



ASSESSMENT, RECORDING AND REPORTING POLICY

POLICY NUMBER:	
Links to:	
Review frequency	
Date policy approved and adopted:	
Policy agreed by:	
Date policy published:	
Next review date:	

1. Objectives of this policy

The Marking, Assessment, Recording and Reporting Policy is designed to meet the following aims and objectives:

- To provide students, parents, the Governing Body and all other stakeholders the necessary information about types and frequency of assessment in the school.

2. Purpose of assessment

- To offer all pupil an opportunity to demonstrate what they know, understand and can do
- Help students to understand what they have achieved and provide a clear indication of what they need to develop in order to improve
- Enable teachers to plan more effectively for the next stage of teaching and learning
- Track and monitor progress of all pupils
- Empower parents/carers to be involved in their children's learning and progress
- Provide useful data as part of school's quality assurance and accountability processes, designed to evaluate work and set targets for individuals, departments and the whole school.

3. Different types of assessment;

Across the school, assessment takes place in two forms:

Formative Assessment: This is informal continuous assessment designed to offer guidance about what has been achieved and set targets for improvement. Formative assessment is usually carried out by teachers; however, it can be carried out by students themselves (self-assessment) or by other students (peer-assessment) who have been appropriately instructed to do so. The school expects to see evidence of teachers' formative assessment on a fortnightly basis.

Summative Assessment: this is a formal test-based process, which is designed to grade students' work against national examination standards. Wherever possible, tests and coursework will also be used in a formative manner, through data analysis at question levels of all test results. Results will therefore contribute to the continuous process of setting and monitoring improvement targets.

4. Frequency of Assessment

Formative Assessment will be carried out in every lesson and a review of formative targets will be carried out every fortnight.

Summative Assessment will take place at the beginning and end of each academic year using nationally benchmarked tests. In addition to this, every half term, students will sit a test in each subject.

For subjects which are entirely assessed through coursework, evidence of formative assessment will be present in feedback on theory books and notes in Learning Logs.

5. Monitoring the quality of assessment

The monitoring of quality of formative and summative assessment are to be carried out by the Deputy Head Teacher and the Director of Teaching and Learning who report to the Head Teacher.

6. Communication to Stakeholders

The school will comply with all statutory disclosures of examination data to the Governors and other stakeholders.

The school will communicate results of assessment through regular reporting which will take place every term according to the school reporting calendar.

7. RECORD KEEPING

All students are continually assessed throughout the year using a variety of assessment methods and all staff have a responsibility to keep accurate, appropriate and up to date records of student progress and attainment.

All teachers are expected to know their students and have up to date information to enable accurate planning (see Teaching and Learning Policy). Data should also be given to teaching assistants to ensure appropriate support can be implemented. This data should include:

- KS2 English and mathematics attainment
- GCSE grades wherever relevant
- Record of attainment at the beginning of the Year
- Reading age
- CATS results
- Progress test results
- Targets and expected levels/grades
- Specific information e.g., SEN, LAC

All data is entered by the school on the SIMS system and teachers must demonstrate good knowledge of their classroom data.

8. REPORTING

Students' reports are produced every half term and contain the following information:

For students in Years 7 and 8, reports contain the following:

- Progress in all areas being taught in all subjects: these are classified into Emerging (students have little knowledge of the topic which has not been fully taught yet), Developing (students have some knowledge of the topic and can, with support, apply their knowledge, Consolidating (students have good knowledge of the topic and can apply it without assistance in most cases), Secure (students have fully grasped the topic and are able to apply it to other contexts as well.
- Attitude to learning; This is graded either 1, 2 or Requires Improvement
- Self Regulation, which is the ability the student has demonstrated to work towards objectives and independently formulate questions. This is graded either 1, 2 or Requires Improvement

- On track for target grades, which is reported as either yes or no.
- For students in Years 9 to Year 13, information will also contain the grade students are working at, which is the grade the students are likely to achieve if they continue with their present effort and commitment and their final predicted grade, which is the actual grade teachers predict the student will achieve at the end of the Key Stage should she/he continue with her/his current level of effort and commitment.

