



Kesteven and Sleaford High School
A Robert Carre Trust School

Marking Assessment, Recording and Reporting Policy

Good Teaching Fosters Good Learning

RATIONALE

The principles of teaching and learning which guide the work in the school are as follows:

- To include all students in a culture of high expectations of work and behaviour;
- To enable all students to achieve their best;
- To establish the centrality of literacy and numeracy across the curriculum;
- To infuse learning skills across the curriculum, thus enriching the learning experience;
- To encourage independent learning;
- To expand teachers' repertoire of teaching strategies and techniques, including assessment for learning strategies, thus making learning worthwhile and enjoyable.

Assessment is an integral part of the learning process. It should encourage a dialogue between teachers and students which aids the learners to develop their work and ideas further. Celebrating achievements whilst directing future learning should foster an environment where learners are motivated in class, confident in the tasks they undertake and resilient with challenging tasks.

AIMS OF ASSESSMENT, RECORDING AND REPORTING

- Enable pupils to become confident and effective learners who take responsibility for their own learning;
- Raise the achievement of all pupils;
- Ensure that pupils, staff, parents and Governors are informed of the academic progress of all pupils;
- Facilitate learning by using assessments to help pupils identify their strengths and weaknesses in order to progress;
- Make assessment for learning key in classroom activities.

ASSESSMENT

Types of Assessment which will be undertaken:

Formative (*This is assessment for learning*) - used frequently, either in a formal or informal way, to determine what a pupil can do. This evidence will be used to adapt teaching to meet the pupils' needs. Formative assessment can take place as an on-going process and may not leave any written record. Questioning is a means of formative assessment. Formative assessment should encourage pupils to become reflective learners and respond to learning needs. The marking sticker (see Appendix 1) is a useful tool in encouraging pupil and teacher dialogue with an emphasis on WWW (what went well) and EBI (even better if). Peer and Self assessment should be encouraged. Formative assessment places pupils at the centre of assessment.

Summative (*This is assessment of learning*) – used to draw some conclusions at the end of a significant period of time, or at the end of a unit of work. This will include formal internal and

external examinations. This will be a major factor in (i) making decisions about Current Working grades and (ii) Target Setting. The data will be used to inform pupil groupings and to make judgements on attainment in relation to expectations (Minimum Expected Grades) and targets.

Methods of assessment

Assessment may be as a result of formal or informal means. It will occur in day-to-day situations, as a result of homework, class work or through formal tests and examinations. A variety of methods may be employed to ascertain a pupil's progress, including:

- Observations obtained by discussion, question and engagement techniques;
- Practical tests;
- Written tests and exams; NB: There is an assessment week for each year group and departments are expected to set an examination which determines a pupil's level and helps pupils prepare for external examinations;
- Verbal work;
- Homework;
- Pupil self-assessment, which is only possible when they have a sufficiently clear picture of the targets that their learning is meant to attain.
- Peer assessment.

The method to be employed, in any particular circumstance, will depend on the purpose of the assessment and the decisions to be taken in the light of the results that are obtained from it.

MEASURING PROGRESS

Pupils in Year 7 will undertake Cognitive Ability Tests (CATS). Minimum expected grades are set centrally using national data sources, a pupil's Key Stage 2 result and the CATS results.

Pupils in Year 8 and Year 9 are also set minimum expected grades and target grades. These grades are set centrally by the school. Departments may raise the target grades at any point in the academic year.

Pupils in Year 10 and Year 11 are set target grades using FFT Aspire intelligent target setting as a baseline. These are department specific and ensure the targets are realistic but challenging. This year all departments set targets at FFT 20.

Pupils in Year 12 and Year 13 have been set targets using ALPS target setting which measures progress from their GCSE average points score.

The assessment, recording and reporting schedule indicates the number of times each Year groups' progress will be monitored against these minimum expected grades and targets. Go4 Schools will be used to monitor key findings/trends. The data from Go4 Schools will be used in pupil progress meetings (teacher level), QA meetings (Subject leader level) and Leadership Meetings. Each year group undertake a formal assessment week during the academic year.

