



Assessment Marking & Reporting Policy



Saint Paul's Catholic High School

*"Journeying together with Jesus Christ,
we learn to love and love to learn"*

LINKS

Assessment - enables the student and the teacher understand/appreciate levels of learning, understanding and achievement.

Marking - communicates progress made and guidance on further improvement to the student.

Reporting - enables these marks to be collected, summarised, analysed and informs future development. Also, this will communicate the assessment, marking and progression to parents/carers.

Recording - individual and central records of student progress/marks/attainment to be kept at teacher, department and whole school level.

AIM

Assessment is central to the learning process of all students and, as such, is part of everyday learning and teaching in the classroom. It should provide information to both the student and the teacher on what students know, understand and can do; particularly in relationship to the programmes of study and attainment targets of the National Curriculum (NC) and other accredited courses offered by the School. Both formative and summative assessment should also be used by teaching staff to inform the learning experience of the students at Saint Paul's Catholic High School. This should be clearly outlined in Department policy.

OBJECTIVES

- To recognise and celebrate a wide range of achievements.
- To be formative in that it aims to identify the strengths and diagnose weaknesses thereby aiding progression. It should make clear to students, parents/carers and teachers where the problems lie and should present targets for improvement.
- To be standardised and reliable and give an outcome that gives students, parents/guardians and teachers confidence in its accuracy and consistency.
- To be summative in that it provides an accurate description of what a student has achieved at key points in their school career.
- To have a common marking policy for Saint Paul's which aids students, parents/guardians and teachers in understanding achievement gained and effort made.
- To show how departmental policy reflects the aims of whole-school policy.
- To maintain record keeping at subject teacher, departmental and whole school level; this will provide support for the teacher assessment of a student's progress.
- To be informative so that teachers can use the assessment to personalise the learning of all students at Saint Paul's.
- To have reports that are sent at set times during the academic cycle, comply with the legal requirements and are easy to understand.
- To inform students and parents/guardians of Key Stages 3 and 4 of the current level of attainment, against national criteria or subject specification requirements, on a quarterly basis.

Students should:

- Know what is expected of them and the assessment criteria used.
- Be involved in setting learning objectives.
- Have short-term achievable goals.
- Have achievement recognised and rewarded.

CLARITY IN TERMINOLOGY

Assessment for Learning (AfL) is the process of using classroom assessment to improve learning (FORMATIVE assessment).

Assessment of learning is the measurement of what students can do (SUMMATIVE assessment).

In AfL:

- Teachers share learning targets with students and parents/guardians.
- Students know and recognise the standards for which they should aim.
- There is feedback that leads students to identify what they should do next in order to improve.
- It is assumed that every student can improve.
- Students review and reflect on their performance and progress with teachers and they develop skills in peer- and self-assessment.

AfL is one of the most powerful ways of improving learning and raising standards. Actively involving all students in their own learning, providing opportunities for students to assess themselves and understand how they are learning and progressing, can boost motivation and confidence. AfL should be part of effective planning of learning and teaching strategies that address the diverse needs of different groups of learners, and should acknowledge the barriers to learning that some of them encounter.

Teachers within Saint Paul's have already undertaken INSET in AfL. It is therefore expected that all members of the teaching staff will refer to any notes/handouts provided and Heads of Department will ensure that both assessment for learning and assessment of learning is carried out within their curriculum areas.

A Whole School Marking/Assessment Policy for Saint Paul's Catholic High School

Marking is a fundamental part of the assessment of a student's progress. The purpose of marking at Saint Paul's is to:

- Provide feedback that is summative and formative to the students and parents/guardians.
- Inform future planning by both student and teacher.
- Ensure progression and continuity throughout Saint Paul's.
- Enable teachers to record individual achievement, which will support teacher assessment at the end of Key Stages and provide evidence to support judgements.
- Provide an attainment mark/grade/level and an effort indicator on all marked/assessed work.
- Praise successful aspects of student work.
- Provide guidance in the form of comments which will enable students to improve their work in order to meet their targets.

Curriculum areas should ensure that students understand how their attainment mark relates to the national grading for their subject. This is of particular importance when a student is given their feedback because they should understand, at all times, what they need to do and the level to which they are reaching for. This is only possible when a teacher explains how a student's mark relates to the piece of work assessed.

