



BISHOP VESEY'S GRAMMAR SCHOOL

Assessment and Marking Policy

Teaching & Support Staff

Staff covered by this procedure:	Teaching and support staff
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Approved by and date:	Learning & Teaching Committee, 2021
School's next review date/by whom:	Autumn 2022 by Learning and Teaching Committee
Signed by Chair of Learning and Teaching Committee 19 October 2020	

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1. INTRODUCTION

- 1.1 This policy is written with the United Nations Convention of the Rights of the Child in Mind. All of our policies bear in mind Articles 3 and 28 – the child’s best interests and the right of the child to an education. This policy also bears in mind Article 29 (development of respect for human rights).
- 1.2 Every student has an entitlement, in every subject that they study, to the following
- Regular assessment that measures attainment
 - High quality accurate feedback (from every assessment) that supports progress
 - Dedicated improvement and reflection time (DIRT) built into follow-up lessons and follow-up homework activities
 - Additional support if underperforming significantly
- 1.3 Marking and assessment should be both meaningful and manageable, and although the requirement to mark class books in addition to marking assessments on a regular basis has been reduced, teachers should still mark books so that useful feedback can be provided. It is still expected that self and peer assessment techniques should be used where appropriate as these methods can often provide meaningful feedback to students. It is also still appropriate for Departmental Schemes of Work to set out expectations for the use of self, peer, or teacher assessment for certain topics or pieces of work.
- 1.4 It is expected that assessment feedback and analysis should also be used to inform teachers’ lesson planning and help them to adopt a personalised approach to students’ learning. This information should also inform the regular review and development of departmental schemes of work.
- 1.5 There are many examples of excellent practice of the above in the school, and this document sets out a minimum basic standard that all students should receive.

2. REGULAR ASSESSMENT

- 2.1 Every department should set out a schedule of “major” assessments in each Scheme of Work for each year group. At KS4 and KS5, they will be marked in accordance with published examination board criteria. These may be interlinked with other “minor” assessments, but the minimum expected frequency of “major” assessments is set out below. For clarity, internal and mock examinations are included in this count. For example if a Department sets two papers in the Year 13 Mocks, this will fulfil the minimum expected frequency for the post-Christmas half term. A “major” assessment should cover enough material to be able to give an accurate grade.
- KS3: We recommend 3 graded assessments per year – one per term
 - KS4: 6 graded assessments per year – three per term up to Easter
 - KS5: 8 graded assessments per year – two per half term up to Easter
- 2.2 It is expected that all major assessments at KS4 and KS5 are marked using GCSE or A-Level marking criteria, graded, and recorded on SIMS (both a score and a grade). Departments are expected to identify which assessment grades stored in SIMS (i.e. the Marksheet Column Heading) relate to

which assessments in the Scheme of Work. Other data may be recorded in teacher mark books or on SIMS as required.

- 2.3 KS3 assessments are marked according to agreed departmental criteria. Students receive a comment, and/or a mark, however, they won't be receiving a grade. Students should be told whether they are exceeding, meeting, working towards or below expected progress. Marks should be entered on SIMS.
- 2.4 An assessed piece of work should be returned ideally within one week, but a maximum of two working weeks after the assessment has taken place.
- 2.5 In addition exercise books will be taken in once per half term. This is so progress can be checked, homework and classwork acknowledged/checked and any misconceptions corrected. At KS3 if you are doing the recommended 3 graded assessments per year then we would highly recommend undertaking one book check plus another check with a short comment per half term.
- 2.6 Regular low stakes testing should also occur which can be self or peer marked.

3.0 REPORTING

3.1 At KS3 we use a system of reporting without grades. This system will inform parents whether their child is exceeding, meeting, working towards, or below expected progress.

3.2 At KS4 and KS5, Recent Assessment (RA) grades should be based on the average of a pre-arranged group of recent assessment data.

On Course For (OCF) grades should be a teacher's professional judgement on whether each student is on track to meet their end of Key Stage Potential to Achieve (PTA) grade or not. Teacher's judgement should take into account all possible information about a student including recent assessment data, homework record, attitude to learning, classwork quality, organisation, participations levels in class and so on. These OCF grades will only be used as back office data in Y10 and Y12. Parents will receive OCFs on their child's report in Y11 and Y13 only

3.3 We will also report on a child's 'Attitude to Learning.'

4.0 EXAMINATIONS

4.1 To support the growing trend for longer (2 hour plus) examinations at GCSE, departments are encouraged to set papers that are similar length to the actual GCSE for the KS4 end of year examinations or mock examinations.

5.0 HIGH QUALITY FEEDBACK

5.1 After every major assessment, students should receive feedback informed by their performance that details how improvements can be made. The minimum expectation is that there is sufficient

written feedback for students to make at least one significant improvement to their work. Teachers can choose to supplement this feedback with verbal feedback and exemplar materials. It is reasonable to use a standardised matrix or tabular approach (plus handwritten comments) as long as the feedback is tailored to each individual. See the examples at the end of this document.

