



Assessment, Marking, Recording and Reporting Policy

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Assessment, Marking, Recording & Reporting Policy

Assessment Marking and Recording

Assessment procedures must always act as a tool for learning.

All departments show opportunities in schemes of work for the following types of assessment:

- Formative/diagnostic - what do students need to do to improve
- Summative - recording of overall achievement/attainment at critical points, e.g., end of year exams, teacher assessments at end of KS3, KS4 & KS5. This should be moderated
- Evaluative - adjusting lesson plans and schemes of work in light of assessments

The aim of marking students work is to:

- Let students know what they need to do to improve in order to set realistic goals and targets
- Monitor students' progress and give them an indication of their level of attainment
- Provide information for parents about students' progress
- Inform and improve teaching and learning
- Acknowledge achievement

The aim of recording marks is to:

- Monitor progress over time
- Provide accurate historic information for students/parents/other teachers
- Provide evidence to support data collection and reporting

Each department has their own marking policy. These should specify for each key stage:

- What work specifically is marked
- How frequently it is marked
- How it is marked
- Where marked work is kept
- How the marks are recorded
- Expectations of marking and feedback clearly linked to Appendix 1

In order to support these aims:

- Teachers are provided with baseline data, attendance and other information such as FSM/PPG, SEND, EAL, and MA&T (more able and talented) in order to inform their planning and teaching
- Work will be selectively marked (as specified by dept/faculty policy), by the teacher or student/s (following the guidelines in Appendix 1)
- Work will be marked according to explicit criteria that enable students to understand what they have achieved and, more importantly, what they need to do to improve; when appropriate this will be linked to progress levels or GCSE/GCE grades

- When appropriate the college marking codes will be used for written work (see Appendix 2)
- Attainment and baseline data should be accessible at all times and will normally be recorded in a planner or mark book which may be electronic
- At the beginning of each key stage a target will be generated based on KS2 and CAT scores for each subject. For KS5 this will be generated through ALPS
- Data collections will take place regularly in order to track students' progress (see Appendix 3)

Senior leadership team are responsible for:

- Ensuring that associate assistant heads standardise the monitoring and tracking of progress and attainment
- Ensuring associate assistant heads analyse faculty data and identify trends and future planning
- Ensuring associate assistant heads have oversight of the progress and attainment of key groups
- Ensuring associate assistant heads co-ordinate intervention with students

Associate assistant heads are responsible for:

- Monitoring faculty intervention programmes and support for any underachieving groups
- Ensuring the subject leaders have oversight of the progress of key groups
- Measuring the impact of their faculty's intervention programmes
- Faculty data and cause for concern forms are completed on time
- Ensuring the procedures and processes for assessment, marking and reporting is standardised across the faculty
- Ensuring subject leaders attend data review meetings

Subject leaders are responsible for:

- Ensuring work is marked and recorded regularly (as determined by their policy see App 4), that marks are accessible at all times and marks are standardised across the department
- Analysing departmental data to identify trends to inform future planning
- Devising and implementing departmental strategies to support any underachieving groups
- Monitoring and tracking of students across the subject(s)

How this is done is outlined in department assessment policies.

Heads of year are responsible for:

- Identifying the top ten students for attainment and progress on the honours boards
- Ensuring progress of year group is monitored
- Ensuring underachievers are identified
- Ensuring overachievers are recognised and appropriate extension activities are put into place
- Ensuring parents are informed of intervention

Reporting

Communication with parents is an important part of our home-college partnership. Student progress is continually monitored and communicated to parents. This may take the form of progress reports, assessment results and parents' evenings. Other forms of communication that can be arranged at request of staff or parents are letters home, phone calls and interviews.

Reports

- In years 7 & 10 each subject provides an interim report on each student four times per year.
- In years 8 & 9 each subject provides an interim report on each student three times per year.
- In years 11, 12 & 13 each subject provides an interim report on each student six times per year.

