

Ayesha Siddiqa Girls School

ASSESSMENT AND MARKING POLICY

ASSESSMENT & MARKING POLICY OVERVIEW

Assessment Defined

All Departments should have their own Assessment policy. All assessment procedures should be integrated into schemes of work: realistic, meaningful and attainable; consistent, thereby involving moderation procedures.

Assessment should:

- review pupil/student performance
- involve agreed benchmarking
- lead to enhanced learning/and attainment
- provide feedback
- measure pupil progress
- enable a review of teaching methods and learning objectives
- involve formal and informal methods
- include dialogue

Assessment techniques include:

- dialogue with pupils/students
- marking pupil's work
- target setting
- self-assessment
- peer-assessment
- informing pupils/students of assessment criteria
- differentiation
- monitoring by Senior Staff i.e. Head teacher

Assessment is a means of identifying:

- our expectations for individual pupils
- improvement on prior attainment
- whether all classes perform to their potential
- comparative performance between subjects and other schools
- how to analyse, review and respond
- appropriate schemes of work
- appropriate evidence for target setting

Assessment involves both formative and summative methods:

- **Formative Assessment** is the ongoing communication between teachers and pupils which gives specific guidance and outlines areas for improvement.
- **Summative Assessment** records the overall achievement of a pupil over time. Its methods are supported by testing and also by synthesising a range of formative assessments.

Statutory Assessment

- Head teachers have a duty to ensure that a written report is sent to parents at least once during the school year.
- The parents of KS3 pupils must receive an end of Key Stage report that includes written comments and comparative data.

- The parents of KS4 pupils must receive a report in their final year of KS4. In addition, every pupil in Year 11 will take with them a Record of Achievement.
- The school supplies separate reports to parents for the annual reviews of pupils with Special Educational Needs.
- The Head teacher undertakes to send a report to a pupil's receiving school within 15 school days of a request being received from that school. This report will be a copy of the most recent full or summary report.

The Uses of Assessment

- Assessment determines what teachers and pupils do next.
- Assessment provides a way to measure whole school performance
- Assessment must fulfil statutory requirements

In order to achieve the above, teachers must, in accordance with the assessment policy of their department and having recorded prior attainment and use assessment to:

- predict pupils' potential
- recognise and track progression, under-achievement and high achievement
- ensure the effective transfer of information to departmental colleagues
- provide information for parents and other outside agencies

Departmental Marking requirements

Marking is the responsibility of individual teachers who should follow procedures laid of the department they work in. Within individual departments there should be common practices for the marking of pupils' work.

Key Stage 3

- All pupils' written and practical work should be marked regularly.
- Levels, appropriate to National Curriculum requirements, should be awarded on a regular basis either for individual pieces of work or for an amalgamation of several pieces.
- The frequency with which levels are awarded will vary according to subject requirements.
- With each level awarded, all children should be provided with guidance, either written or verbal, on what they have to do in order to reach the next level.
- Written comments on pupils' work should be the norm and should be developmental in nature.
- A dual marking system can exist alongside the system of levels if the nature of the material being tested lends itself to this treatment, provided children understand precisely how marks and grades equate with levels.
- Subjects which are not part of the National Curriculum should use a system of marking of their own choice, the meaning of which is made clear to children. These subjects are encouraged to equate such a system with the system of levels.
- Examinations will be marked as percentages. Pupils should be told how these percentages equate to National Curriculum levels and whether a particular examination performance will contribute towards the final level they will receive at the end of Key Stage 3.

Key Stage 4

- A similar system to that outlined above will be employed using GCSE grades instead of National Curriculum levels.

- Coursework should be marked regularly, with appropriate feedback to pupils which will allow them to make progress
- All pupils should be given feedback on their performance in GCSE grade terms at least once every half term.
- Examinations will be marked numerically according to the system employed by the examination board for the particular syllabus.

Sixth Form

- As Sixth form written and practical assignments differ in nature, varied systems of marking appropriate to each subject should be employed.
- These systems should be clearly explained at the start of each course or piece of work as appropriate
- Essays should normally be marked using AS/A2 Level equivalent grades, bands or assessment objectives
- Students should be supplied with mark scheme details
- Written developmental comments are an expectation on all major sixth form assignments
- Regular feedback will be provided to all students through the Head of 6th form.

Standardisation

Practices should be built into the assessment policies of all subject departments.

Standardisation is intended to:

- raise performance
- monitor pupil/staff performance
- ensure equality of treatment for all pupils/students
- clarify expectations
- ensure the highest possible quality of practice with regard to both teaching and assessing

Heads of Department are responsible for moderation processes. It is part of their role both to co-ordinate and to oversee standardisation procedures within their department. Periodic monitoring of this will take place by Senior Staff.