MARKING

Frequency of Marking

- Marking should be carried out on a two weekly cycle.
- All work produced by students should be marked as this provides a record of their learning and progress for students, teachers and parents/guardians.

Effort and Attainment

All work should be marked on both attainment and effort.

Attainment

The indicators used for attainment should reflect the nature of the task. The following marking criteria are suitable;

- For closed questions with definitive answers, numerical achievement marks can be given, and these should reflect the demands of examination papers.
- More open ended/creative/practical or descriptive work could be levelled/graded against examination board/national criteria.
- The following criteria should be used unless another type of grading (eg exam board) would be more appropriate. These grades reflect St Paul's academic review levels;

5	-	Exceptional attainment
4	-	Above expected/above average attainment
3	-	Average/as expected
2	-	Below average
1	-	Poor

(Clearly there is a degree of subjectivity with these criteria, and they would not be suitable for assessed work, but they should be used at all other times.)

Formative Comments

- Comments which help students to understand how they can improve should be used as frequently as possible, and ideally whenever marking occurs.
- Formative comments are one aspect of AfL and good evidence that this is taking place.
- When appropriate, work may be marked simply by writing a formative comment. However, it is not the policy of Saint Paul's that marking is 'comment only'. The rationale for this is that effective feedback can take a variety of forms including grades/levels/marks.
- Students should be expected to make corrections or improvements, reply to comments in writing or volunteer their own. Comments when made should be formative in nature. This is known as "Green Pen Work". Time in lessons should periodically be set aside for students to correct, improve or comment on previous work.

Effort Indicator

The effort indicator is to ensure that a student can achieve positive results that is not dependent upon their attainment level – thus, those with lower targets can also be rewarded for a piece of work.

Five levels will be used/given:

- A - Effort is exceptional.
- B - Effort is above the level that would normally be expected.
- C - Effort is average/satisfactory or at the level that would normally be expected.
- D - Effort is poor/unsatisfactory or below the level that would be expected.
- E - Little or no effort shown.

These indicators should relate to the teacher's judgement of each individual student's capability. Departments may elaborate upon these statements to give greater guidance to their students, but must not deviate from them or the levels (do not use additional sub levels such as A+ or C – for example). All marked work should be given an effort indicator.

Stamps, Stickers, Stars

Students of all ages like having these in their books/files. Their value in motivating students should not be underestimated (even though it is accepted that they have no summative/formative value) and their use is to be encouraged.

ASSESSMENT

Key Stage 3 Assessment

- Students' progress is formally assessed quarterly in October, December, April and June.
- All tests/assignments/tasks assessed for quarterly progress should be marked against the NC Levels for that curriculum area.
- Quarterly assessments should be standardised and provide a moderated measure of levels against national criteria.
- Departments should publish level descriptors so that all pupils and parents/guardians understand their meaning and attainment.

Targets and assessments will receive a level based on the new GCSE grades 6 -1. These are further subdivided as shown below.

LEVEL

6a	6b		
5a	5b		
4a	4b		
3a	3b	3c	3d
2a	2b	2c	2d
1a	1b	1c	1d
T1	T2	T3	(working towards GCSE level)

- Progress levels are recorded quarterly according to the academic timetable for the year on assessment manager by direct data entry through SIMS.

Key Stage 4 Assessment

Assessment marks at Key Stage 4 should reflect the exam board specification marking criteria for the type of task that has been set.

- Students' progress is formally assessed quarterly in October, December, April and June.
- This may be a mark where a GCSE test/exam has been used or where coursework has been assessed against specification requirements. Usually it will be the written component of an assessment scheme.
- However, students should be made aware how these marks correlate to grades and should meet the department's examination requirements against the grades of A* - G or 9-1; with a U to be used where the work is ungradable/unacceptable.
- Quarterly assessments should be standardised and provide a moderated measure of grades (A* - G or 9-1) against national criteria.
- Departments should publish assessment criteria for specifications so that all students and parents/guardians understand their meaning and attainment.
- Progress grades are recorded quarterly according to the academic timetable for the year on assessment manager by direct data entry through SIMS.

