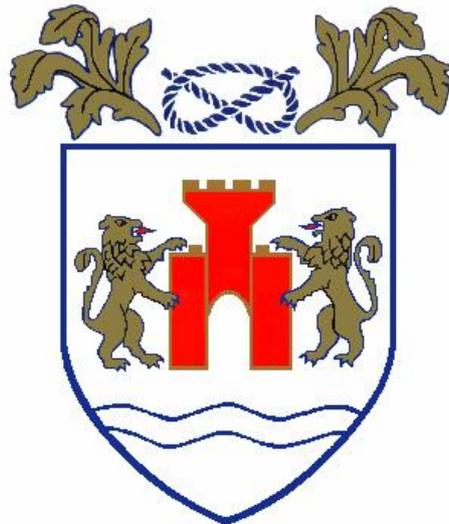


Wolstanton High School

A Shaw Education Trust Academy



Assessment and Marking Policy

D R A F T

Agreed by Governors: Summer 2016

Signed by Chair of Academy Council: _____

Reviewed by Academy Council: Annually

Next Review by Academy Council: Summer 2017

Rationale

Assessment and Marking are integral to effective teaching and learning and should be a continuous process as part of the normal classroom practice. The most important function of assessment and marking is to assist pupils' learning enabling rapid progress to be made.

By 'assessment' we mean;

- **Day to day assessment** - which are the interactions between learners and between learners and their teacher, which shape immediate next steps (AFL).
- **Periodic assessment** - which provides a profile of pupils' achievement across a subject (drawing on evidence from day-to-day assessment) to inform planning for progression and targets for improvement, and to help to track pupil progress.
- **Transitional assessment** - which provides formal recognition of pupils' achievement that can be shared between pupils, parents and teachers. This includes end-of-key-stage assessments and examinations, external tests and tasks.
- Effective assessment requires the collection, analysis and interpretation of appropriate data in order to make judgments about the quality of learning.

Aims

- To ensure that all pupils know how they are doing and understand what they need to do to improve.
- To ensure that the processes of assessing, marking, recording and reporting are consistent within each department and accurate throughout the school.
- To ensure that all pupils have their work marked in such a way that it improves their learning, ensures rapid progress and builds self-esteem.
- To provide all stakeholders with a regular review of progress and achievement, in order to raise pupil levels of attainment.
- To ensure that every parent and carer knows how well their child is doing, what they need to do to improve and how they can support their child and their teachers.
- To ensure information to parents is relevant, specific and easy to understand.

Outcomes

The outcomes expected from this policy are:

- HOD to write their own assessment and marking policy based on the following non negotiables
 - The key purpose of feedback and marking is to promote learning and ensuring that the pupils make rapid progress.
 - Feedback and marking must provide information on students' progress for the school (progress data), for learners (feedback) and, periodically, for parents.
 - Feedback on 'next steps' must lead to some kind of action by the students if it is to lead to learning. To ensure consistency across the school, the Department are to use the blue sheet as a vehicle for feedback and marking.

- The criteria for assessment is shared and understood by all (teachers, support assistants, learners). Where necessary, the criteria will be modelled.
 - Summative assessment, formative assessment and peer-assessment and self-assessment will be used as appropriate. The frequency and types of marking will be consistent within teams and in line with departmental policy.
- Staff to set challenging targets and work at the correct grade for each pupil.
 - Pupils' progress to be tracked and intervention put in place for pupils not making expected progress.
 - At the end of each unit, activity or teaching block, key or target pieces of work will be graded in line with GCSE criteria. These assessed pieces of work will be used to inform the data captures
 - Grades are to be recorded and updated in SIMS in line with the assessment calendar.
 - Exemplar work that is graded is displayed in each teaching room and used as a teaching aid.
 - Parents to have access to information on progress of their child against agreed targets throughout the year through the reporting schedule, consultation evenings and via Insight

Current Grades

The grades 9-1 are used for Years 7, 8, 9, 10 from September 2016 onwards and for Maths and English Y11 only. A*-G grades are to be used for the remaining legacy Y11 subjects. Each grade can be subdivided into + and – grades depending on how secure the grade is, eg, 3- (insecure grade), 3 (secure grade) and 3+ (very secure grade) or C- (insecure grade), C (secure grade) or C+ (very secure grade).

