



# **Assessment, Marking, Recording and Reporting Policy**

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**Staff resp. for review: MMM/ARO**

*Realising potential, nurturing leaders of the future*

# 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 the end of Key Stage 3 (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 and feedback 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 student information such as FSM/PPG (free school meals/Ever6/Pupil Premium), SEND (special educational needs and disabilities), EAL (English as an additional language) and MA&T (more able and talented) in order to inform their planning and teaching
- Work will be selectively marked (as specified by department/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 school 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 staff planner or mark book which may be electronic
- At the beginning of each key stage, a target will be generated based on KS2 and Cognitive Abilities Test (CAT) scores for each subject; for KS5 this will be generated by Alps Connect
- Data collections will take place regularly in order to track students' progress (see Appendix 3 for 'data explained')

#### **Senior leadership team are responsible for:**

- Ensuring that associate assistant heads monitor the quality of their curriculum
- 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:**

- Planning and monitoring the quality of their curriculum
- 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
- Ensuring faculty data and cause for concern forms are completed on time
- Ensuring the procedures and processes for assessment, marking, feedback and reporting is standardised across the faculty
- Ensuring subject leaders attend data review meetings

#### **Subject leaders are responsible for:**

- Planning and monitoring the quality of their learning programmes
- Ensuring work is marked and recorded regularly (as determined by their subject policy); that marks are accessible at all times and marks are standardised across the department; and that feedback is of high quality
- 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 departmental 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-school 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, 8 & 9 each subject provides an interim report on each student three times per year
- In years 10, 11, 12 & 13 each subject provides an interim report on each student up to four 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. At this meeting parents are also supplied with current level/grades and target level/grades for each subject.

This policy should be read in conjunction with the Remote Learning Policy.

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 High School for Girls, 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 school that consists of a balance between correction and advice. It is a whole school 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.

Practice should follow the following criteria:

- Marking needs to be timely (frequency specified by the department/faculty) and provide meaningful feedback
- 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
- Marked work gives students 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 include formative feedback
- 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 completed
- 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 have do so using green pen
- 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

<b>Overview of expectations for the work in students' books</b>
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

<b>Overview of expectations of teachers' marking</b>
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 school marking codes. Spelling trackers completed.
3. Front/target sheets should be 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 (in green pen)
8. Formative comments evident: evidence of precise feedback so students know how to take the next steps to improve their learning
9. Levels/grades and effort numbers should be recorded 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 senior leadership team (SLT) or leadership team (ELT) using the agreed observation form; Newly Qualified Teachers (NQTs) will have one formal observation each half term; other informal observations may take place throughout the year by heads of departments (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 school 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 HIGH SCHOOL FOR GIRLS WHOLE SCHOOL MARKING CODES

The following correction symbols are to be used across the school 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
<b>Sp</b>	dose	Spelling error
<b>P</b>	dont	Punctuation error
<b>C</b>	<u>dave</u> lives in <u>croydon</u>	Capital letter error
<b>G</b>	<u>I doesnt</u>	Grammatical error
<b>?</b>	<u>Fliinsip</u>	Indicates lack of clarity or confusion
<b>X</b>	<del>The world is flat</del>	Indicates factual error or lack of relevance
<b>^</b>	<div style="text-align: center;">             sat on              The cat the mat              ^           </div>	You have missed something out
<b>//</b>	// The next day	Start new paragraph here
<b>✓</b>	✓	Indicates particularly good point
<b>T</b>	T	Target

## APPENDIX 3: DATA EXPLAINED

### Overview

School reports are generated to provide a snapshot of students' academic progress in the subjects they are studying and their attitude to learning in these subjects.

The data collection schedule for reports ensures regular feedback is given to parents at key points throughout the academic year and is supplied to staff by the start of the academic year, if not before, to inform departmental assessment planning.

All reported data must be input on SIMS or the relevant MIS system 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 Assistant Headteachers (AAHTs) are required to confirm their faculties' data entries are complete after each data drop.

Parents receive school reports by email (post for those without access); a current attendance report is also provided. Parents also have the opportunity to sign into the SIMS Learning Gateway which allows instant access to student reports as well as behavior updates and attendance. Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school and the appropriate staff member. Additionally, there is dedicated time at Parents' Evenings and Key Stage Evenings to discuss reports and student progress.

### KS3

Teachers complete three interim reports per year in KS3, one per term. In each report, teachers record three grades: a grade for Attitude to Learning, a Current Attainment Grade (CAG) and a grade measuring the progress made since the last report. The first year 7 report will not have a progress grade.

The Current Attainment Grade (CAG) is the grade a student is currently working at against subject-specific criteria.

There are five KS3 Attainment Grades: Bronze, Silver, Gold, Platinum and Diamond.

Each colour grade has two tiers:

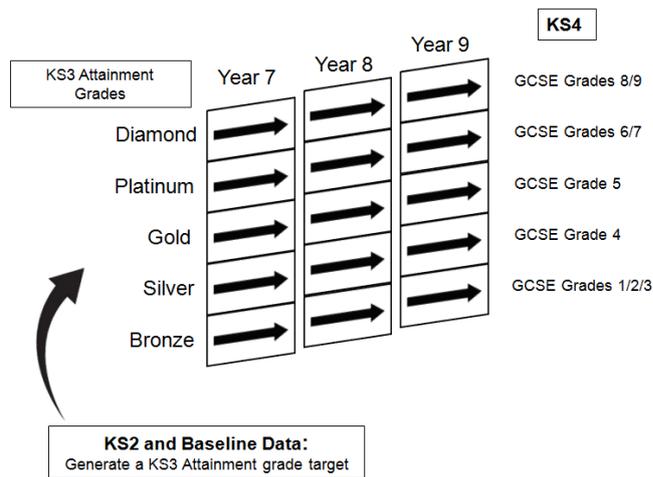
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<b>+</b>	denotes secure grasp of the grade
<b>-</b>	denotes a less secure grasp of the grade

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The two-tier fine grading system serves to direct intervention more carefully as well as provide space to celebrate steps of progress in student achievement within a grade.

