



St Crispin's School Policy

Assessment, Recording and Reporting Policy

Version Number	Date Created	Changes or reason for Update	Date Approved
V1	Jan 2006	First Issue	Jan 2006
V2	July 2008	Reviewed and updated format	09/2008
V3	Mar 2010	Changes: 'Marking' becomes 'Feedback' (whole section re-written), 'Heads of Department' become 'FASLs' and 'Heads of Year' become 'DAWs'. A new appendix on guidelines was added.	Mar 2010
V4	Mar 2012	Reviewed with no changes	Mar 2012
V5	June 2014	Reviewed and amended to reflect new Feedback policy	July 2014
V6	April 2016	Reviewed and amended to reflect the new exams procedures and changes to KS3 Assessment	July 2016

Next Review of this Policy is due July 2018

At St. Crispin's we believe that the **students are at the centre of all assessment**. Our aim is to help them understand and become more involved in the assessment of their work. The main purpose of assessment is to make students more effective learners by giving them continual feedback on their performance and in so doing involve them in setting realistic personal targets that help to raise their individual levels of achievement.

The assessment, recording and reporting procedures should be:

Manageable. *The demands they make do not overburden staff, students or parents.*

Understandable. *The meaning of the grades, levels, marks or comments is clear to all parties.*

Informative. *The progress made by the students and the areas for development are clearly communicated.*

Our assessment, recording and reporting procedures are designed to:

- Help students achieve and maintain high standards of work
- Make a positive impact on students' attitude, motivation and self-esteem
- Involve students in the process of reviewing their work
- Make all parties aware of the extent to which objectives have been met and of targets set
- Move the students forward and enable effective continuity and progression
- Ensure consistency of teaching standards by measuring student progress against National Curriculum / Exam Board criteria
- Enable effective planning of the next stage of learning

FEEDBACK

It is important to provide constructive feedback to students, acknowledging achievement and focussing on improvement strategies. This will involve both written and oral comments. Regular feedback given to a student is part of a formative assessment process and part of Assessment for Learning and is to be used to assess a student's level of attainment at given points in time.

A new whole school Effective Feedback policy was introduced in September 2013 (see Appendix) and it is the responsibility of the Head of Department (HOD) to ensure that it is followed by subject teachers. The HOD will monitor the frequency, quality and consistency of the feedback given within the curriculum area. Particular emphasis will be placed on ensuring that there is consistency in determining the GCSE step or grade awarded for KS3 and KS4 respectively.

Our practices reflect the principles of Assessment for Learning. Learning objectives for a lesson are made clear, with students informed of the criteria against which a piece of work is being marked and precisely what is required to reach specific levels of attainment. Best practice will see students being involved in the marking of their work with peer- and self-evaluation skills

developed. Each department will involve students in different ways and will agree the scope of student involvement.

For the majority of work, written or oral feedback to the students will be through helpful, constructive, balanced comments in everyday language. Wherever possible, these comments should advise students as to how they might make further progress.

RECORDING

Effective record-keeping enables the progress of a student to be charted over a period of time. This will inform the planning of future work and enable teachers to make judgments about student levels of attainment.

Departments will record the achievements of students using the most appropriate means, common to all teachers in the department and aptly reflecting the department's scheme of work.

Records of a student's performance will be updated at regular and appropriate intervals. This is the responsibility of the subject teacher. The HOD will maintain central records.

Specific tracking data will be entered into the school assessment database.

REPORTING

Report-writing procedures will be guided by the statutory requirements, organised to be manageable for staff and operate within a timescale commensurate with a professional outcome.

It is the role of the HODs to monitor the quality and consistency of reports in their subject areas.

In each academic year departments will produce three reports as a formal means of communicating a student's attainment and progress to parents or carers.

For KS3, reports will contain current attainment (given as GCSE steps with sub-levels) and end of year targets for each subject, as well as scores for attitude to learning.

For KS4 and Post 16, reports will contain professional judgements predicting a student's attainment for the end of the course (given as GCSE, A Level grades or Technical Award grades with sub-levels) and end of course targets for each subject, as well as scores for attitude to learning.

Once a year a separate comment from the Form Tutor, will also be added to the information above, indicating the student's strengths and areas for development.

Interim reports showing tracking data will be produced from the school database at designated times.

If the reporting process has academic or pastoral implications for the progress of the student; these will be followed up by the Subject teacher, Form tutor or Head of Year (HOY). It is the responsibility of the HOY to see that this follow-up has been accomplished and co-ordinate any appropriate support needed.