For BTEC and OCR vocational qualifications, attainment on these courses should be shown as a Fail F, Pass P, Merit M or Distinction D, with indication of whether they are a level 1 or a level 2 course.

Target Setting

Is an essential part of improving pupil attainment where challenging targets should be agreed with each pupil. Progress towards targets should then be discussed at regular intervals with pupils and parents.

For Years 8, 9, 10 and 11 pupils, the GCSE minimum target grade is the expected level of achievement, based on expected progress from the KS2 scores for the majority of pupils or the FFT 20 estimate grade, whichever is the higher of the two. For Maths and English, this will be calculated from the respective KS2 levels and from the average English and Maths score for the foundation subjects or the FFT20 grade. For Year 7 pupils, the minimum GCSE grade is calculated from their KS2 starting point in Maths and English or the FFT 20 estimate, whichever is the higher of the two, Each pupil is placed in an ability band of low, middle, high or exceptional and their minimum target is then calculated (refer to the table below).

Key Stage 2 starting point level or equivalent	Ability Band	Minimum GCSE grade	Aspirational GCSE grade
3c and below	low	4	6
3b	low	4	6
3a	middle	5	7
4c	middle	5	7
4b	middle	5	7
4a	high	6	8
5c	high	6	8
5b	high	6	8
5a	Exceptional	7	9
6c	Exceptional	7	9

Targets

- Staff can set pupil target levels above the minimum target for pupils based on internal tracking data and teachers' professional judgement.
- Targets are shared with parents at form tutors' consultation evenings, parents' evenings, in termly reports and will be accessed by parents through the online reporting system.
- There will be a mid-year review of targets where staff can increase a pupil's end of year target.
- Staff are to record this target and the review target in SIMS

Pupils' Personal Targets

- During the parental consultation target setting evenings in the autumn term, form tutors set 3 personal targets for each pupil and record on the school Insight system. These targets are based on the pupils' current data and their aspirations for greater involvement in the school community.

Reporting

Main Points

There will be at least two progress reports and one written report issued for each Year (as detailed in the Assessment Calendar). All reports will be produced electronically. Parents will receive a copy of their progress report at least one week prior to the parents' evening. The reports will consist of:

- GCSE target grade
- Forecast grades for Y10 and Y11 pupils
- End of Year target grades (Years 7, 8, 9)
- Attitude to learning, behaviour, progress and attendance indicators (refer to Appendix 1).
- Written report to include learning targets for each pupil, with a maximum of 40 words written by each subject member of staff.
- Full names only – no pet names or nicknames.

Verbal reporting will take place at annual, formal parents' evenings – parents can arrange to see individual teachers through appropriate channels should they so wish. Parents will also have access to progress data via Insight

Tracking

Tracking pupil progress via staff records and SISRA data is essential to the implementation of personalised learning where pupils realise their potential and are not left behind. Tracking ensures that pupils are on target and informs intervention when this is not the case. It is a systematic, cyclical process of gathering and analysing data to:

- inform target setting
- assess the effectiveness of Wave intervention
- identify underachievement in individuals and groups
- recognise and celebrate success
- identify trends that are detrimental to progress (for example, pupils with academic potential but poor attendance)
- inform teaching
- identify successful practice and CPD needs

Roles and Responsibilities

The Role of the Class teacher

- Follow the department policy on marking and feedback
- Ensure that the exercise books/work books mirror good teaching and learning.
To achieve this we expect:
 - A title for each lesson underlined with ruler and pen
 - A date on the RHS of the page and underlined with ruler and pen
 - Diagrams to be in pencil and a ruler used; labels to be in pen
 - Pages not be torn out
 - Both sides of the pages to be written on
 - Books are free from graffiti
 - Homework clearly identified
 - Before a new section of work is started the page to be ruled off
- Ensure that pupils' work is annotated using the literacy marking symbols:
Underlined word = Incorrect spelling (corrected in margin)
// = Start a new paragraph here
 = Muddled or unclear text
P = Punctuation error (corrected)
Capital letters are re-written
- Ensure that the data is recorded in SIMS in line with the assessment calendar
- Deliver a range of key assessments where pupils' progress can be measured against national standards using the 1-9 grading system.
- Increase a pupil's target where appropriate during the mid-year review

