



Assessment and Marking Policy

Document Control - Document Details	
Document Name	Assessment and Marking Policy
Purpose of Document	Outline of assessment and marking
Document Version number	7
Document Owner	Laura Griffiths
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Document location	AAC-College Policies/Approved Policies 2025
Date of first draft	February 2015
Date latest version approved	24 March 2025
Approved by	Governing Body
Next scheduled review date	March 2027

Version History		
Version number	Date Approved	Change/Reasons for Change/Comments
1		New policy
2	1 February 2016	Updated
3	December 2017	Updated
4	4 th March 2019	Updated
5	15 th March 2021	Updated
6	20 March 2023	Updated for references to Bromcom and My Child At School
7	24 March 2025	Updated

Distribution list
Governors
Head
Leadership Team

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.



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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

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



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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 teacher's comments are written in green pen. Students respond to marking in red 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 to recognise progress or further action needed. This process is referred to as D.I.R.T. (Directed, Improvement, reflection Time)

As guidance, 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 BROMCOM.

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. Promoting Literacy

Literacy standards should be consistently maintained across all subjects, with clear emphasis on spelling, punctuation, grammar, and coherence.



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Teachers provide subject-specific feedback that supports students in identifying and correcting literacy errors.

d. Reporting

Each term a report is issued on MY CHILD AT SCHOOL. The report will indicate: the current KS3 band or GCSE grade that the student is working at; for GCSE students it will also include a target grade range, an indication of progress made in the topics and skills covered that term and an attitude to learning grade. An action point will be identified for each subject.

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: KS2 test scores, Fischer Family Trust (FFT) analysis, MidYIS scores, GL Exact results 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 BROMCOM half termly in each subject for each student in Years 7-10 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 are based upon their KS2 scores, FFT and MidYIS estimates, and a degree of professional judgement 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 target grade range is determined using FFT and teacher assessments.

Section 4 – Implementation & review

This policy will be reviewed annually.