

Presdales School



Title	ASSESSMENT POLICY
Version	16 May 2018
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Date approved by Committee	Summer 2: 2018
Date approved by Full Governing Body	NA
Review Date	Summer 2: 2019

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

The Assessment policy, in supporting and implementing the school's aims and in conforming to statutory requirements, will:

- be an integral part of and bear a direct relationship to curriculum planning and, where appropriate, to National Curriculum requirements;
- inform the review and further development of curriculum planning;
- provide opportunities to assess students using clear criteria;
- provide records of both academic and pastoral achievements, which can be consulted by all interested parties;
- support and improve students' learning;
- involve students in their own learning through self-assessment and effective feedback;
- celebrate achievement, in all its forms, and act as a motivational tool for students
- use all sources of assessment information and data to set individual student subject targets for the end of each year, to monitor student progress and raise achievement;
- demonstrate progress in learning and contribute to the school's self-evaluation process

4. Assessment approaches

At Presdales School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

This is the assessment of learning that takes place all of the time in the classroom. It values the quality of learning and raises self-esteem of the students through concentrating on advice for improvement whilst avoiding the

demoralising effect of making comparisons between students. It leads teachers to work with a more complete picture of the students' learning needs and therefore, with carefully considered feedback, it helps students learn more effectively.

Formative assessment at Presdales should:

- Encourage active involvement of all students by developing effective questioning and discussion that elicits evidence of learning
- Have strong emphasis upon learning outcomes which are shared with the students so that they understand precisely what they are doing, why they are doing it and what they are expected to gain from it. Teachers should consider how successfully learning outcomes have been met when planning for future lessons.
- Make use of oral and written feedback between teacher and students to establish what has been done well and what needs to be done to move learning forward. Feedback should be concise, accessible and encourage students to take ownership of their learning
- Make regular use of well thought out self-assessment that activates students as owners of their own learning, as well as carefully planned peer assessment that activates students as coaches and mentors for other students
- Regularly provide opportunities for individual students to reflect and talk about their learning and progress in order for them to recognise how they can improve
- Make assessment criteria explicit to students
- Involve effective and systematic checking of students' understanding by teachers throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of the learning
- Involve recognition of achievement
- Is the ongoing process of assessing students and using this knowledge to evolve subsequent lesson design and teaching
- Feedback may be given to students in writing, orally, using techniques such as stickers or stamps or via other methods such as self or peer assessment
- There is no expectation that every page or piece of work needs to show teacher marking. The evidence shows that 'acknowledgement marking' is unlikely to enhance student progress.
- Some faculties may separate class notes from written work for assessment (a 'notes' book versus a 'best' book or folder). Notes do not need to be marked, but the Head of Department will sample student note taking to ensure quality and take appropriate actions if notes have gaps or errors
- Progress will be celebrated via the school rewards system and this should extend to effort as well as attainment
- Although teachers will encourage pride in the presentation and neatness of work, a well-presented exercise book is not necessarily the same as high quality learning and progress
- Students will be required to take responsibility for their own learning, particularly in editing and drafting skills. Students will be taught and encouraged to check their own work by understanding the success criteria so that they complete work to the highest standard.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

This is the assessment of learning that takes place at the end of a unit of work or at the end of a term/year. It is undertaken as a formal exam conducted in examination conditions. The assessment measures students' knowledge, understanding and skills for topics studied within a unit of work or topics across a term/year. Students are given opportunities to revise in preparation for the assessment. The assessments are designed to reflect the assessment objectives of the new GCSEs. At Presdales School there are three summative assessment points for each year group occurring across the academic year. At these assessment points all students in the school are assessed in order to measure their learning of the topics studied and to measure progress from the previous assessment point. In some subjects a summative assessment takes place every half term (see curriculum maps). Attainment at each assessment point is also tracked against the students target grade and progress from entry to the school. Summative assessments are marked with reference to GCSE success and criteria. Marking of assessments at all key stages follows a discussion of standardisation of marking against the success criteria for the assessment. Reports are issued to parents after each of the summative assessment points (see reporting).

Summative assessment at Presdales School:

- Some departments (see appendix D) will have an assessment policy determining when more substantive pieces of student work will be marked with written feedback for students. Typically, faculties that see students more often will mark more frequently.
- Teachers will identify and communicate one or more targets with the student, linked with the assessment criteria and focused on achieving the next level. The student will be expected to respond to this target and take account of the feedback in subsequent pieces of work. Teachers will take time in lessons to review marked work and allow students time to respond to their targets and reflect on how they can improve their subsequent work.
- Teachers will annotate or correct errors in punctuation, grammar, spelling and number work. Not every error may be annotated - repetitions of the same error may not be highlighted or teachers may use professional judgement to limit corrections to only the most important errors.
- Assessment criteria will be shared with students - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material.
- Not every piece of work needs to be graded. The research suggests that awarding grades for every piece of work may reduce the impact of marking, particularly if students become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- Marking and feedback can be provided to students using either paper-based methods (e.g. exercise books, folders, worksheets, and past-papers) or electronic means (e.g. Google Classroom, Google Drive/Mail etc.).
- Assessment results will be recorded into the school MIS system in line with the school assessment calendar. Teachers or faculties may also record assessment data in their own planners or electronic tools such as spreadsheets or faculty-level trackers.
- The emphasis is upon quality rather than quantity - high quality marking will have a positive impact on student progress. Progress over time will be tracked by teachers and shared with students e.g. via paper trackers in books/folders or an electronic equivalent.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

