



## Assessment and Marking Policy

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## Assessment and Marking Policy

### Purpose of the policy

To outline the framework to ensure that our assessment system checks what students have learned and whether they are on track to meet expectations at the end of the Key Stage (KS) and to report regularly to parents.

### Action Statements

The following captures the practice of the assessment system.

#### a. Assessment Planning and Procedures

##### KS3

All subject areas have identified key learning outcomes for each taught topic at KS3.

The learning outcomes are assigned to one of four bands according to the level of challenge and these bands are called: **Extending, Securing, Developing** and **Emerging**.

Each faculty should publish its learning outcomes on the college website for all topics taught in years 7 - 9.

The level of challenge within a band increases over time. Therefore a student who is assessed at the same band from one term to the next is making some progress. A student who moves to a higher band is making greater progress.

A topic criteria sheet is given to each student at the start of every topic. The criteria sheet provides the key learning outcomes for the topic. The teacher indicates the band that the student is working at by referring to the criteria sheet when the formal assessment piece is marked. Students working below the Emerging band are assessed and tracked by the Learning Support Faculty.

##### KS4

A qualification specification will define the learning outcomes and formal assessment. The grading is as follows:

All GCSE subjects are graded from 1 to 9. The BTECs and Cambridge Nationals are graded pass, merit, distinction at level 1 and 2.

All marking should follow the school's policy as detailed in point b. below.

#### b. Marking at KS3 & 4



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All students' work should be marked regularly. The following should be used as guidance:

Every 2 weeks - English, maths and science.

Every 3 weeks - Foundation subjects (MFL, History, Geography, RE/PSE, DT, Art)

The marking of all formal assessments should be structured in this way:

- WWW (What Went Well)
- An action point or question addressed to the student.

The topic assessment sheet should be completed at the end of each assessment highlighting the learning outcomes (LO) that the student has achieved. The action point or question could be framed within Bloom's taxonomy as a means of increasing the challenge. The teacher's comments are written in green pen.

Following the return of a marked assessment, time should be given at the start of the lesson for students to read their teacher's marking. The student should then spend time addressing the question or the action point given in red pen.

The student reply should be acknowledged by the teacher with a stamp or teacher mark. This process is referred to as D.I.R.T. (Directed, Improvement, reflection Time)

There should be a minimum of two formal assessments for core subjects and 1 for foundation subjects each half term.

All formal assessments are marked using a "best fit" band approach.

All grading is logged electronically and centrally on PARS.

Self and peer assessment may be used in addition but not in place of the strategies detailed above.

Each subject has its own Assessment and Marking protocol published on the school website. These documents detail how each subject's approach to implementing this policy.

### c. Literacy Codes

Across the curriculum teaching staff should correct or identify any misspelt specialist terms related to their subject.



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Generic literacy codes when used must conform to the following coding:

- sp spelling error
- c capital letter needed
- p punctuation error
- g grammatical error
- // or NP New paragraph
- ^ Missing word or phrase

The codes should be placed in the margin of the line where the error has been made.

### d. Reporting

Each term a report is issued on INSIGHT. The report will indicate: the current KS3 band or GCSE grade that the student is working at, an indication of progress compared to expectation (above, in line or below) and an attitude to learning grade. One or two areas to improve will be identified when relevant.

### e. Baseline Bands

Upon entry to year 7 students will be assigned to one of the four attainment bands. This will be referred to as their baseline band and will be determined by considering a range of data: key stage test scores, Fischer Family Trust analysis, ALPS scores and baseline assessments from each subject. The baseline band will indicate an estimated GCSE grade range as given below.

Band	GCSE Grade range
Extending	7 - 9
Securing	5 - 6
Developing	3 - 4
Emerging	1 - 2

### f. Tracking

A band is recorded in PARS termly in each subject for each student at KS3 as part of the reporting process. A student's progress is then tracked by comparing their current band in a subject to their baseline band.



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### **g. Targets**

Students are set targets at KS4 that based upon their KS2 scores, FFT and CATS or MidYIS estimates and a degree of professional judgment taking into account their performance throughout KS3. Targets can be reviewed and amended throughout KS4 so they are still motivational for the student. In addition to this a minimum expected grade (MEG) is determined using the ALPS methodology. This is used as part of the staff appraisal review.

### **Section 4 – Implementation & review**

This policy will be reviewed annually.

TDH  
March 2021