

**ASSESSMENT AND MARKING POLICY**

<b>Role</b>	<i>Designated Teacher for Assessment &amp; Marking</i>	<i>Deputy Designated Teacher</i>
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*Our 'Named Governor' with special responsibility for Assessment & Marking is John Paterson*

Policy Reviewed & Approved by Governors: March 2015

Signed by Headteacher  
Mr Desmond Deehan:

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Signed on behalf of the Governors

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Date:

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## Purpose of Assessment

Assessment is integral to the process of teaching and learning. The broad purpose of assessment is:

1. to measure and track the progress of students, including specific groups of students, both within the teaching group and across the year group;
2. to provide meaningful feedback to students to offer advice on how to improve, support their learning and raise attainment;
3. to enable teachers to plan appropriate work that will support student learning and enable them to make progress;
4. to report to students, parents, colleagues, SLT, Governors and others on attainment and progress;
5. to increase the motivation to learn, raise expectations and to enable staff to reward good work;
6. to select sets;
7. to prepare for GCSE, AS & A2 examinations;
8. to identify SEN;

## Guiding Principles

This policy will inform departmental assessment and marking policies. There will be a variety of departmental assessment strategies which reflect the different style and assessment needs of curriculum subjects. However policies need to conform to the follow principles:

Marking and feedback should be:

- **Regular** – marking needs to be kept up to date and work should normally be marked and returned within a week<sup>1</sup>.
- **Selective** – there is an important balance between time spent marking and time spent planning. Therefore teachers are not expected to mark every piece of work produced by a student.
- **Effective** – it is key that comments are acted upon immediately by the learner to secure immediate improvement and that students are involved in the assessment of their own work.
- A **reflective process** – marking should enable teachers to gain a better view of students' strengths and weaknesses in order to inform effective lesson planning.
- **Shared** – marking is an activity to be shared and agreed by departments (not just an individual activity involving a teacher and student). The purpose of individual assessments as well as assessment criteria should be shared with students.
- A **positive activity** – it should encourage engagement, enjoyment and progress in learning;

There are two forms of assessment carried out by departments, Summative and Formative.

## **Summative Assessments**

Summative assessment is designed to test what a student has learnt and therefore measure current attainment in the course being studied as well as how much progress they have made. At Key Stage 3 students are expected to make at least two sub-levels of progress each year. From the beginning of Key Stage 3 to the end of Key Stage 4, students are expected to make at least three levels of progress at the end of Key Stage 4 and in most cases at least four levels of progress.

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<sup>1</sup> not including coursework.

Homework, tests, mock examinations, essays, practical assessments (such as performance) and extended pieces of work such as coursework can all be used as summative assessments. Departments are encouraged to use a variety of assessments rather than just rely on one particular type e.g. tests and should seek to minimise the impact summative assessments have on normal teaching. They are graded and form the basis for progress grades reported to students (and parents) on their current attainment.

### Frequency

- There will be a minimum of two summative assessments (including coursework, internal and external examinations) per term for all year groups i.e. a minimum of six summative assessments over the academic year

### Methodology

- In order to reflect current attainment in the course being studied at:

**Key Stage 3** - marking should include a level/sub-level (in line with National Curriculum levels). A numerical mark may also be given.

**Key Stage 4** - marking should include an overall grade (in line with GCSE or A level grading criteria). A numerical mark may also be given.

- Each summative assessment will be set by the department and will be common to all groups of the same course with a full mark scheme to ensure consistency and standardisation of marking.
- Grades must be recorded by the teacher onto SIMS for reporting, monitoring and tracking purposes. These grades will be available on the Parent Portal.
- Summative assessments must feature in schemes of work and should be in line with the reporting calendar so that they can be marked and standardised before any report deadlines.

### **Formative Assessments**

Formative assessment provides feedback to students to enable them to recognise their strengths and identify difficulties, together with strategies for improvement. It should focus on enabling students to close the gap between their current attainment and what is needed to reach the next level or grade.

### Methodology

**Key Stage 3** - Marking should include comments and an effort grade

**Key Stages 4 & 5** - Marking should include comments, an effort grade and could include a numerical mark

### Comments

Comments should be **focused** and **targeted**. Comments should identify what is going well and then give one or two focused improvements which should help the student 'close the gap' between what they achieved and what they could have achieved.

### Effort Grades

An effort grade between 1 and 6 should be given, in line with the School's reporting system

1	Excellent
2	Very good
3	Good
4	Coasting
5	Poor
6	Major concern

Effort grades should take into account the individual's ability in the subject.

### Follow Up

Students need to **action** comments in a timely fashion. This should be as soon after the comments have been read as possible. Time should be given during the following lesson for students to read and make improvements to their work based on the improvement comments. This should be reflected in schemes of work. Follow up work should be checked by the teacher to ensure that this has been done and if needs be marked again.

### Literacy Marking<sup>2</sup>

Marking should take into account the use of English, particularly spelling, punctuation and grammar.

Significant errors should be corrected. Correcting every error may discourage a pupil.

Errors should be clearly circled and one of the following symbols written in the margin:

Sp	= spelling
Gr	= grammar
//	= new paragraph
^	= missing word
??	= nonsense

When pupils see the "Sp" symbol, they should look up and write down the correct spelling in the margin or bottom of the page. This should be monitored.

In addition to subject-specific words, staff should ensure that the following are marked:

- a. Common spelling mistakes, e.g. tomorrow, friend, method, receive, etc.
- b. The correct use of basic homophones, e.g.
  - there / their / they're
  - two / to / too
  - know / no / now.

Staff should also comment when a student uses of language inappropriately or where the quality of language/vocabulary could be developed further (see the School's Literacy Policy for further details).

A copy of error symbols should be displayed in all classrooms.

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<sup>2</sup> Not applicable to the teaching of MFL.

## **General**

Marking should include various forms of self and peer assessment.

Marking should include the use of House Points for exceptional effort or achievement as an incentive to students across all Key Stages.

Work should be marked using coloured ink (to distinguish it from the student's work).

Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time

## **Monitoring Assessment and Marking**

Heads of Department / Cluster Leaders should regularly carry out book pulls, look through books during lesson observations and inspect mark books to ensure that the policy is being followed and as part of the departmental self-evaluation. Heads of Department / Cluster Leaders should monitor the consistency of assessment through common summative assessments, departmental discussions, standardisation, and, where appropriate, the use of exemplars of work.

All staff should evaluate their use of assessment in order to improve teaching and learning. Heads of Department should lead the evaluation of the effectiveness of the assessments taking place within their subject area and implement improvements where necessary. The Strategic Leadership Group will annually evaluate the effectiveness of the Assessment and Marking Policy and its impact on teaching and learning.