5.1 How the outcomes will be collected and used

- Day to day formative assessment – collected by the class teacher to identify gaps in students understanding. This data will inform planning prior to the next lesson and be used as one assessment method to complete the tracking point review.
- End of unit/half term summative assessments – collected within the department to inform academic reviews, identify gaps and plan for interventions.
- End of year summative assessment – tests will be used to identify understanding across the year, assess the effectiveness of interventions and be used for teacher appraisal purposes.
- Tracking point reviews – judgement is made on the progress being made at that particular time. Students making less than expected progress will be identified by Heads of Department, Heads of Year and SLT.

6. Reporting to parents

Each student in all years will receive a written report by e-mail following each of three different Tracking Points for the respective year as scheduled in the school's Assessment Calendar (see Appendix B). These reports will set out details of the student's progress in each subject studied over the previous assessment period, as detailed below for each respective Key Stage. In addition, parents will be invited to attend a parents' consultation meeting during each year (two meetings in Years 13), where progress against targets can be discussed directly with the student's teacher(s) for each subject studied.

6.1 Key Stage 3

At Key Stage 3, each report will contain an assessment by the student's teachers of her performance measured against the end-of-year target attainment descriptors of the relevant flightpath for each subject studied by the student, as well as her performance in each of four core skills for that subject, namely, Effort, Behaviour, Homework and Organisation. In some cases, a teacher comment may be included for a particular subject where the student's teacher wishes to draw attention to some aspect of her performance in that subject.

Her achievement against targets in each subject is categorised as one of:

Below expected progress

Approaching expected progress

Level with expected progress

Exceeding expected progress

This expected progress is assessed utilising the most recent assessment tasks completed in the subject in question and the relevant end-of-year target attainment descriptor, interpreted according to the expected rate of progress based on her estimated FFT20 GCSE outcome in that subject. The estimated GCSE outcomes are not included in Year 7 and 8 reports in order to encourage 'a growth mind-set', focused on rate of progress, in the students unconstrained by predicted outcomes at GCSE, but are included in students' Year 9 reports for each subject studied, in order to better inform decisions regarding their GCSE option choices made during that year.

A student's Effort grade entails a teacher's professional judgement about that individual's engagement in the learning process. It does not necessarily equate with achievement but refers to:

- Active participation in lessons
- Listening attentively to teacher and peers
- Neat presentation of work
- Taking the initiative to catch up on work missed

Effort will be measured by one of four numerical descriptions: 1, 2, 3 or 4 as follows:

1. Excellent (effort could not be improved)
2. Good (effort is to be commended but there is still room for improvement)
3. Inconsistent (effort is being made but it is either inconsistent or not wholehearted)
4. Poor (effort is either sporadic or non-existent)

Behaviour is better defined as attitude. Behaviour is therefore broadened to encompass co-operation, rather than just physical behaviour. Behaviour refers to:

- Willingness to co-operate with instructions and work within classroom etiquette
- Concentrating well and remaining on task
- Showing the appropriate level of respect and courtesy for others

A 'U' in this category indicates that the student is not meeting expectations in one or more of these areas.

Homework should:

- Be completed to the best of the student's ability
- Be handed in on time
- Be properly set out

A 'U' in this category indicates that the student is not meeting expectations in one or more of these categories.

Organisation refers to:

- Punctual arrival to lessons
- Bringing all correct equipment and books to lessons
- Prompt response to all administrative matters
- Planned preparation for tests and examinations
- Effective use of homework capture device such as student planner or Edulink

A 'U' in this category indicates that the student is not meeting expectations in one or more of these categories.

Consequence and achievement points are also included for each assessment point compared against an average for the year group.

After each report, each student's teachers, in conjunction with Heads of Department, Heads of Year and Senior Management, will identify any areas of significant underperformance in comparison to targets with a view to implementing suitable intervention strategies for such subjects. Parents may be contacted to discuss any such intervention strategies and, in particular, how they can best support their daughter in this regard.

