



## **ASSESSMENT, MARKING AND RECORD KEEPING POLICY**

**This Policy relates to the Senior School**

### **Links to other policies:**

Curriculum & Assessment Policy

### **PRINCIPLES**

Assessment is a judgment based on evidence at a specific point in time. It underpins the whole process of teaching and learning and is integral to good practice. In order for assessment to be credible and useful, the criteria for the judgment need to be shared, understood and agreed between the teacher and the learner. The more effective the assessment is, the clearer the next steps required for learning will be. This enables pupils to become reflective learners and helps to close the gap between what they can currently do and what we would like them to do.

Assessment is important as it:

- Identifies strengths and weaknesses, indicating the next steps in the learning process.
- Is a vehicle through, which feedback can be given and action taken.
- Measures attainment within a year group or against established criteria.
- Highlights and records positive achievement.
- Encourages pupils to be responsible for their own learning through target setting and self-assessment.
- Helps teachers evaluate their teaching programme and style.
- Assists in the evaluation of the school curriculum.
- Keeps parents and carers informed.
- Provides employers, further education institutions and other outside agencies with a full profile of each pupil's attainments, skills, attributes and achievements.

The strategies used are varied in order to take into account the individual needs of the pupil. The principles of Assessment for Learning (AfL) can be described as:

### **SUMMATIVE (ASSESSMENT OF LEARNING)**

Is carried out periodically and provides evidence of a pupil's overall achievement during a period of time, be that a term, academic year or key stage.

Types of summative assessment activities include:

- End of unit/topic/module tests
- Skill based projects

- End of term tests
- End of year tests/examinations
- External examinations (BTEC, GCSE, AS Levels, A Levels)

## FORMATIVE (ASSESSMENT FOR LEARNING)

Takes place all the time in the classroom and is used by the teacher and pupil to plan the next steps in the learning process. Pupils are expected to be actively involved in their learning.

Types of formative assessment activities include:

- Effective written feedback provided to pupils through marking of classwork or homework
- Verbal feedback to pupils
- Teachers giving diagnostic comments with advice for improvement against set criteria
- Pupils marking, moderating and reviewing test papers
- Self and peer assessment against set criteria
- Pupils devising future test questions
- Pupils recording a reflective comment about their performance
- 'Hot seating' activity
- Lesson objectives and goals being shared and reinforced during the lesson
- Pupils completing target sheets
- Pupils setting targets against level descriptors / progress criteria
- Teachers using predictive performance data to set and review targets
- Question and answer sessions
- Providing work exemplars for pupil analysis and guidance

## PROCEDURES

- At the beginning of Key Stage 3 all learners will complete a base line summative assessment marked to National Curriculum levels within the first half term of Year 7 in all subjects. The type of assessment will be dependent on what is appropriate to individual departments and is clearly described in each Department's Assessment, Marking and Reporting Policy.
- The assessment will be used by the Classroom Teacher, to set meaningful targets within subjects, measure progress and trigger intervention strategies of various types as appropriate. Intervention strategies may also be triggered by a Lead Teacher, Heads of Departments or the Senior Leadership Team through the monitoring processes within the school. Subject targets will be set following whole school guidance from the Senior Leadership Team.
- Alongside this the school will set progress targets based on Key Stage 2 assessment / CEM aptitude tests.
- Throughout Key Stage 3 pupils will complete at least one topic based assessment each term. The type of assessment will be dependent on what is appropriate to individual departments and is clearly described in each Department's Assessment, Marking and Recording Policy.
- To allow moderation within a subject, it is an expectation that all pupils will complete the same Key Stage 3 assessments clearly described in subject schemes of work. However, where special educational needs exist within a group; assessments will be tailored to their needs.
- At Key Stage 3, the Base line assessment and the termly assessments will be recorded on the school tracker within school deadlines and all evidence will be used by the classroom teacher to provide a termly Teacher Assessment (TA) on progress.
- At Key Stage 4 subject specific targets will be set based on Key Stage 2 / CEM aptitude assessment.
- At Key Stage 4 learners will complete assessment tasks as appropriate to a subject and qualification. The frequency of key assessments is clearly described in each Department Assessment, Marking and Reporting Policy.
- At Key Stage 4, Teacher Assessments (TAs) will be recorded on the school tracker within school deadlines.
- All pupils will be informed of their targets annually at the beginning of the academic year.

