

Holly Lodge College of Science



**Assessment
and
Marking Policy
July 2012**

Holly Lodge 11-19 Science College

Assessment and Marking Policy

This Assessment Policy has been drawn up in consultation with staff and governors. It is consistent with the school's Statement of Intent and Aims as well as Equal Opportunities and Race Equality Policies in that it applies to all pupils at the school and the teaching and learning that will enable them to make progress and reach the highest possible levels of attainment.

The main purposes of assessment are to:

- provide feedback for pupils
- increase pupil motivation
- identify learning strengths and areas for development so that pupils can develop strategies to improve their performance with increasing confidence and independence
- show pupil progress.
- enable pupils to form a judgement about the quality of their work
- enable pupils, teachers, departments and the school to set effective targets for individuals, for cohorts and for the whole pupil body.
- assist the process of evaluation of teaching methods, teaching materials and courses
- provide information for other teachers and parents about what pupils know, can understand and can do
- assist the moderation of standards across the curriculum
- meet the statutory requirements of the LEA and government

To achieve the above, teachers must ensure that assessment:

- is fully integrated into the teaching and learning process
- is frequent, structured and rigorous
- involves pupils so that they become reflective learners
- encourages the involvement of parents by showing clearly a pupil's level of attainment and what he or she needs to do to make further progress
- is positive in its approach
- identifies explicitly stated targets for short and long term improvement
- is conducted using a variety of techniques, matching them to the requirements of the tasks and to the needs and aptitudes of all pupils
- has a clear focus that is understood by pupils and teachers
- is monitored in a structured and regular manner so that common standards and effectiveness are assured
- is understood by pupils
- is shared within curriculum areas and across the school.

Holly Lodge 11-19 Science College

Appropriate types of Assessment

As part of our drive towards the use of Assessment for Learning across the school, all assessment should enable pupils to know precisely what they have done well and what they need to do in order to improve. Assessment needs to be linked to the work so that pupils know what aspects of the work will be assessed, how this will be done and what their role in the process is.

Teachers need to choose the type of assessment which:

- will enable pupils to demonstrate what they know and can do
- is most suited to the requirements of the work and the needs of the pupils
- is most likely to enable pupils to evaluate their own work and understand what they have achieved, what they need to do next and how to go about it.

1. **Formative Assessment.** This is on-going assessment that allows the progress of pupils to be monitored. Most marking done by teachers falls into this category. Formative assessment enables pupils to reflect on their work, helping them to know what they do well and to identify what they need to do next to improve their performance.
2. **Summative Assessment.** This takes place at the end of a unit of work or key stage, providing a formal assessment of pupils' knowledge and ability. Summative assessment provides pupils, teachers, parents, governors and outside agencies with useful and accurate information about what each child knows, understands and can do.
3. **Oral Feedback.** Talking and listening to pupils is central to effective teaching, learning and assessment. It may take the form of brief, supporting comments in class or a longer discussion with individuals or groups about a particular piece of work or unit. Oral feedback is one of the most effective ways of helping pupils to assess their own work in progress, to evaluate what they have completed and to set appropriate targets for improvement.
4. **Written feedback.** Comments on work are much more effective than marks or grades. When work is marked teachers should ensure that pupils have a clear understanding of precisely what they have done well and what they need to do to improve. Feedback should relate to the objectives set for the piece of work.
5. **Peer assessment.** Peer assessment engages pupils with the work in hand and is beneficial for all involved. Pupils learn to assess the work of others and so to assess their own. Real learning takes place when assessment is constant and integrated by the pupils themselves. By exchanging work in pairs, sharing work in groups and contributing to plenary sessions, pupils

Holly Lodge 11-19 Science College

learn the skills of self-assessment that are essential to progress. Peer assessment is only effective if the teacher sets clear criteria to ensure that pupils are developing the skills to assess their strengths and weaknesses accurately and effectively.