6.2 Key Stage 4

At Key Stage 4, each report will contain an assessment by the student's teachers of both her current working GCSE grade and predicted GCSE grade at the end of Year 11, which are compared to the GCSE target grade, for each subject studied by the student. In addition, her performance in each of four core skills for that subject, namely, Effort, Behaviour, Homework and Organisation, will be reported using the same reporting categories and criteria as set out for Key Stage 3 above. In some cases, a teacher comment may be included for a particular subject where the student's teacher wishes to draw attention to some aspect of her performance in that subject.

After each report, each student's teachers, in conjunction with Heads of Department, Heads of Year and Senior Management, will identify any areas of significant underperformance in comparison to target grades with a view to implementing suitable intervention strategies for such subjects. Parents may be contacted to discuss any such intervention strategies and, in particular, how they can best support their daughter in this regard.

6.3 Key Stage 5

At Key Stage 5, each report will contain an assessment by the student's teachers of both their current working A level grade and predicted A level grade at the end of Year 13, which are compared to their A level target grade which is supplied by ALPS, for each subject studied by the student. In Year 13 reports, the UCAS predicted A level grade for each subject studied is also included for comparison. In addition, their performance in each of four core skills for that subject, namely, Effort, Homework, Organisation and Attendance, will be reported using the same reporting categories and criteria for the first three skills as set out for Key Stage 3 above, but with the following criteria for Attendance:

Attendance: It is expected that students will attend all lessons, and provide written requests or explanations if a class has to be missed. A 'U' in this category indicates that either:

- A lack of attendance is affecting the student's learning, or
- A lack of attendance is significantly affecting the student's progress.

In some cases, a teacher comment may be included for a particular subject where the student's teacher wishes to draw attention to some aspect of her performance in that subject.

After each report, each student's teachers, in conjunction with Senior Management, will identify any areas of significant underperformance in comparison to target grades with a view to implementing suitable intervention strategies for such subjects. Parents may be contacted to discuss any such intervention strategies and, in particular, how they can best support their son or daughter in this regard.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

8. Training

Good understanding of assessment practices in department will be developed through moderation and standardisation of tests completed throughout the year.

Inset days and CPD sessions will be utilised to share good practice, formative assessment ideas and ideas around summative assessment in different subjects.

It will be the role of the Head of Department to ensure staff are fully aware of the assessment requirements of their subject and provide moderation opportunities throughout the year.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by Julie Stephenson, DHT Curriculum. At every review, the policy will be shared with the governing board.

The policy will be maintained by Julie Stephenson and will be followed by all teaching staff within the school
Julie Stephenson and Sandra Inwood are responsible for monitoring the effectiveness of assessment practices across the school.

Heads of Department are responsible for ensuring curriculum content and success criteria are available for parents and students, monitoring formative assessment, half term assessment, common end of year tests and interventions within departments. They are also responsible for setting their faculty marking policy and ensuring that it is consistently applied across teachers and class groups.

Heads of Year are responsible for monitoring data for trends and patterns across year groups and departments creating intervention packages when needed.

To aid moderation, all teachers will mark a different group's assessment and all professional predictions will be moderated via discussions between colleagues with similar ability classes.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-assessment examination policy
- Examinations Policy and Contingency Plan

Appendix A: Home Learning Procedures

The purpose of homework

In the Academic Year of 2017-18 Presdales conducted a review on Home Learning that examined the latest educational research literature in the field. We also consulted throughout the process with all staff through an academic review committee, and at specific subject and department review. We also conducted an audit of the quality of homework currently being assigned as well as the quantity and regularity. We are very proud of our approach to homework and firmly believe we have an excellent standard of quality homework, which is designed to further the progress and development of the students at Presdales to support them in reach their full academic potential .The research showed that there are many benefits of home learning at secondary school, including:

“The impact of homework on learning is consistently positive - leading to on average five months' additional progress.” (EEF Jan 2018)

A recent study in Spain found a correlation between students who completed approx. 60-70 minutes homework a day and increased test results at Key Stage 3. This however became detrimental to the students results when the daily homework exceeded 90 minutes a day at this young age. (Journal of Educational Psychology April 2015)

“Homework provides children with time and experience to develop positive beliefs about achievement, as well as strategies for coping with mistakes, difficulties, and setbacks.” (Bempechat.J, 2010)

“Doing homework teaches you how to teach yourself and work independently. You'll learn how to use resources, like texts, libraries, and the internet. When you face the challenge, you learn how to get help, how to deal with frustration, and how to persevere.” (Helmenstein. A, 2018)

Through the regular setting of homework, we are able to prepare the students for life after school, developing: independence and a sense of responsibility, self-motivation, time management and organisational skills, research and planning skills. Careful planning and setting of homework will also ensure that students are able to plan a full range of extracurricular activities and other enriching opportunities around the rigour of their education.

The amount of homework

The amount of homework set will gradually increase as Students pass through the school. As a guide to parents, a student in Year 7 and 8 should expect homework in two or three subjects each evening, taking between 50 and 70 minutes to complete.

In Year 9, the length of each piece of homework will increase, reflecting the need to prepare students for the GCSE curriculum.