## ASSESSMENT TIMELINE

- **Term 1A**
  - Subject based baseline assessment
  - Teacher Assessments (minimum 1)
  - CAT assessment – Year 7 & new entrants only
- **Term 1B**
  - Teacher Assessments (minimum 1)
- **Term 2A**
  - Whole school examination week
  - GCSE, AS, A Level Mock week
  - Teacher Assessments (minimum 1)
- **Term 2B**
  - Teacher Assessments (minimum 1)
- **Term 3A**
  - Teacher Assessments (minimum 1)
- **Term 3B**
  - Teacher Assessments (minimum 1)
  - End of year assessment

## MARKING

### PRINCIPLES

Effective marking is meaningful, informative and is done regularly. Marking benefits pupils as it provides written feedback, clearly identifying the next steps required for learning and improvement on their current level of achievement. It benefits teachers in that it can be used to inform future planning, support teacher assessments and provide evidence for reporting.

### PROCEDURES

#### **Pupil workbooks/folders**

Moorland School has moved towards a standardised approach to written marking and feedback to pupils. For example, when marking KS3 and KS4 pupil work in workbooks and folders, it is important that teachers identify what the pupil has done successfully.

- This will be identified by the teacher using the statement 'WHAT WENT WELL'. This will enable pupils to acknowledge the positive aspects of their work.
- In order for the pupil to improve their work the teacher will then use the statement 'EVEN BETTER IF', it is important that this aspect of the written feedback is closely linked to National Curriculum Levels in KS3 and GCSE grade criteria in KS4. The type of diagnostic comment should be individual to each learner.

In addition to the 'WHAT WENT WELL' / 'EVEN BETTER IF' model, pupils should be given the opportunity to respond to the teacher's feedback in the form of a '**PUPIL RESPONSE**'- the aim of this aspect of written feedback is for the pupil to reflect on their teacher's comments and respond to the teacher's feedback. This should encourage dialogue between pupil and teacher.

Another key aspect of successful marking and feedback is giving pupils the opportunity to produce work that enables them to respond to the comments from their teachers. Between one cycle of marking pupil work they need to be given the opportunity to complete work that enables them address the 'EVEN BETTER IF' feedback. This type of activity will be defined as 'FIX-IT-TIME' work and should be completed by pupils in a different coloured pen so it is easily distinguishable.

## GRADING

Where appropriate pupils' work will be graded using an effort and attainment grade. These give pupils', parents / carers and teachers an indication as to how hard they have worked and a measure of attainment where performance can be quantified.

A progress measurement is also given in the form of a reference code referring to the term and a colour code to signify the level of progress. This progress measurement is awarded at least once a term (non-core) or twice a term (core) at KS3.

### Effort Grades

When providing written feedback and marking pupils' work staff will be expected to award an effort grade, the range of effort grades to be awarded as outlined below:

Effort Grade	Explanation
1	Well done! This work is obviously the result of excellent effort.
2	This work is obviously the result of Good effort. Well done!
3	Satisfactory. You have tried reasonably hard but there is room for improvement. Follow the advice given by your teacher.
4	Poor. You have made little effort and the work produced is below what is expected.
5	Unacceptable. You have made no effort at all and you may have to do this work again. You must see me.

### Attainment Grades

When providing written feedback and marking pupils' classwork or assessment staff will also be expected to award an attainment grade, the range of attainment grades to be awarded as outlined below:

Attainment Grade	Success Criteria
9	$\geq 90\%$
7, 8	$\geq 80\%$
6	$\geq 70\%$
5	$\geq 60\%$
4, 5	$\geq 50\%$
4	$\geq 40\%$
3	$\geq 30\%$
1, 2	$\leq 30\%$

## Progress Measurement Grades

Departmental curriculums have been created to allow progression of knowledge, skill and understanding throughout a pupils' education. Pupils' will be expected to make the required level of progression year on year according to their year group and targets.

Targets are developed using the CEM baseline data and KS2 – KS4 transition matrix. Each department will publish their Progress Table (see below).

Since the withdrawal of support for the National Curriculum, departments have begun developing a new set of criteria using an alternative set of terminology. In 2015 – 2016 pupils' will continue to follow the existing curriculum and be given grading criteria in accordance with their level. However, where curriculums are organised using levels (3c – 8a) they are converted to a new progress grade using the Progress Table and students are informed of their current progression in relation to the Termly Stage and Target.

