

St. Clare's School



ASSESSMENT AND MARKING POLICY

Achievement, Challenge, Excellence

' A place where the best teachers ignite your child's passion to learn. Where your child will be challenged to attain academic excellence in a stimulating, caring and supportive environment, so that they will become independent, critical thinkers with knowledge and confidence to succeed in life'

Name of policy	Assessment and Marking Policy
Author of policy	Mary Layland and Helen Hier
Date adopted by St. Clare's	September 2013
Date of last review	January 2016
Date of next review	January 2017

Rationale

A common assessment and marking policy allows comparison of performance in different subjects. Assessment, marking and implementation of this policy is the responsibility of all teachers. It is recognised however, that there will be variation between the prep and senior schools and within different subject areas.





This policy serves to link the various elements of curriculum planning, assessment, recording and reporting procedures in order to effectively:



- provide a framework in which educational objectives can be set;
- monitor pupils' progress;
- plan effectively in response to pupils' needs;
- enhance professional skills and strengthen learning across the curriculum.

Marking

The Marking Codes below are displayed and used in every classroom.

Prep School:-

The Target	Symbol	Action
Indicate a good point or correctness	✓	Possible improvements could still be suggested
Indicate an incorrect point	X	Discuss or write down correct answer.  Annotated where appropriate. Shows that teacher has spoken to the pupil.
Indicate that something does not make sense	?	Put an explanation in the margin or * and an explanation at the end of the work or 
Indicate a spelling mistake	 Junior only	Junior -  by the incorrect word. Word written correctly in margin to be copied three times correctly at the end of the piece of work. As a guidance, there should be a limit of 3 – 5 corrections made per piece of work.

		Infants – The correct spelling written above the word. No  written.
A word or phrase is missing	^^	If possible put a few words in so the pupils can see where he/she has gone wrong.
Indicate a missing full stop	 Juniors ● Infants (in red)	If possible put a few in so the pupil can see where he/she has gone wrong.
Indicate other punctuation missing	, " " ! ? etc	
Indicate a missing capital letter	Letter put in using red	Help the pupils. Put a few in so that he/she can see where he/she has gone wrong.
Indicate that a new paragraph is required. Missing space between words (Infants)	// in red yrs 4, 5 & 6 / in red	Discuss with the child when paragraphs are introduced.

Additional Marking Notes - Infants

- Handwriting - correct 3 letters per page (max). Correct the error first time by underlining and writing it correctly in a convenient place on the page. Pupils re-write the letter a number of times on a small piece of handwriting paper which will then be stapled in with their work.
- Numbers - As above and numbers will be written on squared paper and stapled in to book.
- Spellings - correct between 2 and 5 words (depending on the amount of work completed) by underlining the word and writing it correctly in a convenient place. If appropriate, pupils will write the word 3 times on handwriting sheets, as above, and these will be stapled in to book.

Senior School:-

Marking Code

<u>Code</u>	<u>Meaning</u>
<u>Sp</u>	<u>Spelling.</u>
<u>Sp X5</u>	<u>Write the spelling out 5 times to practise</u>
<u>P</u>	<u>Punctuation</u>
<u>Gr</u>	<u>Grammar</u>
<u>Cap</u>	<u>Capital letter</u>
<u>//</u>	<u>New paragraph</u>
<u>Exp</u>	<u>Explanation missing</u>
<u>?</u>	<u>Confused meaning</u>
<u>^</u>	<u>Element missing</u>
<u>^^</u>	<u>Develop further</u>

Marking:-

- Must be regular, kept up-to-date, and promptly returned to pupils;
- Marking and Presentation codes must be displayed in the front of all pupil books/files in the senior school
- Pupils need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded;
- Each subject must have a marking policy and should determine the frequency of marking of regular tasks;
- Departments use the school Marking Code as 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 and/or electronically on Assessment Tracking i.e. pupil trackers and Pupil Asset
- Only put marks, levels or grades on work if it is judged that these will motivate and encourage pupils. Just grading students work can have a negative impact on student learning and motivation. At the end of each section of work that is marked, teachers need to give: -
 1. A level or grade (depending on key stage).
 2. Strengths of the piece of work. Marking should be as encouraging and positive as possible.
 3. One improvement that could be used to raise attainment.
- Comments on pupils work should allow pupils to "Read and Respond".
- Pupils should be able to improve their learning and understanding from viewing their assessed work.
- Teachers should monitor pupils' response to their marking.

Setting and Marking off homework

Senior School

- Homework must be:
Set weekly;
- Assessable in most cases (either as a numeric score / level / %);
- Recorded by Teachers in a "mark book" to include homework titles, indication of completion by pupil, mark achieved and the date
- Teachers need to log interventions when homework is not completed by a pupil.