Students studying in Years 10 and 11 should expect to be doing the equivalent of at least two and a half hours homework per evening. A-level students are expected to do between four and five hours independent study per subject. In all Year groups independent reading is still recommended as a regular occurrence to support for literacy within all subject areas.

The homework allocation for each year group is:

Key Stage 3 Year 7 and 8	Key Stage 3 Year 9	Key stage 4 Years 10 and 11	Key stage 5 Year 12 and 13
<p>All Homework is 30 minutes long</p> <p>Once a week</p> <p>Maths</p> <p>English</p> <p>Science</p> <p>Geography</p> <p>History</p> <p>Languages (can be split into two 15 minute pieces)</p> <p>Once a half term</p> <p>Drama</p> <p>Music</p> <p>Computing</p> <p>Technology</p>	<p>Core (Maths, English and Science) 60 mins long</p> <p>All other subjects are 30 mins</p> <p>Once a week</p> <p>Maths</p> <p>English</p> <p>Science</p> <p>Geography</p> <p>History</p> <p>Languages (can be split into two 15 minute pieces)</p> <p>Every other week</p> <p>All other subjects</p>	<p>Science 3 x 30 minutes a week</p> <p>All other homework is 60 minutes</p> <p>All subjects once a week</p>	<p>Exam boards expect that as much private time study should be devoted to A'Levels as is spent in the classroom</p> <p>Students will complete between four and five hours homework per week per subject taken.</p>

(Design Technology will require weekly tasks in preparation for practical lessons to be done each week)

Organisation of homework

A homework timetable for each year group will be created when the timetable is finalised at the beginning of each year. It will indicate on which night homework should be set by the various subject departments. This timetable will be shared with the students at the beginning of each academic year and will be written into the diary. This timetable will vary across teaching groups within the same year to ensure the homework setting date coincides with a day that subject has been taught.

Should homework set rely on the internet or computer based programmes, there will always be access to this provided within school through homework club and lunchtime provision.

Adequate time to complete the tasks allocated should always be given to the students.

Each student will be supplied with a pre-printed diary in which to record homework, however we will be moving towards implementation of an online homework system in September 2019 using the Edulink programme. This will allow parents to have a log in to check what homework tasks have been set to their child and when they are due to be handed in. The Heads of Department will be responsible for ensuring that homework is only being set on the allocated day and that adequate time is allowed for the completion of the tasks.

Subject teachers should ensure that Students in their teaching groups enter the homework task in their diaries or post this information on Edulink.

Types of homework

Homework set may take a variety of forms, and the tasks will be decided by the individual subject areas. The quality of the tasks set will be monitored by the Head of Department. Activities set may include specially prepared homework tasks that extend class work, learning homework, research assignments, practical activities, longer-term assignments. Homework can be used as both consolidation of class learning or investigation and exploration of future topics.

Non-completion of homework

All homework will be marked regularly by subject teachers, please see the marking policy for more details on this schedule.

If homework is not completed to the deadlines set the student will receive a C1 consequence point. This will result in the Head of Year being made aware of the issue, it will also be recorded and the total number of consequence points will be shown on the reports home to parents, and be visible to parents using the Edulink app. The individual department will allocate a sanction

The C1 will contribute to an accumulation analysis conducted weekly by the Head of Year and three within one week will result in a detention.

Support will be offered, in the form of homework clubs, if incomplete or missing homework becomes a persistent concern.

Responsibilities of the school, parents and Students

The School will ensure that the students are provided with a well-planned and organised homework schedule. All Departments are aware of the criteria surrounding the setting and collection of homework.

Work completed will be marked regularly and will provide a combination of both formative and summative feedback. All homework will inform reporting and understanding of the progress and ability of the student.

Parents will support the student in the completion of homework by providing a quiet and organised space in which students can complete work set. They should also ensure they speak with their child to ensure they are aware of what tasks they have been set and when they are due to be completed by. Parents can encourage their children to ask the class teacher if they are in need of any clarification or support with the homework.

Students will ensure they accurately make a record of what the homework tasks entail. They should aim to complete the work on the night that it is set, rather than at the last minute. Students should be confident to ask for any assistance from staff that they need and to ensure they pack their school bag the night before school to ensure they bring the correct books and work on the correct day.

Appendix B: Feedback Procedures

Presdales School has adopted the principles outlined by the Department for Education Marking Policy Review Group report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation “A Marked Improvement” (2016).