For example, a student can expect to see the following in their exercise book:

*Student: Magnus Klopp*

*Current Term Progress: 7C = On Target*

	<i>Below</i>	<i>On</i>	<i>Above</i>
<i>Term 7A - Number</i>			
<i>Term 7B - Algebra</i>			
<i>Term 7C – Data</i>			

Moorland is working closely with a leading state-funded Academy and has employed a system of progression for English, Maths & Science and whilst the system is currently being implemented, it is under continuous review in collaboration with our partner schools.

## Targets

Moorland recognises the nationally recognised expected progress throughout their education and uses the KS2 – KS4 transition matrix, CEM aptitude assessment and teacher assessments to inform targets at GCSE. Departmental handbooks outline the target expectations using a 'progress table' and this is reported to parents in form of 'Above', 'Below' or 'On' target.

## Progress Table (Flight Path) example for English

Termly Stage – On Progress with a MidYis Score of <b>95 - 115</b>	Target GCSE								
	<u>&lt;1</u>	<u>&lt;2</u>	<u>&lt;3</u>	<u>&lt;4</u>	<u>&lt;5</u>	<u>&lt;6</u>	<u>&lt;7</u>	<u>&lt;8</u>	<u>&lt;9</u>
7A									
7B									
7C									
8A									
8B									
8C									
9A									
9B									
9C									
10A									
10B									
10C									
11A									
11B									

Termly Stage – On Progress with a MidYis Score of <b>80 - 95</b>	Target GCSE								
	<1	<2	<3	<4	<5	<6	<7	<8	<9
7A									
7B									
7C									
8A									
8B									
8C									
9A									
9B									
9C									
10A									
10B									
10C									
11A									
11B									

Termly Stage – On Progress with a MidYis Score of <b>&gt;115</b>	Target GCSE								
	<1	<2	<3	<4	<5	<6	<7	<8	<9
7A									
7B									
7C									
8A									
8B									
8C									
9A									
9B									
9C									
10A									
10B									
10C									
11A									
11B									

## BASIC MARKING SYMBOLS

Meaning	Margin
Spelling error	sp
Wrong word	ww
Verbal Mark	v
Grammar error	gr
Quotation needed	q
Target for development	t
New paragraph	//

Expression	exp
Point, Evidence, Explanation	PEE
Underline	<u>u</u>
Homework	h/w

- Misspelt subject specific vocabulary should be underlined and corrected as appropriate to the ability of the group.
- All teaching staff should expect pupils to underline titles and present work to an acceptable standard appropriate to their handwriting ability. Poor presentation should be challenged either verbally or through written comments. If appropriate, pupils can be directed to repeat a piece of very poorly presented work.
- Unless directed differently by the classroom teacher, it is an expectation that pupils write with a black or blue pen, and complete diagrams and charts in pencil, using a ruler.
- When pupils are writing and make an error they should be told to draw a neat line through the error. The use of liquid paper is not allowed.
- When using effort grades they should be noticeably highlighted.

## **RECORDING**

### **PRINCIPLES**

The aim of the recording systems at Moorland school should:

1. Be concise.
2. Be meaningful to parents, pupils, teachers and governors.
3. Record the level of pupil attainment in all subjects undertaken.
4. Record the level of pupil effort when appropriate.
5. Record the level of pupil progression.
6. Support monitoring and intervention strategies undertaken at all levels within the management system of the school.

An efficient recording system is important as it allows for the tracking of pupils, appropriate target setting and facilitates the matching of pupil progress against external data.

### **PROCEDURES**

Teachers are expected to have a variety of record keeping practices. These include departmental spreadsheets, teachers' mark books, pupil record folders and target sheets. Policies within each department will outline the practices adopted. This data should be readily available on request. It is important that there are consistent procedures and approaches across departments and subjects and is clearly described in each Department's Assessment, Marking and Reporting Policy.

All teaching staff will also contribute to the whole school Tracker's in the following ways:

- At Key Stage 3, after the baseline assessments are completed in the autumn term of Year 7, provide a subject specific target level that provides challenge for all pupils.
- At Key Stage 3, record the Base line assessment and the compulsory assessments within school deadlines and use all evidence to provide a termly teacher assessment (TA) grade, progress & attainment grade.
- At Key Stage 4, teacher assessments (TAs) grade, progress & attainment grade will be recorded on the school Tracker within school deadlines.
- Record an effort grade alongside TAs.

In addition, the school Management and Information System (central Tracker) will contain Key Stage 2 results, school progress targets based on Key Stage 2 assessment levels for English, Mathematics and Science and Government guidelines.