RECORDING AND REPORTING THE ATTAINMENT AND PROGRESS OF PUPILS

Subject Teachers will:

- Monitor pupil progress against the expected grades and targets;
- Increase target grades as necessary to maintain challenge and aspirations;
- Conduct Formative and Summative assessment to enable learning to be moved forward and learning to be assessed;
- Adhere to the school's marking policy for the marking of assessment tasks (see appendix 4);
- Keep records of all tests and assessments (in a mark book or by other appropriate means) to enable reporting on progress and attainments for groups and individuals;
- Input results/levels and grades into the SIMS system at tracking points throughout the year;

- Input effort grades at the same time (See Appendix 2 for Descriptors). Effort grades allow parents, tutors, Heads of Year and the senior team to monitor the focus, participation and level of interest displayed in lessons.
- Use appropriate intervention when a pupil's progress falls below expectations;
- Attend pupil progress meetings (with the appropriate paper work) as per the meeting calendar to discuss the progress of students against their expected grades and target grades;
- Write reports on SIMS for each pupil as per the assessment calendar (see appendix 5 for further guidance);
- Attend parents' evenings, as necessary, to give parents the opportunity to discuss their child's progress.

Subject Leaders will:

- Monitor the progress of pupils, classes and key groups of students within their department conducting pupil progress meetings to aid this;
- Maintain records of Transitional Assessments to identify trends and patterns in department attainment and achievement;
- Meet regularly with their leadership links to discuss progress of pupils, recent tracking data and the intervention in place within the department;
- Meet at least once a year with the Head of School and Leadership link to discuss the results of external examinations;
- Check ALL reports written for their subject. Guidance on this is provided in a staff booklet;
- Ensure the Assessment, Recording and Reporting Policy is implemented within their department.

Tutors will:

- Discuss current progress and targets with each pupil at least one a year;
- Provide a final check on reports to parents.

Heads of Year will:

- Provide tutors with an overview of the most recent tracking data for discussion with pupils;
- Ensure the Assessment, Recording and Reporting Policy is implemented with their year group;
- Monitor pupil progress and issue praise/concern letters to parents;
- Provide a check on reports to parents

Senior Leadership will:

- Meet regularly with subject leaders as part of the QA process to discuss the progress of pupils, recent tracking and the intervention in place with the department;
- Keep up to date with their link departments' results in external examinations;
- 'lesson drop ins' are conducted as part of the monitoring calendar;
- Sample books and/or folders as per the school monitoring calendar;
- Provide support and further monitoring for those departments not meeting the required standard.
- Monitor the standards of reports to parents;
- Review tracking data as a leadership team.

The Assistant Headteacher (Pupil Progress) will:

- Use the KS2 results, CATS results and National Data sources as a basis for establishing the baseline in all subjects;
- Oversee the running of CATS testing in Year 7;
- Generate expected grades for Year 7-9 and initial target grades;
- Oversee the use of FFT Aspire by staff for target setting in Year 10 ensuring that targets are sufficiently challenging.
- Ensure the data at each tracking point is entered into Go4 Schools and that subject leaders have sufficient training on its use;

- Oversee the tracking system on SIMS reporting to the rest of the senior leadership as necessary;
- Oversee the report system on SIMS to ensure Parents/Guardians receive one full written report each year on their child's progress;
- Run staff training (as necessary) on the reporting process;
- Keep the Governing body informed of outcomes of transitional assessments and external examinations at the Standards Committee;
- Ensure the Assessment, Recording and Reporting Policy is up-to-date each year;
- Generate the timetable for assessments, tracking, Parents' evenings and reports each year for the school calendar;
- Analyse in school data to ensure groups of pupils (disadvantaged/ EAL/ Service children) are making appropriate progress
- Produce an analysis of external assessments for publication on the school website and in the school prospectus;
- Produce the information for each department following the summer examinations monitoring progress against prior attainment, expected progress, FFT and other appropriate sources.

The Governing Body will:

- Monitor standards within the school via the Standards Committee;
- Meet with subject leaders (as necessary) to discuss standards within departments.