6.0 DEDICATED IMPROVEMENT AND REFLECTION TIME (DIRT)

- 6.1 Every major assessment should have time built in to a following lesson for students to digest, understand and act upon their feedback. This may be supplemented with a specific homework activity but not at the cost of in-class time where the teacher is available to answer immediate questions. We would encourage the use of at least 30 minutes of classroom time dedicated to improvement activities after each major assessment.
- 6.2 The use of exam board mark schemes, diagnostic matrices or tables, or exemplar materials in KS4 and KS5 is encouraged, as is the practice of re-drafting portions of written work. Use of further questions of a similar nature is encouraged, and best practice often includes pre-prepared booklets of targeted questions that support development.
- 6.3 Departments should ensure the following:
- The use of Assessment grids to track progress over the year. These should be stuck in students class/assessment books.
 - Students should demonstrate that they have reacted to feedback by making actual changes/additions/modifications to their work. It is best practice to do this through the use of different coloured pens.
- 6.4 Assessment of the improvement work is always necessary, although self and peer assessment techniques are perfectly acceptable. It is best practice to have evidence that the teacher has checked that the improvement work has been completed to a good standard. If follow up work does not show sufficient improvement then further work should be set until a sufficient standard has been achieved.

7.0 ADDITIONAL SUPPORT

- 7.1 It is clear that sometimes students can begin to struggle with their understanding and progress. As staff we need to be alert to struggling students and do our best to support them. All departments have a clear and stated policy regarding the level of underachievement that would trigger some form of formal intervention.
- 7.2 Support processes should include the following:
- Guidance or exemplar materials
 - Further assessment materials, including questions of a similar nature or re-sit tests

- Clear criteria for successful completion of the support materials
- 7.3 The main focus of intervention should be that the student is leading the process by completing extra support work in his/her own time. The main role of the teacher is to give feedback for further development and to assess the follow-up questions or tests. In some cases the use of student mentors or intervention specialists might be appropriate
- 7.4 In certain cases a re-sit of a key assessment should be made available.
- 7.5 Support and intervention should be mandatory for the underperforming student until they have mastered that particular topic, module, or set of skills. In some cases a mandatory re-sit may be deemed appropriate. Once mastered, the student can be released from that particular intervention.
- 7.6 The main thrust of effective intervention is to do it early and to allow the student to lead it. The culture in the school should be that students understand the consequences of poor preparation for major assessments, and that intervention is lighter on teacher time and weightier on student time. Intervention should begin at the beginning of Year 7, and not be left until the middle of Year 11.
- 7.7 We anticipate that much of the intervention that takes place is in the form of tailored extra work for targeted students. We hope that this will lead to less need for group intervention in the form of lunchtime or after-school sessions.

8.0 DOCUMENTATION

- 8.1 It is expected that departmental processes for all of the above are clearly documented so that staff are clear what needs to be done and when. Details should be embedded into departmental programmes of study or outline schemes of work. Approaches will vary from department to department so we encourage each department to document their own processes and policies. There is no need for extensive documentation, as long as the guidelines are clear enough to ensure consistency across departmental staff.
- 8.2 Such a document should include the following:
- Approximate dates of major assessments (or at least their position within the running order)
 - Details of content of each assessment / test (including revision topic lists for students)
 - Assessment materials and / or mark schemes
 - Follow up questions (or re-sit assessments)
 - Criteria for initialising support and criteria for a student exiting support

9.0 QUALITY ASSURANCE

- 9.1. QA processes will be used to review the effectiveness of each department's implementation of this policy. Each department should continually review their systems, in conjunction with staff and students, seeking feedback from both groups. Processes for responding to parental feedback should lead to further review and improvements.

- 9.2 For significant assessments such as course work, controlled assessments, required practicals, mock examinations and so on, departments should have a moderation process organised and led by the Head of Department, prior to the release of any marks or grades.
- 9.3 The school's formal Work Sampling QA process will be used on a regular basis to review departmental practices and to inform any improvements required. Every Key Stage will be sampled at least once each academic year. Work sampling findings should be shared with individual teachers and in departmental meetings and used to develop an ethos of sharing best practice. Departments are also encouraged to conduct informal work sampling amongst their teams.
- 9.4 Where significant improvements are required, the SLT line manager will work with the Head of Department to implement the necessary adjustments.