- 6. Self-assessment.** All assessment should aim to enable pupils to reflect on their learning. Self-assessment is supported by all other forms of assessment and should have a central and explicit place in teaching and learning. Self-assessment is only effective if the teacher participates, to ensure that pupils are developing the skills to assess their strengths and weaknesses accurately and effectively.

The Management of Assessment

Overall responsibility for Assessment practice within the school lies with the Assistant Headteacher (Assessment Recording & reporting). These responsibilities with regard to assessment are to:

- lead and develop whole school and departmental assessment, recording and reporting policy and practice
- lead and manage whole school performance data and analysis with particular emphasis on addressing performance inequalities
- lead and manage pupil reviews and target setting including review and guidance
- lead and manage CATs testing and data analysis
- act as line manager for the Co-ordinator of Key Stage Assessment and the Data Manager

Heads of Curriculum Area

The role of Heads of Curriculum Area with regard to assessment is to:

- manage assessment practice in their curriculum area
- use relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- generate and use data to identify and support underachievers.
- establish and implement clear policies and practices for assessing pupils, reporting on their achievement and using assessment data to assist them in setting targets.
- oversee the completion of progress checks and final reports.
- monitor and evaluate assessment practice within their curriculum area
- communicate any matters related to assessment to the Assistant Headteacher responsible for assessment

Note – In some curriculum areas, specific responsibility for assessment within a key stage is delegated to named member of staff. In such circumstances, that person is directly responsible to the curriculum coordinator who has overall responsibility for assessment in that curriculum area.

Holly Lodge 11-19 Science College

Key Stage Directors

The role of Key Stage Directors with regard to assessment is to:

- have an overview of pupil progress and the reporting system within each of their year groups
- develop links with Heads of Curriculum Areas and other Teaching staff to identify pupils who underachieve or who perform particularly well in their subject area.
- oversee and monitor the academic progress of the Year groups.
- contact parents, where necessary, with regard to their child's progress at school.

All Staff

All staff are responsible for:

- assessing, recording and reporting in terms of attainment and achievement against clearly defined assessment objectives
- working within the guidelines laid down by their curriculum area, the School Policy and statutory guidelines
- using the information they gain from assessment to inform their planning and lesson preparation.
- Inputting the required termly data into the Electronic Mark Book (EMB).

Departmental Assessment Framework

This section provides guidelines for Curriculum Areas that will enable them to formulate an individual assessment policy that supports the whole school policy on assessment, recording, reporting and target setting. The use of assessment should be clearly outlined in the departmental policy. The records kept by departments should enable members of the department to make informed judgements about pupils' progress in relation to grades and levels. The Departmental policy should contain reference to the following practice:

1. A record of target grades/levels should be kept, set at the beginning of the Key Stage and based upon the evidence of previous performance by the pupils in SATs and CATs along with data supplied by the Fischer Family Trust through the EMB.
2. Each department will keep a centralised database containing records of pupil performance and their targets. The database should hold a record of levels/grades that form the basis of judgements required for whole school assessment and reporting i.e. grade sweeps and reports. This should be either entirely on the EMB or where departments wish to keep separate records, contain all EMB data and be accessible at any time by all staff.
3. Opportunities must be identified within schemes of work for regular assessments, both formative and summative, at all levels.
4. An opportunity for discussion to take place with pupils to coincide with grade sweeps is essential to provide information concerning current

Holly Lodge 11-19 Science College

performance and suggested areas for improvement. The department needs to identify suitable work that can be undertaken at this time e.g. project work, self-assessment, group work that requires self-reliance.

5. Opportunities for pupils to be involved in self and peer-assessment exercises that will enable them to evaluate their progress and relate to the criteria being used to assess their work.
6. As a result of the assessment process there should be liaison with the Special Needs department and account take of additional provision to support pupils with SEN.
7. Procedures for the standardisation and moderation of work in the department should be identified.

Note : In support of the last point, departments should, where appropriate, produce and regularly update portfolios of pupil's work at each Key Stage which will:

- demonstrate the assessment techniques used within the department and how these are linked to the work and needs of the pupils
- provide a record of the department's interpretation of standards of achievement to support standardisation and moderation processes.