Prep School

- Reading is given daily
- Infants are set homework two to three times per week
- Juniors are set homework daily

Assessment

Formative and summative assessment provides the opportunity for the school to assess its performance at all levels in order to ensure continuous improvement in standards and achievement. Specific roles and responsibilities with regard to assessment for learning are detailed in job descriptions of staff with teaching and learning responsibilities.

Aims

- To ensure that assessment for learning is an integral part of the teaching and learning process
- To ensure that the outcomes of assessment for learning are used by teachers and students to improve learning
- To ensure that assessment data provided by staff on students as part of the data cycle is based on appropriate and frequent assessment of students' learning
- To provide a broad picture of a pupil's academic progress;
- To enable teachers to plan more effectively and differentiate accordingly;
- To inform parents of targets and progress

Objectives

- To provide teachers with pupil attainment data at the start of each year and each key stage
- To ensure all staff implement the marking and assessment policy
- To provide staff with any necessary INSET
- To achieve a consistency in the use of assessment for learning strategies among teachers (see below for details of strategies)
- To engage and involve teachers in the setting of individual student target levels/grades
- To engage and involve students in an understanding of their own learning so that they are able to take greater responsibility for it
- To allow for accurate and regular assessment of students' learning in the form of current subdivided NC levels and GCSE/AS/A- level grades

Classroom practice in assessment for learning

It is expected that the following strategies are consistent features of lessons at St. Clare's School:

- Differentiated Learning objectives ("ALL should; MOST could, SOME might") and outcomes are clearly stated in a way that is understandable for students so both the teacher and students are able to measure or assess the extent of their learning during lessons and at the end of lessons
- Plenaries are used appropriately at the end of lessons and mini-plenaries used during lessons to assess learning and also to promote students' ability to reflect on how they have learned as well as what they have learned
- Teachers give students, both orally and in writing, specific comments that allow students to improve their learning and make the next steps towards achieving a higher level or grade
- National Curriculum level and GCSE/AS/A-level grade descriptors are used to help students to understand what they are aiming for
- Exemplar pieces of work are used, again, to show students what they are aiming for

- Students are given opportunities for self-assessment and peer assessment to improve their understanding both of their own learning and of the next steps in order to improve their learning
- Teachers are reflective of their own practice and adapt teaching and learning methodologies based on assessment of students' learning

Nature and frequency of assessment of students' work

- Regular formative assessment of students' work should take place. Students should receive both oral and written feedback on their work, detailing both the strengths and the specific areas for improvement. They should also be given strategies to achieve such improvement
- Evidence must be in place to demonstrate prior assessment data is being used to plan future learning
- Comments can be written on students' work without accompanying grades or subdivided levels
- It is expected that students should receive written feedback on their work at least once per fortnight
- At KS1, KS2 and KS3 NC levels will be awarded at least once per half term. In the Nursery, Early Years Coloured Levels will be awarded at least once per half term. These levels will then be entered on the whole school tracking system
- At KS4 GCSE grades will be awarded at least once per half term. These levels will then be entered on the whole school tracking system
- At KS5 AS and A Level grades will be awarded at least once per half term. These levels will then be entered on the whole school tracking system
- Written feedback will play an integral role in the marking and feedback of work throughout the Key Stages. Comments should be positive and also suggest strategies for improvement where possible.
- Heads of Faculties will ensure that assessment and feedback are consistent in different classes across a year group.
- Late work may, in some cases, not be marked.
- Teachers should keep an accurate record of marking.

Common assessment tasks

Formal assessment of students will take place every half term. A minimum of 4 common assessment tasks should be completed in each subject by each year group per year. These assessment tasks help to fulfil the wider assessment for learning needs of the School and should help teachers to make valid and accurate judgements on students' current working levels and grades.

These assessments are timed to coordinate with school data needed for reporting.

Details of the nature of these *common assessment tasks* are given below:

- Differentiation of the tasks should be used, as appropriate, to give students of all abilities access to the tasks.
- Subdivided levels at Nursery, KS1, KS2 and KS3 (eg. Level 4a/b/c, *a* –high level; *b* – mid level; *c* – low level) and appropriate grades at GCSE and AS/A-level should be used as the means of assessing the tasks.
- Common marking schemes should accompany the tasks to provide consistency and validity of assessment within departments.
- The tasks should be seen as an integral part of the teaching and learning process and as such, in spite of the awarding of a level or grade, should be seen as a means of formative assessment. Written comments offering praise on strengths and targets for improvement should be provided as feedback together with the subdivided level or grade.
- Departments should select and design their common assessment tasks with a view to assessing relevant attainment criteria, meeting the demands of the curriculum and meeting the needs of both students and teachers.