These reports, along with attendance data are emailed or posted home. They are a progress check and serve to highlight any problems to ensure action is taken and also to highlight achievement. These reports are also available electronically through the Learning Gateway if parents have signed up to the E-portal.

Parents' evenings

Each year group will have one parents' evening during the academic year. Parents will have the opportunity to meet with subject teachers to discuss the progress of their daughters/sons. At this meeting parents are also supplied with current level/grades and target level/grades for each subject.

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Appendix 1:

MARKING AND FEEDBACK POLICY

At Norbury Manor, we believe that quality teaching and learning is facilitated through providing relevant and constructive feedback to students. This marking policy aims to promote consistent standards of marking across the college that consists of a balance between correction and advice. It is a whole college marking policy which offers key principles and guidelines to departments who have, in turn, each drawn up a specific policy to suits its own needs.

Marking practice should follow the following criteria:

- Marking needs to be timely (frequency specified by the department/faculty) and meaningful
- When marking for effort the following levels should be used
 1. Excellent
 2. Good
 3. Satisfactory
 4. Unsatisfactory
 5. Cause for concern
- Work is marked (teacher, peer or self assessment) according to success criteria or assessment criteria that students understand; wherever possible this is linked to level/grade descriptors
- Marked work gives students - and their parents - clear guidance on what is needed for improvement
- Students' work in preparation for external examinations should be marked using the marking criteria of the examinations
- The comments should tell students what they have done well and what needs to be done to improve their work
- Errors should be identified; there may be a case for not identifying every error, where for example to do so may discourage a student, but important and significant errors should not be ignored
- Spelling trackers should be used
- With some students, the decision may be taken to indicate only errors of relevance to the specific student or task set
- Marking in all subjects should include the students' use of English, particularly spelling, punctuation and grammar
- Marking may include instructions to students, asking them to re-do work, correct mistakes or asking them questions; when students are asked to do this, it is important to check that they do so
- It is suggested that any responses to questions by students, responses to feedback or self and peer assessment be written in green pen in order to be easily identified
- It is therefore suggested that teachers do not mark in green pen but preferably in red
- Marks, effort grades or grades should be recorded as per faculty policy
- Marking may include various forms of self-assessment and peer-assessment by students

| Overview of expectations for the work in students' books |
|---|
| 1. C/W or H/W should be written in the margin |
| 2. Work clearly dated |
| 3. Title or learning objective included and underlined |
| 4. Black or blue ink used |
| 5. No Tippex- errors should be neatly crossed through |
| 6. Feedback and targets should be acted upon (preferably in green pen) |
| 7. Target sheets in folders or in the front of books to be filled in |
| 8. No pages should be ripped out – students should be asked to number pages if this is suspected of happening |
| 9. No graffiti or doodling on books |
| 10. Encourage students to cover books or keep them in plastic wallets |
| 11. Worksheets should be tagged or glued into books |

| Overview of expectations of teachers' marking |
|--|
| 1. Evidence of impactful marking of work and assessment (frequency specified by departments) |
| 2. Errors in spelling, punctuation and grammar identified (where appropriate) by using the whole college marking codes. Spelling trackers completed. |
| 3. There should be front/target sheets that are monitored by teachers to ensure students fill them in. |
| 4. Evidence of a dialogue between teacher and student (in green pen) |
| 5. Peer assessment and self assessment clearly identifiable (preferably marked in green pen) |
| 6. Levels/Grades and effort evident on assessed pieces |
| 7. Students respond to feedback (preferably in green pen) |
| 8. Formative comments evident: evidence of precise feedback (WWW and EBI) so students know how to take the next steps to improve their learning |
| 9. Levels/grades and effort numbers should kept in teacher records |

This policy is monitored through:

- **Lesson observations** – all teachers have two formal observations (see Teaching and Learning Policy) per year, one of these will be by a member of the SLT, using the agreed observation form; NQTs will have one formal observation each half term; other informal observations may take place throughout the year by HODs and/or peers in order to share and develop good practice in line with Performance Management objectives; all observations are agreed in advance
- **Learning walks** – at least once in spring and once in the summer term, a cross section of staff walk the college with a particular focus; the findings of the learning walks are discussed at SLT and shared with staff
- **Work sampling** – a cross section of staff sample exercise books; the findings of the work sampling are discussed at SLT and shared with staff
- **Curriculum Area Reviews (CARs)** – These monitor faculties and encompass the above strategies in our quality assurance. They will be reviewed during the year

Appendix 2:

Norbury Manor Business and Enterprise College Whole College Marking Codes

The following correction symbols are to be used across the college to identify specific features of students' work. Other subject specific symbols, deemed appropriate by the teacher, may also be used. The codes work alongside meaningful teacher comments which are positive, formative and inform students of how their work can be improved.

Where appropriate, staff should insist on correction; misspelt subject specific words are considered a priority and corrections should be recorded by students on their work in green pen.

Over correction is best avoided as this can be discouraging; instead teachers should use the codes to identify specific learning needs.

| In the margin | On your work | What it means |
|---------------|--------------------------------|--|
| Sp | dose | Spelling error |
| P | dont | Punctuation error |
| C | dave lives in croydon | Capital letter error |
| G | I doesnt | Grammatical error |
| ? | Fliinsip | Indicates lack of clarity or confusion |
| X | The world is flat | Indicates factual error or lack of relevance |
| ^ | sat on The cat the mat ^ | You have missed something out |
| // | // The next day | Start new paragraph here |
| ✓ | ✓ | Indicates particularly good point |
| T | T | Target |

Appendix 3:

Data Explained (V6)

The College is judged on the progress and attainment of its students based on the progress they have made from the end of KS2 to KS4. It is important as a College that we accept that these measures are already predefined and not something we can ignore. Just as we teach the children we also must apply a positive mindset to how we work with the students to move towards their individual aspirational targets. We want our students to aspire to greatness and we should not pass on any negativity regarding target grades we cannot control onto them or each other. Most GCSE courses have been reformed and are reporting levels now with a minority still on grades. In the summer term of equal amended the grading structure to ensure a 4 as a C equivalent for now. There will inevitably be mistakes and we will learn from them and make adjustments where necessary.

Overview

All data must be inputted into SIMS before each of the relevant deadlines. Staff can sign up to the SIMS Learning Gateway to be able to input this data at home if required. Associate AHT are required to confirm their faculties' data entries are complete after each data drop. We do 3 data sweeps at the end of each term for KS3 to demonstrate progression with an additional baseline sweep for Year 7. The baseline sweep for Year 7 is an opportunity to provide parents with some early information about our initial impressions.

We do 4 data sweeps for Year 10, 5 data sweeps for Years 11 and KS5 to demonstrate progression. The sixth data sweep for Year 12 is used as a benchmark for initial intervention moving into Year 13 and to record their Year 12 mid term exam results. Currently we do not write written reports for Parents as they have dedicated time at Parents evenings, Key stage events and meet the tutor days. These data sweeps provide regular feedback to parents and respond to their needs. Effort/Behaviour/HW (5 grades) and Progress (3 grades) are reported back in every sweep.

At **KS3** teachers will report the Current Performance Grade (CPG = **current performance (attainment) of the student**) and at **KS4** we will use the new progress 8 levels (see grid below). Teachers report the **Current Predicted Level (CPL), this is what they think the student will achieve at the end of KS4 if they carry on working as they have been and attend well**. The data crib sheet demonstrates the progress steps expected for a student entering the college. An average Year 7 student will be a 4M (KS3). The DFE expects a minimum of two levels of progress made from KS3 to KS4; therefore this would mean an average KS3 student should be expected to leave the College with an average KS4 level 6.