A Whole School Approach to Target Setting

Target setting for the LEA and DfES is a statutory requirement for cohorts of pupils at KS3 and KS4. However, target setting for individual pupils is an integral part of the process of raising achievement. It is important, therefore, that we take a whole school approach to the setting of targets at Holly Lodge.

- Prior attainment data from KS2 and KS3 is used in conjunction with information from the DfES and CATs data to identify expected performance and set challenging, yet realistic targets for each pupil. These targets reflect the school's high expectations for all pupils, whatever their ability.
- These targets are collected via the EMB and stored within Assessment Manager. This data is supplied to all staff via their
- Every half term grade sweeps are carried out to allow comparison of progress to target grade. Internal data processing will allow this data to be analysed and passed back to curriculum co-ordinators and intervention to be identified.
- Twice a year, grade sweep result in the full report, each pupil's progress will be monitored against their target. Once the data has been collected it will be collated and be:
 - issued to pupils, form teachers and parents either at Parents' Evening or as an interim report;

Holly Lodge 11-19 Science College

- used to trigger intervention strategies, particularly where pupils are below their expected level or grade in several subjects;
- used as a basis for a one-to-one interview between pupil and Form Tutor on Review and Guidance Day.
- The setting of targets alone will not improve pupil performance. Teaching staff are expected to regularly review both formally and informally each pupil's performance in relation to their target and suggest ways to improve. All departments should give pupils assessment criteria so that they understand what needs to be done to 'move up' within the level and beyond it.
- At the end of the academic year, teachers will be asked to review the progress of the pupils in their teaching groups towards achieving their targets and identify future intervention strategies for meeting pupil's individual learning needs. This information will be passed on to the next teacher so that there is a knowledge of prior attainment from the outset of each year.

A Whole school approach to Record Keeping

The school has developed the capability of gathering and analysing centrally through the use of the Electronic Mark Book (EMB).

- This system uses Assessment Manger to gather and compare all student performance data against targets.
- It allows for centralised analysis overall subject and year group performance as well as targeting of support/ intervention.
- This data remains continually shared with all teachers for their classes in real time
- Data is available in both class and year group format RAG rated against target grade
- Records may include marks for classwork, homework, end of unit tests, individual assignments & examinations.
- The system allows for immediate transfer of data between staff if students are moved and the addition of new data entered centrally for all or some students as appropriate.
- Curriculum areas can modify the EMB to suit their assessment requirements, but must ensure that half termly sweep data is recorded.
- If additional data is captured by departments this must have a common format across the relevant department.
- The recording systems developed by curriculum areas should fulfil the following conditions at the appropriate Key Stage:

Key Stage 3

Records should be kept by curriculum areas to enable them to:

Holly Lodge 11-19 Science College

- 1) Monitor individual pupil performance and progress which will :
 - inform and provide a secure basis for annual reports to parents or transfer data to new schools
 - provide parents with up-to-date information on their child's progress, if requested
 - identify gaps in the learning experience of each pupil
 - identify the teaching needs of pupils within the SEN Code of Practice
 - identify the teaching needs of gifted and talented pupils
 - provide information for setting, where appropriate.
- 2) Monitor individual pupil's attendance.
- 3) Assign levels on a scale of 1-8 to each pupil at the end of the Key Stage in Core and Foundation subjects.

Key Stage 4

Records will need to be kept for the same reasons as at KS3, except for the need to determine levels. In addition records will be needed to inform 'working at' and 'forecast' grades (required by examination boards). The nature and style of the recording procedure will need to be determined by the curriculum area, communicated to its members and monitored. Departmental systems should allow for moderation procedures.

