



Assessment, Marking, Target Setting and Reporting Policy

Lead Governor:

Teaching and Learning Governor

Senior Leadership Team Link:

Mrs Conley-Harper, Assistant Headteacher

Last ratified: September 2021

Next Review Due: September 2023

Rationale

- To ensure that effective routine assessment and marking will support the school's aim to continually raise the standards of achievement for all students.
- To provide effective feedback for students on how they can progress in each subject.
- To support the improvement of literacy and written English across the school through the use of a standard school marking code.
- To be a consistent whole school policy that will be monitored and evaluated by SLT and Middle Leaders each term through the Self-Improving School Schedule (Appendix 1).

Target Setting

Challenging targets are generated using Fischer Family Trust target setting, which uses KS2 Average Point Score (APS) to identify how similar pupils have performed historically. These targets are generated for each student as an indicator of their potential and are for teacher use. Such targets are not shared with students in order to avoid setting a ceiling on achievement, and so that all students are encouraged to achieve the highest possible grades.

Targets are held centrally in SIMS. Pupil achievement and progress against targets will be reviewed and actions created by each teacher and department at the end of every term in the class data review (CDR) process. Department CDRs will be collated in order to identify students who require additional support or intervention across more than one subject. This information will be reviewed by the subject teams, pastoral team and SLT.