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of acknowledging students’ work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress. All our students should be able to answer two questions about their learning:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

The 3 principles of effective marking are that it should be:

Meaningful: marking varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers

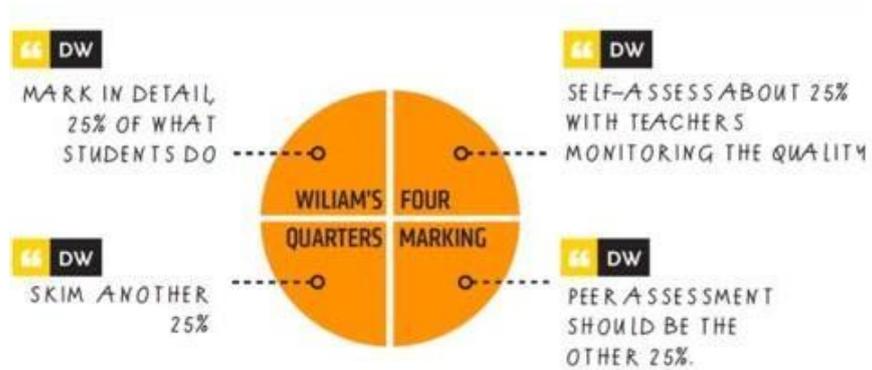
Motivating: Marking should help to motivate Students to progress. This does not mean always writing in- depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for Students to accept challenges and take responsibility for improving their work

We draw a distinction between feedback and marking. Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback



Source : EEF / Oxford University, “A Marked Improvement” (2016)

The **quantity of feedback** should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. Other forms of feedback can be as valuable as written marking, for example self-assessment, peer feedback, whole-class feedback and comparative judgement. It will be the professional judgement of the teacher on which form of feedback will be most likely to secure student progress. Guidance from the leading expert on assessment, Professor Dylan Wiliam, recommends a balanced diet that he calls 'four-quarters marking'



Appendix D: Subject Feedback Policies

<u>Art</u>	<h3>Key Stage 3</h3> <ul style="list-style-type: none">• Our marking is comment centred / books are marked every 2/3 weeks. A new code system with a comment bank will start from September 2018. Students identify targets by a 'T' in their book. Students will collate information on a chart in their books. This should speed up the marking process.• New Art marking crib sheet will start to be used September 2018, to allow teachers to pick up on common mistakes/ areas of improvement across classes. Feedback will be verbally given in lessons.• Targets & advice are given to most pieces of work by teachers. Verbal feedback is always given in lessons. A teacher's stamp indicates this.• Our colour coded grading system is working well<ul style="list-style-type: none">M=Minimal abilityS=Some abilityC=Consistent abilityE=Exceptional ability• AFL 2 stars & a wish are used frequently at teachers' discretion plus a set list of pieces that teachers must cover. (See below) Post-it notes are placed on pages and are either self or peer assessed.• Students may respond to a teacher's comment and date work that has been improved upon for the teacher to remark.• Students choose pieces of their peers' work to talk about and show to the rest of the class.• Discussions take place with all work laid out on a central desk and students gathered around.• Students take mini end of project tests and fill in self evaluations.
	<h3>Key Stage 4</h3> <ul style="list-style-type: none">• Students have one-to-one tutorials every lesson with targets• Our new assessment sheet asks them to find objectives evidence & WWW/EBI (Twice a term)• Group discussions• Peer / self-assessments similar to 2*s & a wish• 6 weekly assessments showing the grade they are currently relating to & their target grade.(Subject tracker sheet).• End of project mark with feedback on objectives and assessment / Targets given.(GCSE moderation sheet)
	<h3>Key Stage 5</h3> <ul style="list-style-type: none">• One-to-one tutorials every lesson with targets• 6 week assessments with feedback• Peer assessment in class• Student portfolio presentations to the class & teacher• Objectives sheet to pinpoint areas of strength /weakness• End of Units marked with assessment and advice given in private tutorials. (A level moderation sheet).

English

Key Stage 3

As a baseline, all books will be marked twice in a half term, preferably fortnightly. Every time the work is marked a target will be set. Merits and other appropriate rewards will be used to encourage outstanding work/effort. All students in KS3 and KS4 will have a short term targets sheet which will be kept in the front of their exercise books. Students will write short term targets onto this sheet during the year each time they have a book returned from marking. Staff will monitor each student's progress towards these targets each time they mark the books. The record of progress will be indicated by the use of ticks.

When students complete a key piece they will also review their attainment, effort and progress. This will be recorded on a separate sheet which will be stored in the back of their exercise books.

DIRT = Dedicated Improvement and Reflection Time

KS3 DIRT marking:

Students will be given two books – the **jotter** (or notebook) and the **journal** (or progress book). This is a change from previous years when they were only given one book for all work. Reasons for the change include cutting down marking time, with focus on only selected pieces, and keeping assessed work together in one book throughout KS3 so that progress and targets are clear to teacher and student.

The **purple jotter** is for general classwork, worksheets notes, planning etc. The students can do their HW in this book if it is planning, note-making, research etc. The **purple jotter** is not to be marked but it is the main book they will use in lessons. Teachers may add brief comments or circle SPaG issues as they circulate around the classroom.