A whole school approach to reporting to parents

At Holly Lodge there is a whole school reporting system. The reporting system aims to:

- give recognition to each pupil's individual self-worth, uniqueness and talents so that he/she feels personally valued
- identify each pupil's strengths and weaknesses
- make clear how each pupil needs to improve
- give parents a realistic picture of their son's or daughter's attainment and achievement across the curriculum and in the extra-curricular life of the school
- encourage parents to work with the school in motivating their child and giving support where needed
- inform pupils of their target levels/grades for the Key Stage. Their current 'working at' levels/grades show their progress towards achieving those targets;
- provide information for other interested parties eg teachers in a pupil's new school, institutions of Further Education, prospective employers, educational psychologists, etc.

To achieve these aims the school:

- issues annual reports for each pupil in line with statutory requirements;

Holly Lodge 11-19 Science College

- issues interim reports to parents of pupils in years 7 and 10 at the start of each Key Stage
- reports to parents at Parents' Consultation Evening
- communicates with parents when staff or a parent feels it necessary
- monitors progress against pupils' targets.

The new system of reporting introduced in January 2005 meets the aims of this whole school approach to reporting to parents. Each curriculum area reports on:

- end of key stage target levels/grades
- current 'working at' levels/grades
- subject specific skills using a grading system from 1-4
- subject strengths of a pupil
- targets for development
- how targets may be achieved

A personal comment based on the teacher's perception of a pupil's progress is provided at the end of each subject report.

Form Tutors report on

- attendance
- punctuality
- relationships with other pupils
- relationships with the Form Tutor and other adults
- organisation
- school uniform
- progress in PSE and Form time
- citizenship.

The Form Tutor provides an overall comment. A further comment is made by the Year Coordinator, Assistant Head Teacher, or Head Teacher.

A whole school approach to Review and Guidance

Review and Guidance is an integral part of the assessment and target setting process at Holly Lodge. Review and Guidance meetings between the student and form tutor takes place in January/February after end of Key Stage targets have been set for Years 8 and 10 and 'working at' levels and grades have been collected for all years. The review of progress towards targets takes place during June and July of each year.

Preparing for Review and Guidance Day

During preparation time prior to Review and Guidance day pupils will be expected to take part in a self-review activity guided by their Form Tutor. Using data on attendance, punctuality, target levels/grades and working at levels/grades pupils will:

- set targets for attendance and punctuality
- identify subjects where they are making good progress

Holly Lodge 11-19 Science College

- identify subjects where there is a possibility that targets may not be met
- identify subjects where there is a probability that targets will not be met
- use teacher comments and the 'next steps' list to decide how improvements may be made
- record awards and certificates gained this year
- record other activities and interests.

In Year 11 pupils will also record their plans for next year.

The Review Sheet will form the basis of the interview on Review and Guidance Day

Review and Guidance Day

At the Review and Guidance meeting each pupil has a ten minute interview with his or her Form Tutor. Discussions will centre on the responses that each pupil has made on their Review Sheet. It is important that Tutors give recognition during the review for other achievements that a pupil has recorded and not just concentrate on academic progress. By the end of the interview the following targets should have been set:

- Attendance. The minimum target should be 90%. For most pupils it will be much higher.
- Punctuality. Most pupils will have a target of 0 lates. However, for pupils with a history of lateness other targets may be negotiated. However, unless there are exceptional circumstances, the maximum permitted target is 8 lates.
- Two academic targets. These may be generic and refer to progress in several subjects e.g. homework. They may also be subject specific where a pupil targets a level or grade in a particular subject.

Targets should be recorded by the Form Tutor and kept for future reference. The pupils then decide on the evidence needed to show that they have achieved their targets. Pupils should also record their targets (next steps) and the evidence required in their planners.

Review of Progress

During June and July of each academic year pupils will again meet with their Form Tutors to discuss their progress towards their targets. Targets that have been successfully met will merit a certificate and a letter of congratulations to show their parents.

