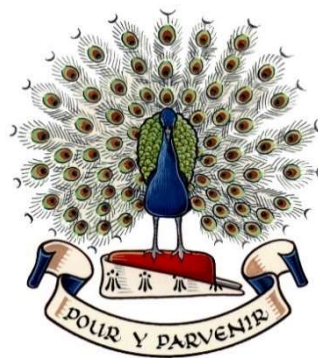


LADY MANNERS SCHOOL

ASSESSMENT, REPORTING AND MARKING

POLICY



ASSESSMENT, REPORTING AND MARKING

1. RATIONALE

- 1.1 Assessment, Recording and Reporting plays a crucial role in promoting progress with learning. This policy aims to secure high quality, structured and manageable assessment, recording and reporting systems in order that:
- Every student knows how they are progressing in their learning and understands what they need to do to improve and achieve their personal targets.
 - Every teacher is equipped to make well-founded judgements about students' attainment and is able to make use of these judgements to plan lessons that will support and challenge all students to make further progress.
 - Every parent knows how their child is progressing, what they need to do to improve and how they can help.
- 1.2 This policy outlines whole school procedures. It is recognised that practice between departments will include some variation, but stresses that these variations must be anchored to the same overall objectives to ensure coherence and consistency. It is the responsibility of Curriculum Leaders to ensure that this policy and the policies for Homework and Out of School Learning and Marking and Feedback are adhered to when developing specific approaches in their own subject areas.

2. ASSESSMENT AT LADY MANNERS SCHOOL

- 2.1 Assessment falls into two broad categories:
- a. Summative: this form of assessment involves the use of evidence to show what learners can do, what they know and understand at key points and should refer to national standards such as examination grades. It is likely to take the form of formal tests or exams, including externally marked tests/exams and externally moderated Controlled Assessments.
 - b. Formative. the vast majority of assessment in school is formative. Such assessment is often referred to as 'Assessment for Learning' and makes use of evidence in order to support students in making further progress in their learning. This may take a wide variety of forms - marked written work with comments identifying strengths and also specifying how the work can be improved, self and peer assessed work and regular verbal feedback about learning. In most cases we expect that internal tests/exams (as mentioned in the section above on Summative Assessment) should also have a formative dimension. In other words we expect that most assessment will be used to promote progress towards learning targets and to identify improvement points.

3. KEY CHARACTERISTICS OF LEARNING AT LADY MANNERS SCHOOL

- 3.1 Assessment for Learning is central to good classroom practice as it is an essential part of effective improvement. As such we expect that:
- Clear learning objectives for each lesson are shared explicitly with students. These should be expressed progressively so as to build in a differentiated approach.
 - The use of plenaries when appropriate to demonstrate, review, assess and celebrate progress towards objectives.
 - The regular use of constructive spoken and written comments to focus on strategies for further improvement.
 - The involvement of students in their own assessment, via self assessment and peer assessment opportunities.

4. THE MARKING AND ASSESSMENT OF STUDENT WORK

- 4.1 Marking should be regular. The actual frequency will be determined by factors such as the nature of the task set, the learning process and class contact time.
- 4.2 Some marking can be regarded as routine, e.g. the checking of notes, checking students' own marking or marking where there is unlikely to be any significant differentiation by outcome. In these cases there should be some brief indication that the work has been seen and checked usually by awarding an effort grade.
- 4.3 Marking that contributes to assessment for learning will be conducted in more detail. It is likely that such marking will apply to specified, more significant pieces of work. It should provide a clear comment which:
- Provides constructive guidance on how to make improvements which will help students to understand how to make more progress
 - An HTI code will be used to easily identify the specific improvement point
- It may also, for examination groups, be useful to compare current work with their target so that they know how close they are to attaining their aspirational standards.
- 4.4 For all subjects at all levels, the assessment criteria for formal assessment must be consistently applied within the department. This involves standardisation procedures being established, e.g. common marking schemes and internal moderation.
- 4.5 It is recognised that marking by national grades may not always be appropriate for every task and that other systems including use of percentages, marks out of 10 or 20 may be used. Effort grades should be given on every marked piece of work. This can be motivating for students and is a way of rewarding endeavour.

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- 4.6 It is important that students understand how their work is marked and the main criteria that they are assessed against. Departments should provide this information, either in generic form that can be stuck inside student exercise books/folders or in specific guidance to accompany particular pieces of work.
 - 4.7 Teachers in all subjects must pay attention to matters such as good presentation, literacy and mathematics in their marking and assessment.