- Provide a numerical value that will reflect Attitude to Learning and Behaviour for Learning as well as a progress indicator. These will be used in reports to parents. (Refer to Appendix 1)

Role of the Pupil

- Become involved in the marking process through self and peer assessments.
- Respond to the teacher's guidance after a piece of work has been marked by re-doing an identified section to the expected standard.
- Become involved in the target setting process with class teachers and form tutors.

Role of Form Tutor

- Ensure that pupils set three targets for improvement in the first term at a target setting evening with parents and then review and re-set new targets (if appropriate) through a conversation with parents and pupils.
- Have learning conversations with pupils and parents about progress towards targets at parents' evening and when appropriate throughout the year.
- To liaise with parents regarding pupils' barriers to learning.
- To place pupils on report to monitor progress made in lessons.
- Conduct a mentoring meeting each term with each pupil/group of pupils (max 6) via a rolling programme to review progress towards their targets and to set new targets for improvement.

Role of Director of Learning

- Write/amend the Department's Assessment and Marking Policy to reflect the Policy.
- Support members of staff in the implementation of the Policy.
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness.
- Establish agreed subject criteria for assessment and marking opportunities.
- Ensure the accuracy and consistency of marking is monitored and evaluated through work scrutiny and pupil voice
- Internally and externally moderate the accuracy and consistency of assessment and marking.
- Keep an evidence file for each Year group, with examples of internally and externally moderated work.
- Ensure that appropriate assessment information is recorded by staff in the school database.
- Provide key assessments that class teachers deliver, monitoring the progress of pupils and provide a programme of intervention where pupils are falling below expected levels of progress.
- Monitor and evaluate the performance of pupils towards their targets and subject staff within their subject area.
- Use the assessment information for the setting of pupils.
- Ensure that the data capture and report deadlines and standards are met by staff members.

Role of the Head of House

- Help co-ordinate, support and monitor the intervention programmes.
- Together with the Heads of Department, ensure that pupils are appropriately set.
- To monitor the progress of pupils who have been referred from form tutors.
- To work closely with parents/carers of pupils who need additional support.
- To celebrate attainment, progress, BFL and ATL each term in assemblies and ensure that House notice boards are updated each term.

Role of SLT Line manager

- Through line management meetings, ensure a programme is in place to monitor the implementation of the departments Assessment and Marking Policy through:
 - i) Work scrutinies
 - ii) Lesson drop-ins
 - iii) Pupil voice
 - iv) Evaluation of Sow
- Evaluate the implementation of the Policy and provide feedback on how assessment and marking can be improved across the departments.
- Ensure that pupils' records are kept up to date.
- To monitor the progress of pupils who have been referred from Head of House
- To work closely with parents/carers of pupils who need additional support.

Role of Data Manager

- To set up templates and mark sheets in Assessment Manager to enable teaching staff to record targets and progress data.
- To analyse current data and pupils' progress, as directed by SLT i/c Assessment.
- To assist in the production of reports for Governors, SLT, HOD, HOH, based on data analysis and other stakeholders, where appropriate.
- To support and train staff on SISRA.
- To produce and distribute progress and written reports to parents/carers.
- To ensure that the data for new admissions to the school is complete.

Role of the Academy Council Body

- Support the school in its delivery of all aspects of the Policy.
- Ensure that the Policy is regularly reviewed and updated.

Role of Senior Leadership Team i/c Assessment

- Report to the SLT and Academy Council term on progress towards targets.
- Support and monitor the different staff teams in the implementation of the policy.
- Be responsible for the maintenance of the Assessment Manager database.

- Set minimum pupil progress targets based on expected progress or FFT Aspire 20 data, together with internal data at both Key Stages (targets are to be reviewed annually).
- Monitor pupils' progress towards their targets.
- Ensure that staff members receive training on the interpretation and use of data to inform their planning.
- Evaluate the progress and attainment of each Year group on a termly basis