Assessment for Learning

Currently, the school is aiming to develop a more constant approach to student interaction with assessment by revisiting AFL strategies. From September 2012:-

Holly Lodge 11-19 Science College

- All student targets will be shared and recorded on a target grid for each subject area. This will be fixed in the front of all students' exercise books. This will be used by students to plot progress from their current position at the start of the year.
- The target grids will be used by staff and students to maintain an overall dialogue of progress and will allow parents to view progress over the year.
- A minimum of one fully assessed piece of work should be plotted on this graph every half term.
- This should be fed back using a feedback form, standardised to the curriculum area but following the key marking principal below.
- The marking will follow the principal of STARL:-

S= Strength is highlighted on the marked unit of work

T= Target for improvement is clearly stated and will be the focus of the marking next time to see if the students has been making progress

A= Assessment which should be a grade or level as appropriate to the key stage.

R= Response comment by students. An opportunity for students to engage in dialogue about their learning. The student should be encouraged to reflect on their level of effort, what skills they used well, or how they might improve in future work.

L= Literacy comment, one MAX 2 points raised on a literacy basis. This may be any aspect of SPAG that is relevant

Commonality in AFL feedback is achieved by

1. Marking is in depth at least every 6 weeks
2. STARL focuses what we give back [actually the STUFF that moves a student forward]
3. It is fed back in a similar format with forms stuck in to their books
4. The outcome is tracked by the children as books are given back
5. Students are involved in the process and a dialogue is focused on improvement.
6. Setting key units every half term with level ladders give a clear overview of what students need to do to achieve. Marking using the same criteria shows students how assessment works and how to improve.
7. The whole process now links to the EMB, we use it to track and spot trends but the real data is in the hands of students as feedback making the difference

Holly Lodge 11-19 Science College

General Marking Policy

Summary of main points;

Effective and regular marking will improve attainment and motivation- It will identify for pupils what they have done well and what they need to do to improve-

Marking is most effective when;

- . Criteria are used and made known to pupils.*
 - . Written comments are made related to the criteria used.*
- Departments should regularly group moderate pupil's written work.*
The school's marking policy should be explained to parents.

A definition of marking

Marking is the assessment of a pupil's written work; artefact, oral/ work; performance or other physical activity. The pupil's work is matched to specific criteria and the assessment recorded through a written statement on the work itself or a record sheet

The purpose of marking; Marking is an integral part of the assessment process and should;

1. Motivate the learner.
2. Enable the learner to improve knowledge, skills and understanding.
3. Aid lesson planning.
4. Provide information for summative purposes.
5. Help inform parents about their son/daughter's attainment

Therefore effective marking should;

1. Enable pupils to feel satisfaction and a sense of achievement by identifying their success.
2. Be positive and constructive and not just offer bland praise.
3. Direct the student by providing feedback on strengths and weaknesses
4. Enable the student and the teacher to negotiate future short term learning targets.
5. Engender discussion between student and teacher
6. Take into consideration pupil's ability and potential.
7. Provide feedback to enable staff to evaluate their lesson planning, teaching and learning styles and schemes of work.
8. Be moderated regularly.
9. Provide information for reporting, pupil groupings, targeting of support and recognition of achievement.
10. Be consistent across curriculum areas in accordance with a whole school policy.
11. Make efficient use of pupils' and teachers' time

Holly Lodge 11-19 Science College

Criteria

*As part of the planning of the scheme of work and individual lessons, the teacher should decide and make explicit the **criteria for assessment** these will flow from the aims of the lesson. The criteria used when marking must be clear to the students **before** the work commences and marking must then be based on the agreed criteria. Providing pupils with model material facilitates this process. Familiarity with criteria for assessing work is a powerful aid to progression.*

Guidance to good practice

A] Summative assessment

Marking for tests, examinations or for finished pieces of coursework is a summative form of assessment. It provides a snapshot of pupil's present level of attainment. The criteria used here will be very specific to the task. The criteria will match NC levels or GCSE grades. Summative assessments should take place at least once per term but in certain circumstances can be much more frequent e.g. completed History assignments. Summative assessments should help pupils appreciate their level of attainment with respect to their peers.