Appendices:

1. Marking Sticker
2. Effort Grade Descriptors
3. Pupil Planner Explanation of KS3 Model
4. Marking and Feedback
5. (Annual Reporting to Parents and Guardians – separate internal document)

Agreed by SLT October 2018

Next Review date: October 2019 (Annually)

APPENDIX 1 – MARKING STICKER

Marking / Teacher feedback				
Progress	Excellent	Good	Inconsistent	Poor
Effort	Excellent	Good	Inconsistent	Poor
Literacy	Check spellings / Punctuation / Grammar / Capital letters / Key words			
<u>WWW</u>				
<u>EBI</u>	<input type="checkbox"/>	<u>PINK BOX</u>	<input type="checkbox"/>	
<u>Student feedback to EBI</u>				
Merit (s)		Grade		

APPENDIX 2 – Effort Grade descriptors

Excellent Effort	
Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.	<p>Actively involved in the lessons all of the time and is fully engaged;</p> <p>Actively seeks feedback on how to improve the quality of their work;</p> <p>Shows great resilience and perseveres with all challenges, even when they are difficult;</p> <p>Manages their time and work efficiently and is highly disciplined;</p> <p>Uses their initiative in a range of situations, and doesn't always have to be told what to do;</p> <p>Constantly makes an excellent level of effort, working above and beyond expectations.</p>
Good Effort	
Good effort means being a responsible and hard-working student, who tries their best all of the time.	<p>Shows a good interest in their learning and is attentive and focussed;</p> <p>Responds well to feedback and targets and completes work to the expected standard;</p> <p>Shows resilience, and is willing to persevere when things are difficult;</p> <p>Takes responsibility for their work and is well organised;</p> <p>Willingly does all that is asked of them and sometimes more;</p> <p>Consistently makes a good level of effort across all subject areas.</p>
Inconsistent Effort	
Inconsistent effort means that a student is probably doing most of what they are supposed to do, but is failing to push herself or make the most of the opportunities available.	<p>Often participates in lessons and is generally focussed and well behaved;</p> <p>May not try hard enough to improve their work after feedback;</p> <p>Shows some resilience, but might give up when things get difficult;</p> <p>Does the minimum that is asked of them, but not much more;</p> <p>Might make a good level of effort in some lessons, but this is not consistent.</p>
Poor Effort	
Poor effort means that a student needs additional support to become a more responsible learner.	<p>Makes little effort to be involved in the lesson and may disrupt the learning of others instead;</p> <p>Fails to act on feedback provided, and as a result, may not make much progress;</p> <p>Is not interested in being challenged, and will give up without really trying;</p> <p>Spends an inadequate amount of time on tasks and takes little pride in their work;</p> <p>Takes little or no responsibility for their own learning or behaviour;</p> <p>Effort is frequently a cause for concern.</p>

APPENDIX 3 – Pupil Planner Explanation of KS3 Model

What do the grades on your work and in your reports mean?

We look at your average Year 6 SATs level... and we look at other information about your potential	We then set your expected Year 7 Grade	Your expected Year 8 Grade	Your expected Year 9 Grade	This becomes your expected New GCSE Grade in Year 11	In Old GCSE Grades this would be....
				9	A*
			9.9	8	A*
		8.9	9.8	8	A+
	7.9	8.8	9.7	7	A
120+	7.8	8.7	9.6	6	B
119	7.7	8.6	9.5	5	B-/C+
116	7.6	8.5	9.4	5	C+
113	7.5	8.4	9.3	4	C
110	7.4	8.3	9.2	4	C-
108	7.3	8.2	9.1	3	D+
105	7.2	8.1	9.0	3	D-
103	7.1	8.0	9.0	2	E
100	7.0	8.0	9.0	1	F
98	7.0	8.0	9.0		
96	7.0	8.0			
94↓	7.0				
W					

This is the average grade achieved by pupils at KSHS



This is the average grade achieved by pupils in England

When teachers mark your work this year they will check to see whether you are making progress towards the grades we think you can achieve at GCSE. Instead of using levels 3 to 8 KSHS now uses new progress grades. You can see if you are making the overall progress we expect of you by looking at the column headings and charting your progress from Year 6 to Year 11. Many pupils at KSHS make better than expected progress. Your subject teachers will set you a target grade for each subject. See if you can work hard, aim high and achieve your personal target grades.