In the front of their jotter, students should glue in the target record sheet. This sheet enables them to have access to their targets when they don't have their journals.

The **green journal** is for work that will be marked.

The **green journal** will be used throughout KS3 to keep a record on ongoing progress. Teachers will keep this book, either in the classroom where the class is taught, or in the English cupboard. They can take it home on occasion if a teacher wants them to complete a practice task for HW or if a parent requests to see their marked work.

The journal is for any pieces highlighted in green or yellow on the year plan and any other practice paragraphs or pieces that the teacher may wish to set and mark. For yellow assessed pieces (see the year plan), students should complete a practice piece, using the same skills but on a different extract/topic, just beforehand, which you need to DIRT mark to provide targets for the actual assessment.

DIRT marking process

When a teacher marks a piece in their journal:

- Errors will be highlighted in pink – this could be for SPaG, misunderstandings, unclear expression etc.
- Tick good work in green – e.g. effective vocab, strong explanations etc.
- Give 1-3 targets by writing the number or letter of the target, using the most relevant list(s). There are four lists: SPaG, Creative writing, Non-fiction writing and Comprehension/Analysis.
- For yellow assessed pieces, use a cover sheet and highlight the skills they have shown on the skills grid on the back.

Student reflection and improvement

Students work in silence to reflect and improve when their work is handed back.

- Correct errors highlighted in pink – they can use dictionaries to check spellings.
- Record new spellings to learn in a list at the back of their jotter.
- Complete a progress sheet and glue it in after the marked piece.
- Record a summary of their targets in their own words on the target record sheet at the front of their jotter.

Key Stage 4

Controlled assessments will be marked and graded according to GCSE criteria outlined in the specification

Grades are then recorded by teachers on their mark book.

Samples will be moderated on an on-going basis by Key Stage 4 co-ordinator.

Key Stage 5

English Lit

All students will receive written feedback fortnightly as a minimum.

English Literature work is marked in accordance with the relevant assessment criteria, which is supplied in advance and with each task. This enables students to have a clear sense of their level and how they can progress.

Course work

Students are given the opportunity to produce a draft which will be checked and feedback will be given. The final piece will be marked in accordance with the exam board's assessment criteria and the result will be given to the students and recorded on SIMs.

Where homework is outstanding, an English department postcard will be sent home to acknowledge students' endeavours.

English Lang/Lit

All students will receive written feedback fortnightly as a minimum.

English Literature work is marked in accordance with the relevant assessment criteria, which is supplied in advance and with each task. This enables students to have a clear sense of their level and how they can progress.

Course work

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Where homework is outstanding, an English department postcard will be sent home to acknowledge students' endeavours.

Maths

Key Stage 3

At least one significant piece of work is teacher assessed every half term. This is either a Block Test or a significant key homework assignment. This piece is marked in depth with green pen, with "strengths" and "to improve" identified. It is recorded in the Student Progress Tracker, along with ACTION points where appropriate. Completion of the Student Progress Tracker is the combined responsibility of teacher and student. All other written or online homework is checked for effort and completion on the due date and is self/peer/computer assessed or shared in the lesson. Reward/Behaviour points are given and recorded.

Maths classwork is either peer or self-assessed, with student feedback to the teacher enabling action for improvement/extension/enrichment. Student marking, corrections and comments are made with red pen. Teachers work with students to identify and distinguish between mistakes (where answer is wrong, but understanding in place) and errors (where a concept/key idea is not yet understood/mastered). Mistakes may need more care whereas errors may need further support or teaching and students should act and be supported accordingly.

Student feedback on classwork and homework takes the form of verbal or written student comments, shows of hands or other Assessment for Learning indicators. Support with homework or missed H/W or C/W is provided in a weekly lunchtime session.

Key Stage 4

At least one significant piece of work is teacher assessed every half term. This is either a Block Test or an assignment of GCSE questions. This piece is marked in depth with green pen, with "strengths" and "to improve" identified. It is recorded in the Student Progress Tracker, along with ACTION points where appropriate. Completion of the Student Progress Tracker is the combined responsibility of teacher and student. All other written or online homework is checked for effort and completion on the due date and is self/peer/computer assessed or shared in the lesson. Reward/Behaviour points are given and recorded. Maths classwork is mainly self-assessed, with student feedback to the teacher enabling action for improvement or extension. Student marking, corrections and comments are made with red pen.

Teachers work with students to identify and distinguish between mistakes (where answer is wrong, but understanding in place) and errors (where a concept/key idea is not yet understood/mastered). Mistakes may need more care whereas errors may need further support or teaching and students should act and be supported accordingly. Student feedback on classwork and homework takes the form of verbal or written student comments, shows of hands or other Assessment for Learning indicators. Support with homework, revision or missed work is provided in a weekly lunchtime session.

