be given that show what has been done well and what still needs improvement and shows pupils how to improve their performance and move them on in their learning.
- Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding (DIRT time).
- Students' work for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation may be needed to produce consistent standards between different teachers.

Frequency of Book Marking

The type and extent of written feedback will vary from subject to subject. Wherever possible, this should take place three times per half-term.

Target Level

All books or folders should have the grading criteria and the students target level or grade clearly written on the front inside cover, or in subject specific diary pages provided, eg, Maths.

How student work should be marked

At the end of each section of work that is marked, teachers need to give:-

- A level or grade (depending on key stage). At key stage three this should include a sub-level.
- One strength of the piece of work. Marking should be as encouraging and positive as possible.
- One improvement that could be used to raise attainment. This should take the form of questions which encourage reflection, dialogue and improvement.
- Work at KS3 to have an indication of NC level (1-8 with a, b and c sub-level) for identified key assessment points; e.g. end of module assessments and assignments and other identified tasks.
- Work at KS4 to have a GCSE grade (A*-U) for key assessment points e.g. end of topic assessments, coursework, Year 10 exams and GCSE mock exams.
- BTEC/OCR courses at KS4/5 to have a Pass, Merit or Distinction grade.
- Work at KS5 to have an A* - U grade for key assessment points e.g. end of topic assessments and coursework. A minimum of two pieces per half term, per course, should be graded in this way and recorded on SIMs.
- Key assessments as identified in schemes of work to be recorded half termly on SIMS to facilitate analysis and dissemination of data as required and secure record keeping.

Marking for Literacy

Standard codes should be used across all subject areas. (Literacy across the curriculum)

Sp	in the margin and the word underlined - Spelling error, students should be encouraged to learn their corrected spellings.
Gr	grammar error
P	Punctuation needed
CAP	In the margin and missing capital letter underlined
//	New paragraph needed
WW	in the margin and the word underlined = wrong word used
^	Word or letter missed out

Roles & Responsibilities	Responsibility
Teacher	<p>Ensure work is marked at least three times per half term.</p> <p>Award students a level or grade for the section of work in their books.</p> <p>Advise students on how to improve the level or grade for the section of work in their books.</p> <p>Ensure that students have the target level or grade clearly on display on the front inside cover of their exercise book or folder.</p> <p>Ensure that students are provided DIRT time to consider marking comments and plan for improvement.</p> <p>To share good practice with book marking in team meetings.</p>
Heads of Dept/Faculty	<p>To produce a department/faculty marking policy that reflects the whole school marking policy.</p> <p>Heads of department/faculty to check marking of books on a regular basis.</p> <p>Ensure department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail.</p> <p>Department marking is planned over an extended period of time so that a clear evaluation of student's strengths and weaknesses can be given.</p>

	Planned opportunities are created each term to moderate key assessment activities to ensure consistency. Level and grade descriptors and student target grades are provided to be stuck in the front of exercise books.
Teaching Assistants	To read through the comments written by teachers in order to guide any students they are working with in the class.
Senior Leadership Team	Devise and implement a programme to monitor the implementation of the Whole School Marking Policy. Carry out work scrutiny exercises.
Students	Under guidance from teachers, sometimes mark their own or another students work. Use questions and comments given by teachers to reflect meaningfully on how to improve (DIRT).

3. Progress Reports

Progress Reports will be issued to students at key check points (refer to school reporting calendar);

- Parents will meet with class teachers on consultation evenings as calendared.
- School progress reports will be issued to all students three times per academic year for Years 9, 10 and 12 and twice per academic year for Years 11 and 13 indicating teachers' assessment of current and predicted progress against minimum expectations using prior attainment data and indicating a target grade.

Parents Consultation Evenings (Teacher)

There will be an opportunity each year for parents to meet with subject staff. The dates for these evenings will be published in the school calendar. The focus of these evenings is to;

- Share successes and concerns both from the school's perspective and that of the parent.
- Indicate to parents how the student can make (better) progress by setting and communicating current attainment grades, predicted grades and aspirational targets.
- Engage the parent in the school/home partnership in order to develop good relationships.
- Respond to parents' concerns.

School Assessment Reports

Reporting will:

- Provide information about student progress against targets determined by national contextual data. At Key Stages 3 and 4 this will be based on student prior attainment and their current, predicted and target NC grades. These will be converted into GCSE grades for KS4 students. Post-16 students will have their current, predicted and target A Level grades. These will use prior attainment GCSE average point scores as a base line with ALPS targets generated for each subject and student.
- Be accurate and of consistent content and presentation.
- Be easy to understand.
- Be readily available and explicable to a variety of audiences.
- Be issued to parents/guardians prior to a parents consultation evening wherever possible.
- Be done using the advantages of ICT (SIMS) with the aid of support staff in order to be produced as efficiently as possible without any unnecessary use of resources.
- Provide a data starting point which enables formative discussions and targets to be discussed during the following parent consultation evenings with teacher.
- Meet statutory obligations.

See the staff handbook for schedules and detailed instructions.