Standardisation involves:

- ensuring that there are consistent standard for assessing pupils' work
- setting these standards against fixed criteria
- keeping portfolios of exemplar work for reference purposes when making judgements

All major assessment should be subject to regular moderation which, depending on the Key Stage of the pupils involved, should make reference to:

- National Curriculum Levels
- GCSE/ AS/A2 Grade descriptors
- GCSE/ AS/A2 Assessment objectives

Monitoring

Individual teachers and Heads of Departments are responsible for:

- Utilising the full range of assessment methods in their subject and predicting performance outcomes
- Maintaining an assessment record on every pupil, according to department policy

- Using departmental spreadsheets to set target levels and to track pupil progress
- Amending schemes of work in light of pupil performance and feedback

Head teacher is responsible for:

- Auditing annually a sample of work in each class/set in each year group
- Reviewing pupil performance
- Supporting and guiding individual and departmental teacher assessment
- Collating schemes of work from subject departments
- Liaising with the Head teacher where there is a cause for concern.
- Organising and managing reporting sessions
- Reviewing pupil progress
- Administering work reports
- Analysing exam performance of their year group
- Taking an evidence-based view of progress of attainment through work sampling, exam performance and department audits
- Reviewing statutory requirements annually
- Reporting to the management committee
- Consulting regularly with Head teacher and Teachers and establishing corrective procedures where under-achievement is identified.

The Management Committee are responsible for:

- Ensuring that the Head Teacher implements the monitoring procedures outlined above

MARKING POLICY IN DETAIL

Marking work has two main purposes:

1. to help children make progress in their learning
2. to praise achievement

We seek to:

- provide an agreed structure which sets realistic and manageable targets for marking
- support the children's learning by stating clear learning objectives
- use short positive comments to inform and motivate the children
- complete marking as soon after the task as possible
- use stickers and merits to reward and motivate learning

Also to:

- develop a consistent and agreed marking code clearly understood by all staff, children and parents
- inform parents about the marking policy when requested
- inform children when assessment tasks are taking place
- use National Curriculum level descriptors and statements to inform children about improving their standards when appropriate e.g. writing assessments
- develop teacher assessments which contribute to records of achievement
- ensure that all children are familiar with the marking code

Practice:

- All teaching staff correct and mark pupils work either through a written comment, oral response or in display form as well as grades, marks and percentages.
- The spelling of technical language should be corrected
- Marking should be followed through to ensure that pupils have acted on the advice given.
- Marking should reinforce and reward achievement and excellence. Research shows oral feedback to be the most effective. It may be helpful to annotate pupils' work to show that oral feedback has been given.
- Marking should be carried out regularly i.e. at least every two weeks
- Written and oral comments give praise, offer advice or instruct and usually set targets for improvement.
- Oral responses are made on a one to one basis between pupil and teacher or to a class as a whole.
- Marking must both encourage the pupil and make it clear what has to be done to improve their work.
- The marking criteria being used should be shared with pupils via teacher explanation, display and handouts.
- Work should be marked for effort and achievement. An effort and achievement grade should be awarded at the conclusion of every extended piece of work or unit, using NC level descriptors, GCSE grades or other appropriate attainment grades.

- Marking is used to plan next learning steps whilst identifying pupils' strengths and weaknesses.
- A teacher, the child herself, parents or another pupil may do marking.
- To enable effective assessment, work should be marked within a short period.

We aim to use different types of marking in order to develop effective use of teacher time. This involves using a combination of **Routine**, **Response** and **Assessment** marking. Different methods of marking will be used for different subjects and for different types of task. There should be a balance between routine and response marking.

Routine Marking

This can be thought of as high frequency marking used on an every day basis. This will involve scan marking, peer marking and pupil self-marking. This type of marking is used mainly for closed tasks such as spellings and practice of mechanical processes in Maths. Scan marking is where the teacher will respond to the children's work generally rather than respond to specific detail. The teacher's initials may be left in the margin to identify this.

Response marking

Response marking is used when there is a clear relationship between the learning objective and the children's responses. When marking the children's work the teacher will respond to a specific target although they will continue to mark spellings, punctuation and presentation. The target may be a misunderstanding related to the learning objective or where the teacher identifies an opportunity for further development. The teacher may use different approaches when responding to the children's work.

Class response

A whole class response is appropriate if the majority of the class require further support in achieving understanding of the learning objective. Further additional help, if required, will then be given to individuals or small groups.

Written response

Written responses are generally given to individuals. Written responses are used to praise achievement and effort, inform children about strengths and weaknesses and to set future targets for improvement. The marking code is an integral part of this process.

Verbal response

Verbal responses may be used to praise or affirm the children's learning. They may also be used to share the children's responses in order to improve their understanding or model good examples of work with the rest of the class.

Assessment marking

Assessment marking can be thought of as intensive marking which provides more detailed information about the children's performance. It differs from response marking in that the teacher will be assessing all aspects of the children's work. The teacher will use this for assessment and reporting purposes. Assessment marking will be used to;

- complete subject assessment records
- inform annual reports to parents
- level children's work against NC level descriptors

Marking Code:

For extended pieces of work i.e. class work or homework the school gives Effort and Achievement grades and NC Level Descriptors:

Effort and Achievement grades				
Excellent	Very good	Good	Satisfactory	Unsatisfactory
1	2	3	4	5

National Curriculum Level Descriptors							
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Descriptions and statements for each level vary from subject to subject							

For end of unit tests and other exams such as SATs and GCSEs, the school uses marks and/or grades:

Mainly for Tests/Exams			
Marks:	0-100%	Grades:	A-E
These vary depending on subject and criteria		These vary depending on subject and criteria	

Monitoring:

- Classroom teachers are responsible for monitoring a pupil's work to see that advice has been heeded.
- Head teacher to ensure the policy is used effectively and that teachers are carrying out marking and assessment effectively
- Head teacher to oversee this and check teachers mark sheets at exam intervals

Signed and approved by Head Teacher:

Signed and approved by School Chair of governors:

Policy updated: April 2010

Policy Review: April 2011