Key Stage 5

At least one significant piece of work is teacher assessed every half term. This is either End of Topic Questions or a more formal test reviewing several topics at A level standard. This piece is marked in depth with green pen, with "strengths" and "to improve" identified. It is recorded in the Student Progress Tracker, along with ACTION points where appropriate.

Completion of the Student Progress Tracker is the combined responsibility of teacher and student. Students use their independent study time and/or Maths surgery time to work on ACTION points where identified and for further revision and practice.

Homework and classwork tasks are completed either on paper or on mini-white boards - as the teacher deems appropriate. Students take the responsibility for their learning by being honest with themselves and their teacher about their independent successes and difficulties.

Students self-check all their Maths classwork and homework where answers are provided and work independently or as a pair/team to successfully master all questions. When unsuccessful with a homework question - even with peer support - students alert the teacher to the problem - preferably by email before the next lesson.

It is essential that students stay up to date with each lesson's homework assignment to ensure that there is progressive continuous learning within every topic. Reward/Behaviour points are given accordingly and recorded.

Support with homework, revision or missed work is provided in a weekly surgery session or by arrangement with the teacher outside of lesson time.

MFL

Key Stage 3

Students have 2 exercise books. One exercise book contains all class work, home based learning and end of unit assessments. Teachers check this exercise book for organisation purposes but routine class, home and online work is marked through a mix of self-assessment, peer assessment and whole-class feedback which, in turn, provide an immediate picture for students on their performance. Students are encouraged to identify and correct their own errors wherever possible. Reward points are given and recorded.

The second exercise book is used to organise grammar rules and vocabulary and is checked by the teacher for organisation purposes

Once per half term students complete either a longer writing or speaking task which are teacher marked in depth with green pen, with “strengths” and “to improve” identified. These targets are recorded by the teacher and student.

Students will complete formal summative assessments in at least one of the four skills from Speaking, Listening, Writing and Reading at the end of each topic from which they will set themselves with the help of their teacher a next step target.

Key Stage 4

Students have 2 exercise books. One exercise book contains all class work, home based learning and end of unit assessments. Teachers check this exercise book for organisation purposes but routine class, home and online work is marked through a mix of self-assessment, peer assessment and whole-class feedback which, in turn, provide an immediate picture for students on their performance. Students are encouraged to identify and correct their own errors wherever possible. Reward points are given and recorded.

The second exercise book is used to organise grammar rules and vocabulary and is checked by the teacher for organisation purposes

Once per half term students complete either a longer a longer exam-style piece of writing or speaking which are teacher marked in depth and increasingly according to GCSE exam marking criteria. These tasks are marked with green pen, with “strengths” and “to improve” identified. The targets are recorded by the teacher and student.

Students will also complete GCSE style summative assessments in at least one of the four skills from Speaking, Listening, Writing and Reading at the end of each topic. They will receive a summative mark and a grade indication as the course progresses from which they will set themselves, with the help of their teacher, a next step target.

Key Stage 5

Students have a ring binder with dividers to organise their work into sections as indicated by the teacher. Teachers check the folder regularly for organisation purposes but routine class, home and online work is marked through a mix of self-assessment, peer assessment and whole-class feedback which, in turn, provide an immediate picture for students on their performance.

Students are encouraged to identify and correct their own errors wherever possible. Some students also have an exercise book for vocabulary and grammar notes.

Once per half term students complete either a longer writing (not always full essays) or speaking task which are teacher marked in depth with green pen, with "strengths" and "to improve" identified. These tasks will become increasingly more GCE style and assessed using exam marking criteria, as the course progresses.

Students will also complete GCE style summative assessments in at least one of the four skills from Speaking, Listening, Writing and Reading at the end of each topic. They will receive a summative mark and a grade indication from which they will set themselves, with the help of their teacher, a next step target.

Key Stage 4

Assessments

Students complete regular end of topic tests (roughly 1 every half term) so that they know where they are in relation to exam content and exam technique against their minimum target grade. Naturally, this is followed up with advice and suggestions as to how the student might improve going through the mark scheme. This is given in verbal and written form. Grades/marks take the format of an exam paper and are marked according to the exam board mark scheme and are returned at the earliest opportunity. These tests are graded using exam board grade boundaries so that students can compare the level at which they are currently working to their target grades. This is the same for Year 10+11 Mock Exams where the students will receive the mark scheme and go over this in detail with the teacher whereby students are expected to go over their paper in a different coloured pen and add where they lost marks.

Homework

Students receive at least 1 lengthy piece of homework per week, sometimes an additional piece. Teachers may choose to set revision/examination preparation homework if students are preparing for an end of topic test/mock examination. Homework tasks range from exam questions to completing topic worksheets or research ahead of the next topic. Students are making revision cards as they go through the course so this is a regular piece of homework.