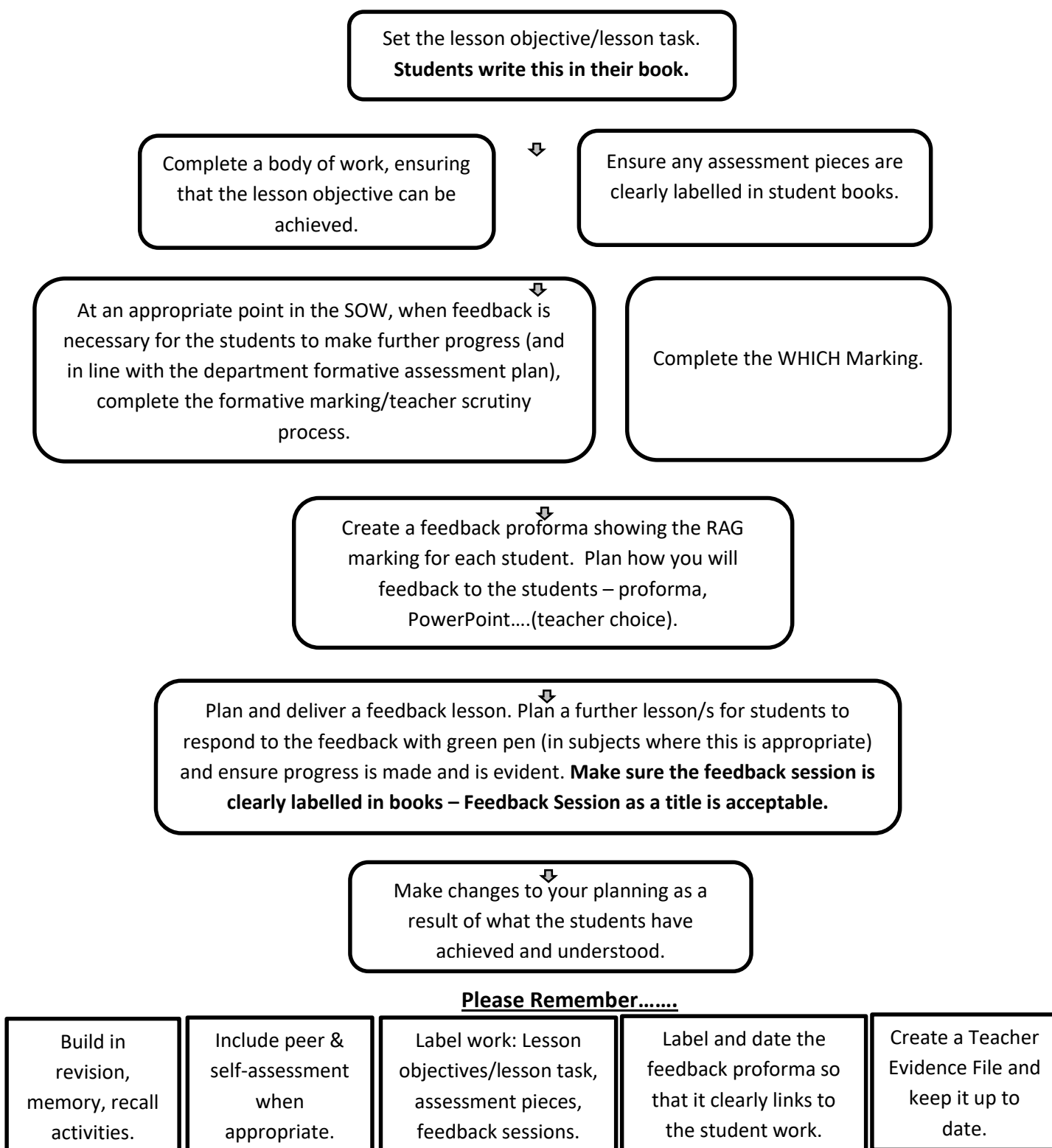
Marking and Formative Feedback

- The aim of the policy is to provide feedback for students on how they have progressed towards meeting specific and focused learning objectives.
- It is designed to be a consistent whole school policy that will be monitored and evaluated by SLT and Middle Leaders each term through work scrutiny, teacher evidence files, class data review, student and staff voice, learning walks and lesson observations.

- Clear and focused lesson objectives will be shared with the students so that they are very sure of their starting point, the expected outcomes and how they will demonstrate that they have achieved the desired outcome and made progress. LEARNING OBJECTIVES OR TASK/LESSON TITLES SHOULD BE WRITTEN IN STUDENT BOOKS OR ON WORK.
- The frequency of formative assessment will take place in line with the department assessment plan. The department will agree what tasks will be used for formative assessment and when they will take place. Formative assessment will take place regularly at an informative and appropriate point, and in line with the department plan. Departments must choose the most appropriate points within each SOW when feedback is necessary for progress to take place. The assessment tasks should allow the students to demonstrate progress against learning objectives.
- Before commencing a formative assessment task, the students should be reminded what they are being assessed on and what the expectation is. Revision and recall of the work should take place in lessons and for home learning. ANY ASSESSMENT PIECE SHOULD BE CLEARLY LABELLED IN BOOKS OR ON WORK SO THAT IT IS CLEAR THE WORK IS AN ASSESSMENT PIECE THAT WILL RECEIVE FEEDBACK. DATE THE WORK PLEASE.
- After assessment, student work will be thoroughly read and scrutinised by the teacher. This will inform planning for future tasks, based on what the students have achieved and understood.
- Following teacher scrutiny, feedback will be recorded on a feedback proforma indicating the level of understanding and progress for individual students using a traffic light (Red, Amber Green) system (with slight variations across subjects to make the process fit for all and fit for purpose). THIS PROFORMA MUST BE DATED SO THAT IT CAN BE LINKED TO THE ASSESSMENT AND FEEDBACK WITHIN A BODY OF STUDENT WORK.
- Feedback is delivered to students through the planning and teaching. It takes a whole class or individual verbal and teaching approach, rather than a written approach for every student.
- Feedback in lessons will take the form of sharing, celebrating and critiquing the work. Comparative judgement can be used to analyse the differences in student work and to learn and make further progress across a class.
- Opportunities for further precise feedback will be noted on the work. This will relate to keywords, concepts, literacy, punctuation, grammar, presentation, writing etc. WHICH marking (Why have I circled here?) will be used for this process and will identify areas for improvement. Written comments in student books must have a purpose and be meaningful.
- Any colour of pen can be used for WHICH marking or comments. Students will respond to and correct this work during the response to feedback sessions.
- Students must be given the time to consider and respond to their feedback in planned feedback sessions. A sequence of lessons must be planned to allow enough time for this, it is during this time that the progress will be made.
- Students must use GREEN pen for their response to feedback so that the response sessions are evident and so that progress can be seen. In practical subjects where the progress is shown through other methods subject leaders will devise a way of recording this, for example through video, photography, final outcomes, clear labelling, teacher/student response notes and/or annotation etc.
- WHEN A FEEDBACK LESSON TAKES PLACE, THIS MUST BE IDENTIFIED THROUGH A TITLE/LABEL ON THE WORK/IN THE BOOK – FEEDBACK LESSON (FOR EXAMPLE). ADD A DATE TOO PLEASE.
- Evidence of marking and feedback will be clear in teachers evidence files through the feedback proforma, planning for feedback sessions and through the GREEN pen response in student books.
- The assessment and feedback will inform the planning for the next set of lessons.
- Peer and self-marking are valid approaches to inform students about successes and where improvement is needed. Various approaches can be used. These approaches are additional to, and not a replacement, for teacher marking and feedback.

