

## ASSESSMENT, MARKING & REPORTING - SENIOR SCHOOL

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### Assessment

Assessment is an essential part of the teaching and learning process. The main purposes of assessment are:

- to help pupils learn by providing feedback.
- to provide information to teachers which can help in planning both specific lessons and the shape of the curriculum in general.
- to provide information for parents and others involved in guidance.

The school adheres to a general marking policy, which is adapted to meet the needs of individual departments. It forms an integral part of the assessment, recording and reporting system since it helps pupils to see how their work can be improved and developed by building upon success and identifying uncertainties as a basis for remedial action.

In order to implement the marking policy all staff must ensure that:

- all marking is regular, thorough enough to spot errors and inaccuracies and appropriate to the development of skills particular to the subject department.
- all marking is clear, positive, pupil friendly and diagnostic. In practice, this will mean identifying for pupils what they have done well and providing written comments setting appropriate targets or areas to improve for subsequent work.
- all work is returned promptly to pupils while it is fresh in their minds in order that it may form an integral part of the learning process.
- steps are taken to act on missing, incomplete or poorly presented work.

As a staff, we are aware of the research that suggests that pupils tend to focus on number or letter grades to the detriment of taking on board information in a written comment and so although work with definite right and wrong answers eg Maths sums or a vocabulary test may be awarded a numerical mark out of 10 etc. it is acceptable to provide feedback in a comment only. When this is done it is necessary for the teacher to use some system for recording achievement so that it provides information from assessment to plan teaching so that pupils can progress.

When using past or specimen exam questions/papers, pupils should be given an indication (even if only approximate) of the level (KS3) or grade at which they are currently performing and an indication of whether they are on, above or below their target (CAT) level grade. Whenever appropriate levels or grades are awarded, pupils should clearly understand the criteria which have been used to award these and are aware why one piece of work might attract a higher grade than another.

Likewise, whenever appropriate, ways to improve or extend have been suggested.

Accurate spelling and grammar are encouraged; also correct use of capital letters for proper nouns. Where correction of all such mistakes would obscure the purpose of the work, this has been made clear to pupils and as a minimum incorrect spelling of subject specific vocabulary has been corrected.

All teachers/departments must ensure that pupils understand the grading system used. The marking policy is monitored by Heads of Department.

### Marking Policy

While there will naturally be differences in the ways in which departments assess and mark pupils' work, there should be consistency in the underlying principles of marking procedure between one academic department and another.

- 1 Each departmental statement should be clear and unambiguous. Pupils, teachers, parents and tutors should be able to understand the meaning of a particular mark within the context of forthcoming public examinations and internal school assessments. Pupils should be encouraged to discuss marks awarded with teachers if it is not clear to them why they have been awarded.
- 2 Marks awarded should distinguish one pupil from another. In all forms the full range of grades for achievement should be employed in normal circumstances.
- 3 Pupils' work should be (briefly) annotated and commented upon in the course of marking. Comments should be constructive in nature and pupils should be encouraged to read and, if desired, discuss these with the teacher.
- 4 It would be beneficial if all teachers, whatever their subject, could point out errors of English in pupils' work. Pupils with specific learning difficulties find it useful to have selective misspelled words written out correctly in full for them.
- 5 Written work must be set regularly. One piece of written work per week should normally be set and marked in all academic subjects in Yrs 7 - 11. In normal circumstances the work should be returned to pupils within a week. 6<sup>th</sup> formers should expect 4 hours of homework per week in an AS subject (and 6 in an A2 subject).
- 6 All marks should be recorded by the teacher. HoDs should ensure that records are kept up to date.
- 7 Achievement in other areas (speaking and listening in English and in Modern Foreign languages, for example, or in Art) should be assessed in a consistent, clear and effective manner, according to the wider context of the public examination or the internal school grade.
- 8 It is the responsibility of each HoD to publish and to justify departmental policy to the Deputy Headteacher.

## Reporting

### General Guidelines for Subject Teachers

Reports are central to raising standards of pupil achievement since they:

- review progress to date
- discuss strengths and weaknesses
- set targets

Reports should be written in a clear and straightforward way. Most parents want to know:

- how their child is performing in relation to their potential, past achievements, the rest of the class and to national standards
- their child's strengths & weaknesses
- areas for development & improvement
- notable achievements including extra-curricular involvement
- how they can help
- whether their child is happy, settled and behaving well (very important for boarders)

Please concentrate on pupil performance. Focus on what the pupil has or has not learnt, rather than on what you have taught. Areas for development should be clearly identified and suggestions made about how these can be improved.

Appended to this policy is a sample Year 9 school report (Stephanie Bostock) provided by QCA which is useful as a reference resource.

The overall attainment grade is based on classwork, preps and assessments during the reporting period. This grade should give an accurate picture of current attainment based on the criteria below. Parents are familiar with this framework and it is printed inside the front cover of all reports. From Year 10, attainment should be based on GCSE criteria, and should therefore reflect the pupil's predicted grade at the time of reporting.