Marking

All homework tasks are checked for completion. Some homework tasks are collected in to be marked by the teacher or peer-marked in class. Exam questions in class or for homework can be marked by students themselves. This can be done by swapping books or students marking their own work, at the discretion of the teacher. When students have marked their own work, the teacher will look over this next time the books are collected in – which is once a half term. When the books have been marked, students receive a marking feedback sheet with feedback on www/ebi and expectations ticked or crossed. Expectations are based on giving work a date, title, sticking sheets in etc. and keeping their book presentable/helpful for revision.

Monitoring/tracking

Marks are recorded in staff mark books. Results from summative assessments such as end of unit test results are recorded on a central mark sheet so the tracking of progress and comparison with target grades can be made easier. Students also put their end of topic test results onto the front page in their books so they can see the progress they are making. Student books are checked once a half term in order to check student organisation, missing work etc.

Stage 5

Assessments

Students complete regular end of topic tests (roughly 1 every half term) so that they know where they are in relation to exam content and exam technique against their minimum target grade. Naturally, this is followed up with advice and suggestions as to how the student might improve going through the mark scheme. This is given in verbal and written form. Grades/marks take the format of an exam paper and are marked according to the exam board mark scheme and are returned at the earliest opportunity. These tests are graded using exam board grade boundaries so that students can compare the level at which they are currently working to their target grades. This is the same for Year 12+13 Mock Exams where the students will receive the mark scheme and go over this in detail with the teacher whereby students are expected to go over their paper in a different coloured pen and add where they lost marks. This will be the same for Section A, B and C of the paper.

Homework

Students are given 3 pieces of homework a week (1 from each teacher). Teachers may choose to set revision/examination preparation homework if students are preparing for an end of topic test/mock examination. Homework tasks range from exam questions to completing topic worksheets or research ahead of the next topic. Most homework tasks are taken in by the class teacher to mark. For 15 mark questions, students are provided with a response grid to indicate how they can improve further.

Marking

All homework tasks are checked for completion. Some homework tasks are collected in to be marked by the teacher or peer-marked in class. Exam questions in class or for homework can be marked by students themselves. This can be done by swapping work or students marking their own work, at the discretion of the teacher. When students have marked their own work, the teacher will look over this next time the folders are checked.

Monitoring/tracking

Marks are recorded in staff mark books. Results from summative assessments such as end of unit test results are recorded on a central mark sheet so the tracking of progress and comparison with target grades can be made easier. Students also put their end of topic test results onto the front page in their folders (they have a front sheet for all 3 sections of the course) so they can see the progress they are making. Student folders are checked once a half term during the lesson in order to check student organisation, missing work etc.

<p>History</p>	<p>3</p>	<p>Teachers check student work and assess progress in different ways depending on the task, for example:</p> <ul style="list-style-type: none"> · By asking questions and listening to answers · By asking students to use previous work as part of a lesson · Using quizzes and tests to check what students know · By reading student work <p>Not all teacher assessment will leave visible traces in students' books.</p> <p>After assessing student work, teachers record this information in a range of ways for future reference, depending on the task and the purpose for which it was assessed: the affectionately-named 'messy markbook'. Teachers act on the information gained from assessment to adapt teaching, in ways which may be apparent, or may be integrated into teaching. For example:</p> <ul style="list-style-type: none"> ● A resource or lesson may be planned or designed to address misconceptions, knowledge gaps or other problems noted in students' work ● Students may be provided with feedback during lessons about the strengths and weaknesses of their work, and models of successful work. Feedback is taught to the class wherever possible, and personalised to the student to a greater or lesser degree depending on the nature of the task being assessed and the nature of the feedback. ● Students may be asked to assess their own work or that of a peer or an exemplar answer in relation to criteria and model answers, and to record their own strengths and points for improvement. ● Students in need of greater support may be provided with feedback in a small group or one-to-one basis, either during lessons if possible or through lunchtime support sessions. <p>Students act on the feedback by completing tasks set by the teacher. This might include:</p> <ul style="list-style-type: none"> ● Revising for and completing a knowledge quiz ● Completing a task designed to address a misconception or knowledge gap ● Correcting errors e.g. factual errors, spelling or grammar; ● Editing their work ● Write one or more improvement paragraphs to improve that piece of work, following the guidance given in class; ● Using feedback and guidance to improve their performance on a follow-up piece of work <p>Reward points are awarded for excellent work.</p>
	<p>4</p>	<p>As Key Stage 3.</p> <p>Individual answers/pieces of work are assessed formatively, to help students improve. Notes may be checked but this will rarely leave traces in students' books if the work is accurate.</p> <p>Summative assessments are provided on reports three times a year at tracking points. These are made on the basis of the aggregation of a range of different types of data gathered from recent assessment of students' progress and performance on formative tasks, and informed by teachers' professional judgement.</p>

	5	<p>As Key Stage 4.</p> <p>Students' notes will be checked, usually via submission to Google Classroom. Comments may be made to guide students on individual pieces of work, or through whole-class feedback on notes and discussion of these in lessons.</p>
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