- It is expected that formative verbal comments will occur frequently and form a major part of a teacher's verbal interactions with a class during most lessons. Their presence and their effectiveness will be noted during learning walks and lesson observations.
- Do not routinely grade work, reserve this for the summative assessment occasions in the school assessment calendar.
- Every teacher must create a Teacher Evidence File. The contents of this file will include the feedback proformas, feedback resources, prior and current student data, seating plans, tracking evidence, summative assessments and any other relevant information that will inform planning for progress.

Marking and Formative Feedback Diagram



Summative Assessments

On four separate occasions throughout the school year teachers are required to award a level or grade to the students they teach. These assessments will be placed on the central school system and used to report to students and parents.

In Years 7-9 this indicates the extent to which a student is on track to achieve their target grade at the end of year 11. Using + (on track to exceed), = (on track to meet), – (on track to achieve below). When deciding on a level, the teacher should consider the student's overall performance in the subject rather than focussing narrowly on aspects of the subject most recently studied.

In Years 10-11, the teacher should enter a current 'working at' grade and a predicted grade. The predicted grade entered should be the one the teacher expects the student to achieve at the end of year 11 if they continue to produce the same quality of work with the same level of effort as they are demonstrating at that particular moment in time.

Some subjects will have the capacity and the need to formally assess in this manner more frequently. However, teachers must remain mindful of the underlying principles of "assessment for progression" and should not provide students with attainment grades in a manner which contradict the value of formative comment marking. It is expected that statements of attainment will not be made more frequently than once in every module, topic or unit of work as a maximum.

Reporting

Students and parents receive a formal report of overall performance (Attainment and Progress) in each subject four times during the school year. The report consists of the data outlined in the summative assessment section.

The report also contains a grade for Attitude to Learning (A to L) which reflects a student's work ethic and commitment to their learning and progress. This is graded on a 1-4 grade system with 1 being the highest and 4 reflecting unacceptable A to L. An Attitude to Home Learning (ATHL) grade is also provided using 1-4 grading.

A to L grades are also awarded after each Experience Day (5 times per year) and published on the report.

As part of the assessment and reporting process students are also required to complete a review session with their mentor four times during the year where they look at their current performance and complete a personal review on their progress and set themselves targets. These review forms are also held within the student planner.

This data is used by subject and pastoral staff, alongside class data reviews, to recognise individual achievement and to plan individual intervention strategies for under-achieving students.

Students and parents are also invited to a Key Stage 3 or 4 Academic Review with their Mentor during the year. During the review, students and parents will discuss the current report with the mentor and complete a self-review with targets for the forthcoming term.

RATIFICATION DATE AND CHAIR'S SIGNATURE

Chair's Signature: _____

Print Name: _____

Date: _____