Attainment grades should reflect the composition of the form. For example, very few pupils in the B form are likely to receive grade A (Excellent) as an overall attainment grade. However, pupils in all forms may be awarded grade 1 for effort.

When tutors review reports with tutees they can set realistic targets for the following term, based either on effort or attainment grades, as long as our reports are consistent and based on published criteria.

### Explanation Of Grades

#### Attainment

Years 7, 8, 9 Overall grades based upon performance in class, prep and internal examinations	Years 10 and 11 Predicted GCSE grades based upon present performance	Years 12 and 13 Predicted AS/A2 level grades based upon present performance
A Excellent	A Higher Grade Pass	A Pass Grade
B Good	B Higher Grade Pass	B Pass Grade
C Fair	C Higher Grade Pass	C Pass Grade
D Weak	D Pass Grade	D Pass Grade
E Very Weak	E Pass Grade	E Pass Grade
	F Pass Grade	U Unclassified
	G Pass Grade	
	U Unclassified	

<b>Effort</b>	1 Excellent attitude to work
	2 Trying hard, working well
	3 Does what is set adequately
	4 Not working hard enough
	5 Very poor indeed

#### Report Writing

Reports are completed using the 'in-house' developed Microsoft Access database which significantly reduces the amount of paperwork involved in the reporting process. The system has a number of different levels. Teachers are able to write reports for pupils within individual classes, while tutors have access to all subject reports of their tutees. It is therefore essential that subject teachers regularly check their class lists, and that any changes are passed to the IT technician so that modifications to the database may be made.

Reports should be well written with correct grammar, punctuation and spelling. Comments should be as succinct as possible and use wording which is precise and appropriate.

Avoid last-minute report writing. Colleagues 'burning the midnight oil' to write reports for the following day's deadline are unlikely to produce thoughtful reports reflecting the high professional standards expected by fee paying parents.

All reports must have an effort grade and an overall attainment grade.

Do not comment on a pupil's absence from your lessons because of family holidays, games, music lessons, medical appointments and other extra-curricular commitments. These are problems for the school to sort out, not the pupil.

Form positions are not to be calculated.

The Head of Boys and Girls are responsible for sharing the boarding reports amongst the residential team. The deadline for these reports is the same as for subject teachers. Heads of Subject should ensure consistency within their department and offer appropriate guidance to colleagues.

The Headmaster is responsible for detention and absence data which is included on page one of the booklet. There is also a parental reply slip which is shown to relevant teachers upon receipt.

The printing of the final report is the responsibility of the IT technician.

### The Annual Cycle

	<b>Autumn ½ Term</b>	<b>Term EOT</b>	<b>Spring ½ Term</b>	<b>Term EOT</b>	<b>Summer ½ Term</b>	<b>Term EOT</b>
<b>Year 7</b>	Grades	Full	Grades	Full	Grades	Full
<b>Year 8</b>	Grades	Full	Grades	Full	Grades	Full
<b>Year 9</b>	Grades	Full	Grades	Full	Grades	Full
<b>Year 10</b>	Grades	Full	Grades	Full	Grades	Full
<b>Year 11</b>	Grades	Full	Grades	Full	Full – Final	
<b>Year 12</b>	Grades	Full	Grades	Full	Grades	Full
<b>Year 13</b>	Grades	Full	Grades	Full	Full - Final	

### Guidelines for Form Tutors and Full Reports

Form tutors have a crucial role to play in the reporting process. You will be able to observe the progress of subject teachers' reports for the tutor group throughout the reporting process and should encourage colleagues to adhere to deadlines. Tutors are given 4 to 5 days to process the reports before passing them to the Headmaster. The responsibilities of the tutor include: -

- To check carefully, and correct any spelling errors and minor grammatical mistakes. For major errors, or lack of clarity the subject teacher should be informed. Please ensure all corrections are undertaken before handing them to the Headmaster.
- To ensure that no grades have been omitted.
- To write a summative comment which may include reference to academic, extra-curricular, organisational, social, behavioural and other relevant issues.
- To review the contents of the report with each pupil on an individual basis. This is best done after reports have been sent home - usually at the start of the following term. Reports should not be seen by pupils before they have been sent home.

To agree and record targets with each pupil. Keep these simple and attainable – e.g. No 4's next time, at least a 3 in Geography, fewer detentions, selection for the team and so on.