10.0 EXPECTATIONS FOR MARKING AND STUDENT BOOKS

10.1 Student Books

Ensure each student has a target sheet at the front of their book. (If they start a new book, set students homework to copy this up, or staple the old one into their new book). Target sheet needs to specify the following as a minimum:

- Target grade, it should also have a space for students' aspirational target grade at KS4 and KS5
- Each assessment they have undertaken
- Student target setting (teacher target setting would be on the actual piece of work)
- All assessments must be stuck into their books
- All AfL must be stuck into their books
- If a student has a separate assessment book/folder then these must be accessible each lesson

10.2 Formative Comments and students acting upon them

10.2.1 A positive comment plus at least one clear target must be evident on a marked piece of work.

Possible ways of doing this:

- 'www' – what went well and 'ebi' – even better if
- a "T" written clearly next to the target
- the target could be a question that is posed to the student

10.2.2 Students must then act upon these targets or answer these questions in some way that is evident in their books.

10.2.3 There is no requirement to mark lesson notes – be clear to students when a piece is going to be marked.

10.3 Language for Learning

10.3.1 Students' use of language must also be marked as a matter of course across all subjects.

- 10.3.2 Students' misspelling should be highlighted by the teacher and corrected by the student.
- 10.3.3 The Marking for Literacy posters are up in each classroom and these should be used by all teachers across all subjects. A copy is below:

MARKING FOR LITERACY

sp = spelling error

P = punctuation error

G = grammatical error

W = wrong word

// = need a new paragraph

~ = clumsy expression, you need to re-word this

PRESENTATION OF YOUR EXERCISE BOOKS:

This is **YOUR** responsibility. Every piece of work should be clearly labelled with:
c/wk - classwork
or
h/wk - homework

Date and Title UNDERLINED

Sheets are glued in
Self/peer assessment is clear as you've used a different colour

Equipment is **YOUR** responsibility. For every lesson you **MUST** have:
Pens Pencils Highlighters
Different coloured pens Scissors
Glue Ruler
PLUS ANY subject specific equipment e.g. protractor, calculator...

10.4 What forms marking might take

- 10.4.1 Teacher assessment *for* learning – informally within lesson activities, home learning assignments, student projects, exercise books and formative assessments.
- 10.4.2 Peer assessment *for* learning – against criteria specified and agreed between the teacher and the students. Informally within lesson activities, home learning assignments and student projects.
- 10.4.3 Self assessment *for* learning - against criteria specified and agreed between the teacher and the students. Informally within lessons, home learning assignments and student projects.
- 10.4.4 Designated assessments taken by all students in a cohort and marked by a teacher as part of assessment *for* learning.

10.5 Feedback that should be given

Type of assessment	Level	Type of marking / feedback	By whom
Designated formal assessment.	All Key Stages	Percentage (when appropriate) and Grade awarded (KS4 & KS5 only) Formative targets (between one and three targets suggested).	Teacher. Teacher / Peer / Self Target Setting (following the award of a Grade by a teacher).
Mock Examination	Key Stage 4 / 5	Percentage and Grade awarded. Formative targets (between one and three targets suggested).	Teacher. Teacher / Self Target Setting (following the award of a Grade by a teacher).

Coursework draft	Key Stage 4 / 5	Raw mark awarded (when appropriate) (Grades should not be estimated, or reported) Formative targets.	Teacher. Teacher / Self Target Setting (following the award of a Grade by a teacher).
Exercise book	All Key Stages	Formative Targets – both written and verbal Quick checks during lessons with verbal feedback	Teacher, Peer and Self assessment should take place within exercise books as directed by the departmental schemes of work.

11.0 PEER AND SELF ASSESSMENT

11.1 To be as useful as possible it is recommended that:

- marking criteria are explicit
- marking criteria ('success criteria') are set with the group prior to the assignment
- guidance should be given to students on how to set 'good' targets
- student targets should be 'assessed' and shaped by the teacher. This will develop students' independent learning skills
- this is used regularly for low stakes testing.

Appendix 1

Examples of best practice:

An extract from a KS3 SoW:

Time	Lesson Title	Learning Objectives	Resources/ Teaching ideas	Skills/Cross curricular	Keywords
Core Assessment 1	Why did William win the Battle of Hastings?	recall information about the Battle of Hastings understand the reasons why William won evaluate the reasons according to importance	Sorting Cards Assessment Sheets	Reading and Writing (Language for Learning),	Heir Godwinson Normandy Hardrada Lord Earl Hastings Stamford Bridge Invasion Crusade shield wall cavalry infantry destriers morale
1 single: DIRT	Why did William win the Battle of Hastings?	Know ways to improve assessment performance Practice improving assessment	Purple Pen of Progress 4x4 feedback including model answer sheet	Reading and Writing (Language for Learning),	

Example of KS5 follow up target questions:

Unit 1 Mock Examination

Student Name: _____

Chemistry teachers: _____

Equipment required: AQA data sheet, pen, pencil, ruler, calculator.

Mark: _____ / 70 _____% **Grade:** _____ **Target Grade:** _____

	topic	Marks awarded	Max marks	Needs improvement?	Targeted questions to complete post mock
Q1	Atomic structure: mass spectrometry		6		1,2
Q2	Periodicity: ionisation energies		7		3,4
Q3	Amount of substance: ideal gas, % yield		11		9,10
Q4	bonding		9		4,5,6
Q5	alkanes		8		11
Q6	Amount of substance: water of crystallisation, solutions calculations, % purity. Bonding: crystal structure.		14		8,9,12
Q7	Introduction to Organic Chemistry		15		7