Current Year 11 students will still receive grades on their reports for all subjects apart from Maths & English. They also have a slightly different grading system with an old money C grade determined to be a 4 for this year and we are awaiting more changes. A grade 4 is now considered to be a **qualifying pass** and a grade 5 is considered to be a **good pass**.

At KS5 teachers will report the Current Predicted Grade and we will fine grade the CPGs as well. Parents receive these reports by email (post for those without access); they also come with a current attendance report. Parents also have the opportunity to sign into the SIMS Learning Gateway which allows instant access to reports/behaviour/attendance. Parents also have access to tutors during parents' evening.

CPG

| Grade | Description | Value |
|-----------------|--------------------------------|--------------|
| E | Exceptional Performance | 57 |
| 8a | High | 53 |
| 8b | Secure | 51 |
| 8c | Low | 49 |
| 7a | High | 47 |
| 7b | Secure | 45 |
| 7c | Low | 43 |
| 6a | High | 41 |
| 6b | Secure | 39 |
| 6c | Low | 37 |
| 5a | High | 35 |
| 5b | Secure | 33 |
| 5c | Low | 31 |
| 4a | High | 29 |
| 4b | Secure | 27 |
| 4c | Low | 25 |
| 3a | High | 23 |
| 3b | Secure | 21 |
| 3c | Low | 19 |
| 2a | High | 17 |
| 2b | Secure | 15 |
| 2c | Low | 13 |
| 1a | High | 11 |
| 1b | Secure | 9 |
| 1c | Low | 7 |
| P8 – P1i | Low working below KS1 | 6-0.5 |
| Abs | Absent | 0 |
| | | |

Effort/Behaviour/HW Grades

- 1 – Excellent
- 2 – Good
- 3 – Satisfactory
- 4 – Unsatisfactory
- 5 – Cause for concern

Progress Grades

- 1 – Making more than expected progress
- 2 – Making expected progress
- 3 – Making less than expected progress

Fine Grading at KS3

- 1 - Has a chance of moving up to the next grade (**High – excelling in this level**)
- 2 – Solidly within this grade (**Secure**)
- 3 – Is in danger of falling into the grade below (**Low - developing**)

GCSE and BTEC

The values shown below are based on a C1 being treated as secure, choosing C2 or C3 will alter the values accordingly in the calculations.

| | | | |
|-----|-------|------|---|
| A*1 | 9 | Di*1 | 8 |
| A*2 | 8 | Di*2 | 7 |
| A*3 | 8- | Di*3 | 7 |
| A1 | 7+ | Di1 | 7 |
| A2 | 7 | Di2 | 6 |
| A3 | 6+/7- | Di3 | 6 |
| B1 | 6 | Me1 | 6 |
| B2 | 6- | Me2 | 5 |
| B3 | 5+ | Me3 | 5 |
| C1 | 4+ | Pa1 | 4 |
| C2 | 4 | Pa2 | 4 |
| C3 | 4- | Pa3 | 4 |
| D1 | 3+ | | |
| D2 | 3 | | |
| D3 | 3- | | |
| E1 | 3-/2+ | | |
| E2 | 2+ | | |
| E3 | 2 | | |
| F1 | 2-/1+ | | |
| F2 | 1+ | | |
| F3 | 1 | | |
| G1 | 1- | | |
| G2 | 1- | | |
| G3 | 1- | | |
| U | 0 | | |

Effort/Behaviour/HW Grades

- 1 – Excellent
- 2 – Good
- 3 – Satisfactory
- 4 – Unsatisfactory
- 5 – Cause for concern

Progress Grades

- 1 – Making more than expected progress
- 2 – Making expected progress
- 3 – Making less than expected progress

Fine Grading at KS4

- 5+ - Has a chance of moving up to the next grade (**High**)
- 5 - Solidly within this grade (**Secure**)
- 5- - Is in danger of falling into the grade below (**Low**)