### Sample Text For A Year 9 School Report - Stephanie Bostock

English	Stephanie participates enthusiastically in discussion and drama work, but needs to plan longer contributions carefully. She understands the texts read in class and is beginning to use information from texts to support her views about them. She needs to read a wider range of books both in and out of school. Stephanie's writing can be fluent and interesting, but is often unplanned and inaccurate in its spelling and sentence structure. She needs to revise her writing carefully to improve its organisation and accuracy. Her narrative writing would be improved by more attention to character and atmosphere as well as the sequence of events. Her attainment is below that expected for her age.
Mathematics	Stephanie has developed her own strategies for solving problems and describes situations mathematically using symbols, words and diagrams. She understands place value in whole numbers but not yet in decimals, and recalls multiplication facts to 10 x 10. She can add and subtract decimals to two places, and can use, but cannot yet construct, simple formulae expressed in words. Stephanie can measure and draw angles to the nearest degree, can identify reflection symmetry and rotational symmetry in 2-D shapes, and can make sensible estimates of a range of measures in everyday situations. She can collect data, recording it in a frequency table, can use mode and median, and can group data in equal class intervals; she understands simple vocabulary associated with probability, including 'fair' and 'certain'. Her attainment is below average for her age.
Science	During investigative work, Stephanie's ability to make measurements and observations has improved, however, she has experienced difficulties with the presentation and explanation of the results. She needs to set out her results more logically. She is able to use classification keys to identify and group living things and can describe changes such as evaporation of liquids. Stephanie needs to think more clearly about what she has learnt during lessons, particularly before writing up her work so that she can improve her ability to

MFL	<p>explain the knowledge and understandings she has acquired in science. Her attainment is below that expected for her age.</p> <p>Stephanie can usually understand the gist of recorded material in French spoken at near-normal speed, but finds it difficult to pick out details. She should aim to develop this particular skill. She makes a lively contribution to class oral practice, speaking with confidence and generally correct pronunciation. She is willing to use new structures and vocabulary. Stephanie has little difficulty in understanding simple written French, but has less confidence when reading more complex texts. She must try to understand the general sense of a sentence, even if there are unfamiliar words in it. She should note down new vocabulary and must learn this more carefully. Stephanie can write a simple message in French but must try to be more accurate in both spelling and grammar. Her attainment is below the expected attainment for the end of year 9.</p>
Art and Design	<p>Stephanie explores ideas for her work and is keen to investigate different kinds of artworks. She will need to think more about how she selects and uses this information to develop her own ideas. In particular, she should consider carefully the purpose of her work and how it will be viewed by others. She is skilful in manipulating materials and processes and uses the visual language effectively. She makes a good contribution to discussion of others' work but could be more thoughtful in analysing her own work. Her attainment is in line with that expected for her age.</p>
Design and Technology	<p>Stephanie uses tools with some accuracy but needs to pay more attention to the quality and finish of her work. The things that she makes are similar to her original design ideas but she could make more progress if she thought more about what is not going well while she is working rather than, at times, seeming to give up. Her attainment is just below what is expected nationally for her age.</p>
Geography	<p>Stephanie describes places well and makes comparisons between them. She is beginning to see how physical and human features may form patterns. However, she finds it difficult to understand processes, especially physical processes, that affect places and environments. Stephanie appreciates how people can improve and damage the environment, but is more confident in describing the effects than in explaining them. She has developed a good range of geographical skills, but often needs help in deciding which are most appropriate for a particular task. Her attainment is just below that expected for her age.</p>
History	<p>Stephanie participates well in class discussions. She has a good grasp of the main events and developments we studied about twentieth-century world history. She can use her own research to write short biographies and narratives of events but needs to focus more on giving reasons for and results of events. She also needs to include more detail and evidence to support her explanations. Her attainment is below that expected for her age.</p>
Information and Communication Technology	<p>Stephanie uses information and communication technology to communicate her ideas, combining both text and graphics, with some understanding of its intended audience. She uses the internet to research project work but finds some difficulty in asking questions. She has problems with expressing formulae correctly when working with spreadsheet models. Her attainment in this subject is below that expected.</p>
Music	<p>Stephanie is skilful in using electronic equipment especially in creative work, selecting and using different musical devices, processes and conventions such as different forms of notations and scales. She recognises how influences such as social conditions and changing forms of communication have affected music. She would benefit from extending her interest to less familiar music. Her work is in line with that expected for her age.</p>
Physical education	<p>Stephanie works hard in PE, demonstrating the expected level of skill and control. She designs sequences on her own and with others using a small range of skills and performs them so that the movements are varied and flowing. She enjoys games, knows the rules, has a reasonable level of skill and some understanding of attack and defence. She can make sensible comments about her work and improve it on the basis of feedback. Overall her work is in line with that expected for her age.</p>
Religious education	<p>Stephanie can describe Christian and other religious beliefs and language quite accurately. She needs to develop a greater understanding of the variety of ways in which religious people express their beliefs. She can relate the religious and moral issues arising from her studies to aspects of life today but needs to try to see them in the context of life as a whole.</p>
General behaviour, attitude to work and school life	<p>Stephanie is a popular member of the class. She participates well in team games and group activities. She sometimes rushes her work and does not explain her ideas in school life sufficient detail. She needs to take more time and to ask for help where she does not understand how to develop her ideas.</p>
Individual targets for improvement to be addressed at home	<p><b>a) To develop her answers and to include more detailed explanations.</b></p> <p><b>b). To plan, check and present her work more carefully.</b></p> <p>c). To follow up targets set In individual subjects.</p>

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