MARKING POLICY

Formative Marking

Students' work is going to be formatively marked against the success criteria shared in each lesson.

It is expected that all marking and feedback happens during the lesson.

Teachers will annotate on students book whether they believe a student has successfully achieved one of the target with the symbol T_i , where i is the number assigned to each success criteria. Students will write in their books which one of the criteria they have achieved.

Where an objective has not been achieved, students will be given feedback in order to improve, and will have to either re-draft work in order to meet the objective or attempt a task to demonstrate that the objective has been met. It is expected that all improvement work happens in class or that when improvements are set for homework, this is indicated in the students' books and checked immediately in the following lesson.

Teachers should also mark using the common marking policy which relates to the SPaG assessments which will be made across the curriculum for GCSE;

Spelling, Grammar must be addressed in all subjects. Numeracy must be addressed wherever possible and certainly in all STEM subjects.

Symbols which can be used are summarised below:

S (word underlined)	Try this spelling again.
P	Find the missing or misplaced punctuation (<i>for some students, the specific error could be circled</i>).
G	Inaccurate grammar – rewrite the relevant words/sentence.
N	Numeracy error – must be corrected and explained in writing.
T_i	Meets learning objective T_i
$T_{i \times}$, because	Does not meet learning objective T_i , re-doing or re-drafting required
T_i^*	Work that exceeds the learning objective.

Marking of Class Work:

- Tasks completed in exercise books can be either peer or self-assessed depending upon guidance in the scheme of work.
- Students will be expected to follow up on teachers' comments and either show progression towards more complex aims or demonstrate that they have attempted work which is not deemed to meet required standards.
- Students should be aware of their current attainment and should be able to show an understanding of their path to progression and the steps they need to take to get there
- Teachers, and when appropriate, TAs, should also monitor the work completed in exercise books or other basic classwork completed during lessons by using the common marking policy, summarising progress, identifying strengths and weaknesses, assigning targets to support progression.
- Teachers should use a green pen to make their comments and students can respond in whatever colour they wish as long as their response is framed in a green box or clearly indicated in their work. This will help to differentiate between comments and give students the opportunity to re-write their own comments if, upon reflection, the student wishes to change what they have written.

Marking of tests:

Nationally benchmarked tests take place at the beginning and end of Year 7 and thereafter at the end of Year 8 and Year 9. In addition to these, every half term a summative test is assigned to monitor progress. Test for students in the sixth form who are working towards externally assessed modules and qualification will take place every half term.

The marking of formal internal tests is going to be summarised by a percentage or a standardised score. In addition to this, Question Level Analysis is going to be produced to enable pupils and teachers to set formative targets following each test.

Where possible, for example for mock exams, Question Level Analysis will be provided using software provided by the examination boards and results will be discussed with students in order to inform progression.

Moderation of work:

In order to ensure that all summative assessment is recorded in a consistent way, departments need to moderate all summative tests. This will happen every half term after summative assessments take place.

Marking in Vocational Subjects:

All coursework in vocational subjects is going to be marked by strictly complying with examination boards' regulations and procedures. This will be supervised by the Director of Learning in charge of Quality Assurance for Vocational courses.

In addition to this, students will receive formative feedback in their theory books, to make sure they are best informed about what steps they need to take to successfully tackle and complete coursework to be submitted. Marking of theory books will happen according to the same procedures as marking for academic subjects. It is in particular expected that all aspects of literacy and numeracy are dealt with within the theory.

Marking in Subjects where artefacts are produced:

Where the main object being produced by students is an artefact, such as a painting, a sculpture or a piece of machinery, students will receive feedback on their theory books. This can be summarised in their Learning Logs and can be applied to drafts using Post-its or any other suitable device. Apart from this difference, it is expected that students will receive formative feedback fortnightly.

