



## **Assessment, Marking, Target Setting and Reporting Policy**

**Lead Governor: Chair**

**Senior Leadership Team Link: Paul Hemmings**

**Last Review: February 2015**

**Next Review Due: January 2021**

**Ratified by Governors: 25<sup>th</sup> January 2018**

### **Rationale**

- To ensure that effective routine assessment and marking will support the Academy's aim to continually raise the standards of achievement for all students.
- To support the Academy's system of next step learning targets that are set/reviewed each term.
- To provide interim feedback for students on how they can progress towards meeting their termly targets.
- 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 academy policy that will be monitored and evaluated by SLT and Middle Leaders each term through work samples, class data review, learning walks and lesson observations.

### **Target Setting**

Each student will be set a grade target for each subject.

This target is generated using Fischer Family Trust target setting, which uses KS2 Average Point Score (APS) to identify how similar pupils have performed historically.

All targets are held centrally in SIMS. 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 process.

Students will also have a written target for each subject that provides the next steps for progression towards meeting their level/grade target. These are recorded in the student planner and within exercise books. A written target is set/reviewed at the beginning of every term.

## **Formative Assessment/Marking**

Formative assessment should take place at least every six lessons. The teacher and department will agree what the assessment tasks will be and when they will take place. The tasks should allow the students to demonstrate progress against their current targets.

After the task has been completed the teacher marks the work using red pen, correcting any written work using the whole school marking codes and provides a written comment. The comment should include information on the good features of the piece of work and the next steps that should be taken in order to improve further (What Went Well (www) and Even Better If.. (EBI). The comment should help the student to “close the gap” between their current position and the target, allowing the student to know where they are and what is needed to allow progress to be made.

When a formative comment is written, the student should be provided with an opportunity to Read and Respond using green pen. The exact nature of this opportunity will vary according to the circumstances. It may take place immediately or be delayed for a short time. The follow up may take place in lesson time or at home. However, this opportunity needs to be planned by the teacher and should occur while the substance of the comment is still pertinent to the work in progress and the next step target.

Where possible, the written comments should be followed up with a learning conversation between the teacher and the student at an appropriate time.

Verbal comments are of equal importance as written comments. They can be planned by the teacher as a response to a student’s work, or they can happen spontaneously. 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 lesson observations.

## **Correction of work**

All subjects are required to support the development of students’ written Literacy by using the whole school marking code to indicate errors in written work. It is not necessarily helpful to apply this throughout the whole of a student’s piece of work if an error is repeated, but it should be applied when the error first appears. The marking symbols are as follows:

- |           |   |
|-----------|---|
| <b>SP</b> | Spelling error. Underline the word or part of the word and write SP in the margin. For lower ability students, give the correct spelling in the margin. Do this for the first time the word appears only. More able students should be encouraged to self-correct using a dictionary. Teachers will use their discretion in terms of the ability of the pupil to avoid too many alterations to the work as too much “red pen” can be demoralising. (Check SEN register for those who are Dyslexic.) |
| <b>P</b>  | Punctuation error. Circle the error and write P in the margin. Use this form of marking for capital letters, full stops and use of commas in lists.   |
| <b>//</b> | New paragraph required.   |
| <b>^</b>  | Missed out word. Enter the word for lower ability students.   |

## **Other methods of marking**

Running alongside the formative marking that should take place after every 6<sup>th</sup> lesson in a cycle, day to day marking should take place in the form of self-marking, peer marking and other methods used by the teacher such as brief comments, corrections and teacher initials to indicate that the teacher has seen and checked through the work.

## **Assessment for Progression strategies**

Teachers should regularly make use of assessment strategies during lessons as a learning tool and as a means to check progress during a lesson or a set of lessons. 'Assessment for Progression' techniques such as peer or self-assessment, traffic lighting and exit cards. should form a routine part of a teacher's repertoire. Within every department each unit of work should include the use of assessment for progression strategies and these activities should be identified in schemes of work. Their presence and their effectiveness will be noted during lesson observations.

## **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 currently takes the form of indicators of 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.

Alongside the formal report every student has a written target for every subject. The formal report and the written targets are all held within the student planner.

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 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.

**Chair's Signature:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_