Each teacher has the responsibility for inputting data into these systems as necessary. This centrally stored database and all external data will be updated annually.

It is an expectation that teaching staff will hold a readily available record of all pupil targets, key assessments and TAs, and follow, as a minimum, the record keeping practices of the department as outlined in the Department Assessment, Marking and Reporting Policy.

## **REPORTING**

### **PRINCIPLES**

The school prides itself on its mechanism of reporting pupil frequently in all subjects studied within the school curriculum to parents. DfE statutory requirements are fully met within the reporting process.

### **PROCEDURES**

Interim and full reports are generated and sent home in line with the calendared school reporting programme for all pupils in Key Stage 3, Key Stage 4 & 5.

### **ACADEMIC MENTORING**

Each pupil in Year 11 will be assigned a Personal Tutor, where possible this will be the Form Tutor. The Personal Tutor will review pupil progress and discuss this verbally with the pupil, giving verbal feedback.

### **PARENTS MEETINGS**

Parents and pupils in each year group, from Year 7 to Y11, will be invited to attend two parent/teacher evenings during the course of the academic year.

### **REPORTS TO PARENTS**

Parents and carers will receive progress reports from the school, as follows

#### **Report Schedule (Senior School)**

Autumn Half Term	Y7 - Y13: One sheet short form report
Autumn End Term	Y7 - Y13: Full reports for all
Spring Half Term	Y7 - Y10, Y12-Y13: One sheet short form report (post internal exams) Y11: Enhanced short form report reflecting mock results
Spring End Term	Y9, Y11, Y13: Full reports Y7, Y8, Y10: One sheet short form report
Summer End Term	Y7, Y8, Y10, Y12: Full reports Y9: One sheet short form report

The aim of the reports is to keep parents/carers informed about their child's progress and performance. The reports are kept on record and the data is used to track overall progress and plan intervention where necessary. The reports are also used to develop evidence for the Access Arrangements Folder.



## MANAGEMENT OF ASSESSMENT, MARKING AND REPORTING

### THE ROLE OF THE LEAD TEACHER

Each teacher is co-responsible (with the Lead Teacher) for developing programmes of study which incorporate assessment, marking, recording and reporting procedures. These need to meet demands of the pupils, school, the National Curriculum and any DfE requirements, which apply to their subject area. They are responsible for ensuring that all members of their department have copies of, and implement the Programme of Study as well as monitoring all assessment, marking, recording and reporting procedures. It is expected that teachers will:

- Have in place an Assessment, Marking and Reporting Policy, which reflects the whole school policy and to review the policy annually.
- Ensure that all members of their Learning Area adhere to the School and Department Assessment, Marking and Reporting Policy.
- To ensure that the Department Assessment, Marking and Reporting Policy includes information regarding the assessment strategies used, marking expectations, record keeping practices and reporting procedure.
- Monitor the application of the Department Assessment, Marking and Reporting Policy via a regular cycle of lesson observations, book/folder scrutinies, teacher planner checks and data base checks.
- Follow up any homework and marking queries.
- Refer to Head Teacher any pupils causing concern or exceeding expectations.
- Ensure target-setting procedures are in place in line with the whole school policy.
- Meet all controlled assessment deadlines.
- Meet internal administrative deadlines for entry procedures; forecast grades, controlled assessment moderation and mark submission.
- Monitor the progress of individual pupils based on KS3 and KS4 predictive data as well as internal test assessments.
- Ensure that the principles of Assessment for Learning are embedded within their subject area.
- Implement appropriate strategies where pupils are underachieving as a result of the above monitoring.
- To be involved in the checking procedures of reports.
- Attend directed Parents (Progress) Evenings.

### THE ROLE OF THE SUBJECT TEACHER

Each subject tutor is responsible for:

- Teaching the Programme of Study with all pupils.
- To provide subject specific targets that provide challenge that can be recorded on the whole school database and in pupil planners.
- Adhering to the Assessment, Marking and Reporting Policy for their subject.
- Following the whole school assessment, recording and reporting practices.
- Providing all pupils with the opportunity to reflect upon their progress and achievements by adhering to the School's self-assessment procedures.
- Integrate Assessment for Learning strategies into teaching, including self and peer assessment.
- Referring pupils who are causing concern to the Head Teacher / SLT, if deemed appropriate in consultation with the Lead Teacher.
- Attend directed Parents (Progress) Evenings.

*Policy Reviewed: September 2020*  
*Next Review Due: September 2021*