Appendix 4: Marking and Feedback

Aims

The principles of marking and feedback which guide the work in the school are as follows:

- To ensure all students are provided with, and act upon, regular feedback to help them reach or exceed their full academic potential and demonstrate their progress.
- To establish a consistent approach to the way we feedback on students' work so that students feel their work is valued and have a clear understanding of how well they are doing.

Principles

- The development of self-assessment (reflection) in learning
- Feedback clarifies what constitutes a high standard of work, in line with students' ability
- Feedback helps close the gap between current and desired performance
- Feedback delivers relevant and helpful information to students about their learning
- Feedback encourages positive motivation and self-esteem
- Students and staff work in partnership so that feedback is both provided and acted upon.
- Marking is used to chart learning over time

What does this look like in summary?

- Teachers carry out ongoing reviews of students' learning
- Students are empowered to respond to teacher comments and improve their work
- Constructive (rather than tokenistic) dialogue between teacher and student becomes routine.
- Teacher feedback helps reveal learning over time

In practice this means...

Subject Teachers will:

- carry out regular and ongoing reviews of students' progress in the classroom: students should expect to receive some kind of written feedback every 6-8 lessons in each subject.
- provide verbal and written feedback regarding progress against the expected levels and targets using whole school assessment systems below (and avoiding the use of any alternative non whole-school assessment scales/codes or attainment/effort grades).
 - Key Stage 3: 7.0-9.9 values (see appendix 3)
 - Key Stages 4&5 : GCSE and A level grades
 - All Key Stages: Effort grades in line with reporting values (see appendix 2) when appropriate.
- provide feedback in a form that encourages students to make further developments in subject specific skills as well as literacy and numeracy skills. This includes the use of a variety of marking methods, applied as relevant in subject areas:
 - Whole school marking stickers (see appendix 1). Available from reprographics.
 - Time-saving, clear subject specific marking proforma

- Time-saving marking tools used across departments e.g. the highlighted 'pink' box containing 'next-step' activities or instructions for students to complete.
- Other dedicated improvement and reflection time (D.I.R.T.) tools such as the possible use of different pen colours used by teachers and students are used (e.g. to indicate planning, redrafting, teacher/peer/self-assessed work, corrections).
- The use of the literacy marking key is expected:
 - ✓ Correct
 - ✓✓ Excellent
 - S Spelling
 - P Punctuation
 - ^ Missed word needs inserting
 - / New line
 - // New paragraph
 - ? Sense or meaning not clear
 - RTQ Read the Question
 - U Missing or wrong units
- To avoid confusion for students across subjects, teachers are expected to mark in coloured pen or to highlight areas for improvement in pink highlighter.
- Where a teacher's marking doesn't make clear to students how they should improve/develop, the subject leader or senior leader will require the use of a particular technique, from those outlined above, to ensure developmental feedback is provided to students.

Students will:

- Complete responses to teachers' instructions or queries during dedicated improvement and reflection time. This can be set by the teacher to be completed by the student in class or at home.
- Act upon feedback from the teacher thereby demonstrating progress in their learning.

Subject Leaders will:

- Check marking of books in completed as detailed
 - e.g. by conducting department work scrutiny: (whole school paperwork is available to help collect this information and save time on bureaucracy)
 - by looking at students' work during lesson observations
 - during other department quality assurance activities.
- Ensure that the curriculum area has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail
- Create planned opportunities to moderate and standardise key assessments to ensure consistency
- Ensure the whole school marking and assessment protocol and policy are fully implemented and address any issues where necessary.

Senior Leaders will:

- Devise and implement a Quality Assurance schedule in consultation with subject leaders to evidence that the assessment and marking policy is being effectively implemented.
- Conduct whole school work scrutiny in line with the quality assurance calendar and on a routine basis as part of curriculum area monitoring and evaluation.

(NB Appendix 5: Separate internal document)