The Role of the Subject Leader (SL) with Regard to Assessment, Marking & Reporting

- To develop programmes of study which incorporate assessment, recording and reporting procedures that meet the demands of Saint Paul's, the NC, the Governmental Agencies and all examinations that the department prepares students for.
- To ensure that all departmental staff fully understand the assessment requirements of their subject and that they have full copies of all relevant documentation to facilitate this.
- To ensure that the whole school marking policy is implemented by checking samples of student work from across the department and by checking teachers' recording of marks each half term.
- The turnaround time for homework and classwork marking should be no longer than two weeks. Where students are involved in a long-term piece of coursework/project the HOD should have in place a system of monitoring ongoing student progress.
- To ensure that all students have a printed copy of the grades that may be awarded for work completed and what those grades mean. Students should have this stuck in the front of their exercise book or as an insert in their folders.
- To have in place a means of moderating the assessment that goes on within their department so that they can be confident a common standard is expected of all students. A key feature of this will be the maintenance of a departmental portfolio containing assessed pieces of work from across the department and across all year groups. This portfolio needs to contain enough evidence to be a valid indicator.
- To ensure that every team member appropriately updates the student grades/levels for students, quarterly as required.
- To ensure that every team member appropriately enters grades, quarterly, into the Assessment Manager system for all students.
- To include in their department documentation an assessment policy that follows St Paul's policy.
- HODs should give clear guidance, in written form, to their team for the writing of reports. They should check their department's reports for quality and consistency.

The Role of the Progress leader

- To monitor the students in their year in terms of their pastoral and academic needs.
- To monitor the overall academic progress of the students in their year through the use of the Traffic Lights system and the quarterly grade/level records.
- To identify underachievement and develop appropriate intervention strategies to ensure that all students who are able to meet their targets
- To monitor the assessment record for their year in assessment records.
- To monitor the work of their year tutors in supporting the whole school assessment policy by periodically checking students' Planners and observing the work of their Tutors in form tutor periods.

The Role of the Form Tutor

- To monitor the Planners of their group to ensure that they continue to meet academic targets and expectations.
- To check the reports for their Tutor group and write individual comments for each student. To ensure that each member of their Form receives a full report.
- To maintain a record of form progress in Traffic Lights system in preparation for Target Setting Periods.

REPORTING SCHEDULE AND PARENT CONSULTATION DAYS

- Reports are produced by direct data entry onto SIMS.
- Heads of Department (HoD) should ensure that set/group lists are updated following any changes.
- It is the responsibility of the Head of Department to monitor the completion, accuracy and quality of reports within their curriculum area.
- Where subject teachers are absent, the Head of Department should ensure that reports for the absent teacher's classes are produced.
- Subject teachers should ensure that reports for all students that they teach are completed.
- Proof reading of reports should be carried out routinely to ensure completion, accuracy and quality.

The Form Tutor writes a summary of the individual's progress and achievement during the school year, the Progress Leader and Headteacher comment on the reports as appropriate.

Academic reviews will be published for students as shown by the published calendar (Staff Handbook).

TRAFFIC LIGHTS – ALL YEARS

Subject teachers are required to enter the current attainment level of their students quarterly onto SIMS using the assessment manager system. This will follow the Saint Paul's policy of NC level followed by either a, b or c for KS3 or grades for KS4 as explained previously with the addition of d.

Please colour code progress grades/levels in student flight paths according to the system;

- | | | |
|--------|---|---|
| Green | – | on or above target/flight path |
| Orange | – | 1 grade/level below target/flight path (y7 and 8 level = a, b or c for the purpose of traffic lights) |
| Red | – | 2 or more grades/levels below target/flight path |

Form Tutor

Review grades with students after they have been given out from Assessment Manager:

Praise those who have reached Green and encourage those on Orange. Any on Red should be passed to the Year Learning Leader.

Following the assessment period there will be a traffic lights week for collection/distribution of grades.

Absenteeism

If a teacher is away during the Assessment Manager collection then it is the responsibility of the Head of Department to ensure that grades are entered into the system. If a Form tutor is away when the students are given their grades then the Progress Leader should ensure that students get their overall grades. Absent students should have their grades filled on return.

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