Reporting and Target Setting

(See 'Cycle of Assessment and Reporting' in the Appendix)

Nursery – Year 6

Levels are reported to parents twice in the Autumn term, once in the Spring term and once in the Summer term. Targets are set for each child in the Autumn term. The targets are to be based on the child's previous year's level and the results of the Baseline/PIPS/CATS assessments done early in the Autumn term. A child's targets and levels will be discussed with parents during the meeting held in the Autumn and Spring terms. A written report is sent home to parents at the end of each term.

KS3

Grades (National Curriculum Levels and an Effort Grade) are reported home twice in the Autumn Term, once in the Spring Term and once in the Summer Term.

Effort Grades are reported to reflect contributions in class, homework, initiative and care taken with work.

- 1 -Outstanding
- 2- Good
- 3- Satisfactory
- 4- Unsatisfactory
- 5- Highly unsatisfactory

Key Stage 3

MidYis baseline assessments take place in September/October of Years 7 and 9. The scores obtained form the basis of screening for possible Additional Learning Needs (ALN) e.g. special educational needs (SEN) or more able and talented (MAT) pupils.

The scores also form the basis for the target setting process for Years 7 through to 11.

At KS3 there is a Parents' Evening each year with parents and pupils to discuss targets and progress. Targets will be agreed by Heads of Faculty using MidYis baseline data (plus 1 sub level) and teacher judgements.

There is an internal end of year assessment in subjects in the Summer Term.

KS4

Yellis baseline assessments take place in September/October of Year 10 to provide preliminary GCSE predictions.

At KS4 there is a Parents' Evening each year with parents and pupils to discuss targets and progress. Feedback is given relating to various criteria (on report form) such as classwork, coursework and attitude. Targets will be agreed by Heads of Faculty using KS3 and YELLIS data (plus 1 grade) and teacher judgements.

There are internal examinations for Year 10 in some subjects in the Spring Term as well as GCSE modules during the year in some subjects. There are mock exams in January for Year 11.

KS5

ALIS baseline assessments take place in September/October of Year 12 to provide preliminary AS/A2 predictions, alongside the GCSE results.

In Year 12 there is a Parents' Evening with parents and students to discuss targets and progress. Feedback on attainment and effort is recorded. Targets will be agreed by Heads of Faculty using ALIS analysis and teacher judgements.

The intention of all consultations is that students take an active part in the discussions. Pupils should identify which targets have been met and contribute to potential strategies for improvement.

SLT meet with Heads of Sections and Faculties regularly where the focus of the agenda is to analyse the data. This analysis is used to identify gifted and talented students, trends in certain cohorts, underperforming students and suggest suitable strategies where appropriate.

Target grades will be used on interim and full reports.

Prep School Assessment and Tracking

In addition to the Baseline, PIPS or CATS, every pupil will complete standardised teacher assessments throughout the year as outlined below:-

Organisation of Assessed Work in Prep School

Each pupil from Nursery to year 6 will have a file and a folder which will be kept in the office. Only members of staff will have access to these documents.

Assessed work will be stored in the child's folder/file during his / her time at school.

During each year, the following pieces of work will be placed in each child's file:-

- Three pieces of levelled writing – one to be completed each term.
- Levelled Maths assessments which will be completed in the Autumn and Spring terms
- Hodder reading assessments
- NFER spelling assessment
- At least two pieces of levelled Science work
- Self -portrait drawn at the beginning and end of each year to demonstrate cognitive development.
- Two pupil self- assessments (Autumn and Summer term)
- One peer assessment (to be done at an appropriate time during the year)
- RWI phonics assessments (Infants only)

Other work may be assessed but not kept in the file.

Each year, the NFER Progress in English and Maths assessments will be stored in a separate folder.

These assessments are used to track pupil performance against predicted performance determined by the results of the Baseline, PIPS and CATS.

Senior School Assessment and Tracking

In addition to the MidYis, Yellis and ALIS assessments, every pupil will complete one standardised teacher assessment per class each half-term as well as regular on-going assessments. (Every department has their own internal moderation procedures).

These standardised teacher assessments will be used to track pupil performance against predicted performance determined by the MidYis baseline assessments.

Assessment for Years 7 to 9 will track pupil performance against predicted performance determined by MidYis scores.

Assessment for Years 10 & 11 will track pupil performance against predicted performance determined by Yellis baseline assessments.

Assessment for Years 12 & 13 will track pupil performance against predicted performance determined by ALIS. ALIS uses GCSE data and its own alternative baseline.

Monitoring and evaluation

The implementation of the policy will be monitored by Heads of Faculty, the Deputy Head and the Headmaster by way of data tracking, lesson observations, work scrutiny and student voice activities.

The Deputy Head and Headmaster, together with the relevant Governors' Committee will evaluate the extent to which the policy is being implemented and its impact on standards and achievement.