5. RECORDING

- 5.1 All staff must keep a record of the attainment of each student that they teach. Data should be recorded in such a way that a student's level of attainment can be readily determined and that in the event of parental contact or transfer to another school information can be provided within the 10 working days required. In practice recording should enable such information to be provided immediately on request. These records are also an important basis upon which to complete tracking information during the school year.
- 5.2 Staff know and record target grades for each student they teach, and, where applicable Special Educational Needs, Most Able and Disadvantaged (Pupil Premium) information. Our information systems also provide additional useful baseline data, particularly prior attainment information.
- 5.3 The school's tracking system centrally records student progress. Staff enter an Engagement in Learning grade for classwork, an Independent Learning grade for homework and a progress towards a target at least three times each year (including the Annual Report) for each student. The tracking system provides a whole school record of attainment, attitude and progress of each student in each subject area. This forms a central part of the school's systems for managing student progress.
- 5.4 Departmental recording systems complement central school tracking. They provide more detailed data, but will enable easy transfer into the tracking system if required.
- 5.5 Our Retention Policy, in accordance with legal requirements, specifies that mark books and other records of student progress should be kept for 1 year once they are no longer current and will then be destroyed.

6. REPORTING

- 6.1 Detailed guidelines for the completion of reports are issued to staff whenever reports are due to be written and issued.
 - 6.2 A common reporting format exists for students in each year group. Each student receives at least two short 'Tracking Summaries', which are sent home to parents and carers. These are generated from the tracking information recorded by staff. They provide concise information about the target that a
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student should be aiming to reach in each subject, progress towards that target and an indication of any concerns about aspects of learning including homework and behaviour. One of these Tracking Summaries is timed to coincide with the annual Parents' Evening for each year group.

- 6.3 Each student also receives an Annual Report. This includes a concise statement about areas for improvement. Reports should always be constructive and positive, aiding the learning process. They should be written in clear, accurate English, and in a manner appropriate for communication with parents.
- 6.4 Students keep a progress booklet in school which tracks their progress at each cycle and enables them to set individual targets with their form tutors.

7. MARKING

7.1 Marking and assessment of students' work plays a crucial role in promoting learning and raising standards. These guidelines are designed to secure high quality, structured, consistent and manageable marking of students' work in order that:

- students know how well they have done and how they are progressing in their learning
- students' effort is acknowledged and recognised
- students understand what they need to do to improve, to achieve their personal targets and fulfil their learning potential
- students' work is manageable
- teachers' work is manageable
- teachers are equipped to mark effectively and make well-founded judgements about students' attainment and are able to use these judgements to monitor the students' learning and plan future support and challenge for all
- students can respond effectively to their feedback and improve their work
- parents have a good understanding of the expectations and regularity of assessed work and know how their child is progressing, what he/she needs to do to improve and how they can support their child and his/her teachers

7.2 This policy outlines the consistent approach across all curriculum areas. However, beyond this document all departments will have their own marking guidelines outlining the specific strategies and expectations in their area based on the whole school approach to ensure coherence and consistency.

It is the responsibility of Curriculum Leaders to ensure that the whole school marking policy is adhered to when developing/updating marking policies in their own subject areas


- 7.3 In each subject area, it is expected that students will receive written feedback at least twice per half term. However, in KS3 the subjects that have less curriculum time may be once per half term. Retrieval (revision) homework tasks will be set each half term and marked by the teacher in all subject areas.

Written feedback on homework will consist of the following:

- A positive comment
- Spelling, punctuation and grammatical errors acknowledged through a consistent use of codes. (see below)
- Effort recognised and given a number in a circle (see below)
- The level of the work will be assessed and the level of attainment shown. In some cases marking by levels/grades may not always be appropriate and other systems including use of percentages, raw marks or a comment may be used
- Advice on how to improve will always be given (noted by HTI)

Spelling, punctuation and grammar codes

- The codes will generally be noted in the margin and the mistake either underlined or circled as follows:

Students' guide to marking codes	
<u>Underlining</u>	An <u>underlining</u> indicates you have made a spelling, punctuation or grammatical mistake. The margin will tell you which it is
Sp	Spelling error: You have spelt a word incorrectly, it will be underlined. You now need to find out how to spell the word (use the 5Bs) and write it out 3 times. Your teacher will do this for a maximum of 5 spellings in each piece of work. For dyslexic students staff will provide the correct spelling but restrict the number to correct to a sensible expectation on each occasion
P	Punctuation error: Punctuation is wrong or missing where it is underlined
Gr	Grammatical error: The grammar needs changing where it is underlined
C	Capital letter error. The letter will be circled
//	A new paragraph is needed
^	You have left something out
?	Unclear meaning, confused or untidy shown by 
✓	A good part of your work for example a correct answer, a good idea or a good use of language
X	A wrong answer

Effort codes

- The student's effort with the work is recognised by an E and a number as follows:

Students' guide to effort codes Your number will reflect most of the description	
E1	<p>Excellent</p> <p>You have produced work which shows that you are working exceptionally hard and that you want to reach your true potential. You have put in an outstanding effort. You understand the work and can apply your knowledge very well.</p> <p>You have shown you are an excellent independent learner.</p> <p>Your presentation is exemplary and it was handed in on time.</p>
E2	<p>Good</p> <p>You have produced work which shows you are working hard and that you want to make progress. You have put in a good effort. You understood the work and can apply your knowledge quite well.</p> <p>You have shown you can display independent learning skills.</p> <p>Your presentation is good and it was handed in on time.</p>
E3	<p>Inconsistent</p> <p>You have produced work which shows you have attempted some work. You have made some effort. You understood some of the work.</p> <p>You need to work on your presentation and effort. Hand your work in on time, unless there is a valid reason why this can't happen. Make sure all your work reflects your true ability.</p>
E4	<p>Poor</p> <p>Your work shows a lack of effort and does not reflect your potential.</p> <p>You need to work on your presentation and effort. Hand your work in on time, unless there is a valid reason why this can't happen. Make sure all your work reflects your true ability.</p>

Note for dyslexic students - please do not regard spelling errors or weaker handwriting as a lack of effort.

Student Response

- Following written feedback on homework, *make a difference* (MAD) time will usually be allocated in lessons for the student to respond to the feedback and make improvements to the work. This will be in various forms such as correcting spelling, punctuation and grammar errors, correcting work or adding extra detail and improvements to the work. It is important that dyslexic students are only expected to correct a small number of the most crucial spelling errors.
- Student response will be in green pen so that it stands out to students and helps them to revise for assessments and examinations more effectively.

7.4 Test/Assessment Marking and Feedback

Assessments and tests will be marked according to an agreed mark scheme which will sometimes be an examination board written mark scheme and sometimes one designed by teachers.

An HTI will be given that is specific to the student and an indication of the marks achieved throughout and in total. If appropriate a grade will be awarded in line with Vocational, GCSE or A level grade criteria. The frequency of assessments will vary depending on the subject area, although there will be three Formal Assessment points throughout the year for all year groups.

Student Response

Following an assessment MAD time will be given in lessons for students to correct their errors and improve their work as this will help with further revision later.

7.5 Classwork Marking and Feedback

Feedback on classwork will be mostly verbal. Teachers give regular verbal feedback on all aspects of day to day learning in lessons. Effort grades will sometimes be given for classwork as the teacher circulates in the lesson. Peer-marking and self-marking will also be common for classwork with teachers giving clear guidance on how to carry this out effectively.

Teachers will encourage the use of green pen MAD time additions to work in class when appropriate in order for students to regularly have improvement opportunities and to help identify key points that students need to commit to long-term memory.

8. MARKING AND ASSESSMENT OF LITERACY AND MATHEMATICS ACROSS THE CURRICULUM

Teachers in all subjects will pay attention to marking and assessing literacy and mathematics.

When marking literacy teachers will check that:

- all sentences start with a capital letter
- correct punctuation is used
- key subject specific words are spelt correctly, and other spelling is reinforced, without allowing marking to become too demotivational
- paragraphs are used appropriately
- opportunities are taken to explain or reinforce the meanings of particular words or expressions
- when explaining answers, students express themselves clearly and carefully, whether in spoken or written responses

When marking mathematics teachers will check that:

- graphs have been labelled and drawn accurately
 - numbers have been rounded to an appropriate degree of accuracy
 - calculations that need to be made are set out logically and clearly
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- opportunities are taken to reinforce mathematical understanding and skills. This can include skills such as estimation and the interpretation of data
- the basic order of operations (BIDMAS) has been applied correctly