B] Formative assessment

1. Day to day marking is a form of formative assessment. When completed well, pupils emerge with knowledge, skills and understanding enhanced.
2. Criteria used for formative assessment should be realistic, limited in number and achievable by the pupil. There may be a small number of Departmental criteria which are always applicable. Criteria used will either be;
 - e.g. In English:- Use a journalistic style. Where pupils will achieve a certain standard within the criteria and can be given advice/guidance for improvement.
 - **Closed** e.g. In History:-List 5 facts and 5 opinions within a source. Where pupils either meet the criteria or do not.
3. When work is marked feedback should be given to pupils. Work should not be returned with a grade only - when a grade is used it should always be accompanied by a comment. Comment should refer specifically to features of the piece of work. Bland praise such as "well done" is not acceptable in isolation. Any feedback on strengths and weaknesses should be made in constructive terms and refer only to the pre-set criteria.
 - Criteria should focus on meaning first and foremost, responding to what has been said before looking at how it has been said. Key aspects for comment are; content, organisation and appropriateness of form and style. These should be dealt with before presentation; i.e. spelling, punctuation and style.

Holly Lodge 11-19 Science College

- Blanket correction of all spelling and punctuation errors in a final text is seldom effective. For many pupils it appears to deface and devalue their work. The majority learn little from such correction after the event. It is more effective to focus on a small number of important features in detail.
- 4. To be significant written comments made by the teacher should be clearly displayed, legible and in appropriate language.
- 5. Pupils should have time to read, understand and question any feedback given, whether written or verbal with time allowed to check, discuss and correct the work as appropriate. The most effective marking takes place with the pupil present, enabling detailed discussion of the work and target setting.
- 6. Comments related to the criteria used are the most powerful formative tools. Less able pupils should not be demotivated by a succession of low grades. They should always be given work commensurate with their ability thus allowing access to high grades. Each Department should publish its grade system to pupils.
- 7. Pupils work should be marked regularly. All Departments should publish a minimum frequency for marking. Completed work should be marked and returned to pupils in short time spans.
- 8. To ensure consistent standards across Department samples of work from all staff and all teaching groups should be group moderated at least once a term.
- 9. Pupils should be helped to become the primary critics of their own work. They should be given opportunities to comment on and evaluate their own and others' work, using an agreed framework and set of criteria.
- 10. Pupils should be encouraged to discuss and review their own work in pairs and small groups.
- 11. Where appropriate pupils can mark their own work, but opportunities must be given for review with the teacher.

Presentation of written work

- The Department presentation policy should work alongside but not dominate any other criteria.
- Departments should have a consistent policy on layout e.g. Date, title, diagrams, draft/finished work
- No pupils' book or folder should have any graffiti on it

Holly Lodge 11-19 Science College

Role of pupils

The pupils need to;

1. Be aware that learning is a gradual process.
2. Understand that marking is a positive contribution to learning and not a punitive exercise.
3. Understand the marking practices and the reasoning behind them.
4. Realise the importance of individual achievement and that oral and written comments are particular to them rather than intended to put them on a scale of comparison with others.
5. Be aware of marking criteria before attempting a piece of work.
6. Be given time to absorb both written and oral comments and be encouraged to negotiate future targets for learning.
7. Know that they can refer to the teacher for clarification if necessary. Pupils must have the opportunity to act on these comments either by improving or redrafting the original or in future pieces of work.

Role of Parents

1. Parents need to be made aware of the ways in which the school assessment policies affect their children.
2. Marking practices with which they are familiar may differ from those in operation currently within the school. For instance each piece of work will be assessed against set criteria and these will be understood at the start of the work. This may result in certain obvious aspects of the work apparently being overlooked and this is because these aspects are not being assessed e.g. spelling, handwriting, or punctuation.
3. In the same way, pieces of work that are in the drafting stage may not show *any visible* sign of teacher's marking, as oral feedback will have been given to the pupil during the drafting process.
4. The purpose of this type of marking is to facilitate children's learning by highlighting what they know and can do, and setting targets to rectify weakness and build on strengths. Parents can play an active role in helping their children to achieve these targets.