What is reported to parents is more than a summary of what is recorded in the teacher's mark book or equivalent. Teachers will use their professional judgment combined with evidence from a range of assessment procedures when writing reports.

Parents and carers will be encouraged to comment on the progress of their child on the parental response form. Parents will be invited to consultation evenings, which are timed wherever possible to be shortly after the report has been received.

Giving Feedback using the Virtual Learning Environment (VLE)

Class or homework marked online will be recorded in the grade monitoring facility. In KS3 numerical marks can be given, backed up by a comment. The comments should include at least one comment to praise and a point for improvement. At KS4 and KS5 class or homework should be marked according to exam specification requirements with more detailed comments for improvement, if this is allowed.

KS3 Assessment

From September 2016, an end of year GCSE step is set as a target in each subject for each student in KS3 and entered onto the school's tracking system. Specific tracking tasks undertaken each term during KS3 in all subjects will be marked using Reformed GCSE assessment criteria with sub-levels as appropriate.

KS4 - GCSE and Technical Award Grades

A target grade is set in each subject, for each student at the beginning of year 10 and entered onto the school's tracking system. Specific tracking tasks undertaken each term during KS4 in all subjects will be marked using GCSE and Technical Award grades, with sub-levels as appropriate.

A Level and Level 3 Technical Award Grades

A target grade is set in each subject, for each student at the beginning of year 12 and entered onto the school's tracking system. Specific tracking tasks undertaken each term during KS5 in all subjects will be marked using A Level, BTEC or Cambridge National grades, with sub-levels as appropriate.

For KS3 Assessment, GCSE, Technical Awards and A Level grades, subject areas will provide students with criteria for guidance on how to reach each step/grade.

For the procedures regarding the reporting of final GCSE, A Level and Technical Award grades to students, please refer to the Exam and Controlled Assessment Procedures.

Marking for Literacy

Consistency in teaching literacy is achieved when expectations of standards of accuracy and presentation are similar in all classrooms. To support this, teachers should adopt certain procedures:

- All work should be titled, dated and labelled 'class work' or 'homework', with these headings underlined using a ruler. Departments should make clear to students their expectations on the presentation of written work.
- Teachers should address the spelling of subject-specific terminology. Departments should make available and, where possible and appropriate, display subject-specific vocabulary.
- Written feedback from teachers should be accurate and include marking for literacy using the agreed school-wide notation.
 - // Between sentences indicates the need for a paragraph.
 - ^ Indicates a word is missing.
 - Sp In the margin indicates a spelling error. (The error should be circled and the correct spelling given if the word is complex/new).
 - O Indicates a missed full stop. Correct the following letter to a capital.
 - H Incorrect homophone (eg their/there)
 - C Incorrect use of capitals
- Teachers should refer to their subject literacy policies for further guidance.



EFFECTIVE FEEDBACK POLICY 2015

WRITTEN AND VERBAL FEEDBACK

Where teachers see students at least 5 times in a two week period, students' work should be marked to the following minimum standard.

Students should receive feedback **TWICE** a half-term

- * **ONE** should be written formative feedback (This could be any piece of student work including assignments.)
- * **The other** could be written or verbal feedback (but there would need to be evidence of the verbal feedback)

Where teachers see students 4 or less times in a two week period, students' work should be marked to the following minimum standard.

Written formative feedback on ONE piece of work EACH HALF-TERM

The written feedback must include the following information:

- **What the pupil has done well.**
- **A target to improve**, which should be subject/ skill specific so that the student can act on it.

ONE piece a TERM must be LEVELLED or GRADED

*For consistency, teachers should aim to use **www** (what went well) and **ebi** (even better if) unless they have an established department equivalent.*

STUDENT RESPONSE

There must be evidence in students' books and/or work folders that the student has engaged with and acted on the feedback. This could be the student:

- **Writing Out/Restating/ Rewording** the target set at the beginning of the **NEXT TASK** in which that skill is being used.
- **Writing down** the verbal feedback that they have received.
- **Redrafting or producing a correct version of a task** (or problem)

SELF and PEER ASSESSMENT

Self and Peer Assessment are not part of the common performance management target. However, consistent and effective use of Peer and Self-Assessment not only relieves some of the marking pressure on staff, but can also support the effectiveness of the other aspects of marking. The guidance is that:

- For pupils to be able to Peer and Self-Assess effectively, they need to be given success criteria.
- Students should use the same notation as teachers, i.e. **www**, **ebi**