The five different KS3 Attainment Grades are loosely linked to GCSE outcomes for the purposes of clarity. Too much weight should not be placed on this link; it is simply a guide to demonstrate the KS3 Attainment Grade hierarchy and should be treated as such. Below is an illustration, which demonstrates this:



All subjects have drawn up assessment criteria for each grade, in each year group. Students are assessed against these criteria. When deciding on Current Attainment Grades, teachers look at the work produced in class, homework and assessments etc. and compare this to the subject-specific criteria and decide what KS3 grade a student has achieved for that term.

The KS3 Attainment Target is the colour grade (Bronze, Silver, Gold, Platinum, and Diamond) a student is aiming to achieve in most subjects to make 'expected progress' over time. This target is generated based on a combination of prior KS2 data (externally assessed) and CAT scores (tested within the school).

We expect all students to be ambitious and to work as hard as they can to achieve well, therefore the targets set are in place to encourage. As a school, we recognise the trajectory of progress is not necessarily linear in nature: our system has been designed so that staying the same grade does mean steady progress. This is because content and assessments set by subjects become more challenging over the three-year key stage. Coupling this approach with fine-grading ensures we also identify and celebrate the smaller wins students make within a grade. Data generated from the reports is reviewed in a responsive manner where data (whole cohort, key groups etc.) is analysed and reflected against the performance of the whole cohort in that data collection; this means the average performance for a year group may be different year on year for that period. Working in this way, allows for more accurate expectation of individuals and is more supportive.

## KS4

Teachers complete three interim reports per year in KS4, one per term. In each report, teachers record three grades: a grade for Attitude to Learning, a Current Predicted Grade (CPG) and a grade measuring the progress made since the last report. The first year 10 report will not have a progress grade.

The Current Predicted Grade is the grade a student is currently working at and is likely to achieve at the end of KS4.

Students completing GCSEs are now graded using numerical grades. There are nine grades on the GCSE grading scale, with Grade 9 being the best available grade.

Students completing BTEC awards are graded against two levels: Level 1 or Level 2. Level 1 uses the Pass, Merit, Distinction grading scale whilst Level 2 uses Pass, Merit, Distinction, Distinction\*.

Some students take a mixture of GCSEs and BTEC awards and therefore will have both grading scales on their school report.

KS4 Target Grades are the minimum GCSE Grades a student should aim to achieve in most subjects by the end of year 11, in order to make expected age-related progress. This target is generated based on prior student attainment (KS2 and CATs scores) and are presented as whole grades (not fine-graded).

To help gauge how secure students sit within a grade a fine grading system is used. This system is made up of three tiers using the plus (+) and minus (-) symbols.

Here is a working example:

- 4+** denotes secure grasp of the grade with strong chance of moving up to the next grade
- 4** solid grasp of the grade
- 4-** denotes a less secure grasp of the grade, in danger of falling in the grade below

## **KS5**

Teachers complete four interim reports per year in KS5. In each report, teachers record three grades: a grade for Attitude to Learning, a Current Predicted Grade (CPG) and a grade measuring the progress made since the last report. The first year 12 report will not have a progress grade.

The Current Predicted Grade is the grade a student is currently working at and is likely to achieve at the end of their course.

The school delivers a variety of courses at KS5 and therefore the grading systems used on this report may differ depending on the course type a student is sitting.

If a student is sitting:

- a GCSE then the GCSE numerical grading scale (1 to 9) is used
- a BTEC award then the Pass, Merit, Distinction, Distinction\* model is used
- an AS Level then grades E to A are used
- a Linear course then grades E to A\* are used

KS5 Target Grades are the minimum grades a student should aim to achieve on their chosen course. This target is generated using Alps Connect software.

To help gauge how secure students sit within a grade the same fine grading system that is used at KS4 is employed.

## Progress Indicator

The progress indicator is used to highlight the progress students have made between reports.

There are three tiers to indicate the progress made:

- 1 She **has improved** the Current Attainment Grade from her last school report; she has made a marked improvement in her learning and attainment
- 2 She **has maintained** the Current Attainment Grade from her last school report; her learning and attainment has remained steady
- 3 Her Current Attainment Grade **has dipped** since her last school report; attainment has decreased over time

The first reports (Autumn) at the start of each key stage (year 7, year 10 and year 12) will not have progress grade entered.

## Attitude to Learning

Our expectation is that every student should have at least a good attitude to their learning, enabling them to make good progress. The Attitude to Learning grade gives an indication of the effort, behaviour and commitment of a student in a particular subject. It is an important element which is recorded on every report, regardless of key stage.

There are three tiers to measure attitude to learning:

<b>Outstanding</b>	Behaviour, effort, homework completion and commitment to learning are exemplary in most or all areas, and not less than good in any one area.
<b>Good</b>	Behaviour, effort, homework completion and commitment to learning are good in all areas.
<b>Not Meeting Expectations</b>	Behaviour, effort, homework completion and commitment to learning are satisfactory in most areas – there are one or two areas which are causes for concern.

Should a subject teacher identify a student as 'Not Meeting Expectations' on a report, this is clarified by highlighting the behaviour concern area/s. The areas a teacher may identify as areas of concern are: behaviour, effort, equipment, homework, and punctuality.