



# HERSCHEL GRAMMAR SCHOOL

## ASSESSMENT & MARKING POLICY

**Date approved:**

**\*Date for revision:**

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**Responsibility:**

**Steve Devereux**

**Consultation:**

**n/a**

**Approved by full Governing Body:**

**Author:**

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Deputy Headteacher**

\*subject to any relevant changes in legislation or other appropriate guidelines

## **Assessment Defined**

All Departments must have their own assessment policy/systems. All assessment procedures should be integrated into schemes of work and be realistic, meaningful, attainable and consistent.

### **Assessment should:**

- review learner performance
- lead to enhanced learning and attainment
- provide feedback and identify areas of improvement
- measure progress
- enable a review of teaching methods and learning objectives
- involve formal and informal methods
- include dialogue (which may not be recorded)
- inform learners of assessment criteria
- cause deeper thinking and involve a response from learners.

### **Assessment techniques include:**

- dialogue with learners (face to face, via books/work, through learning platforms/teams, emails)
- marking learners' work
- target setting
- self-assessment
- peer-assessment
- diagnostic tests
- Feedforward to show next step improvement
- WWW and EBI comments

### **Assessment is a means of identifying:**

- improvement on prior attainment
- whether all learners perform to their potential
- comparative performance between teachers, subjects, groups of students and other schools
- how to analyse, review and respond to learners' needs
- appropriate evidence for target setting
- allows learners to try and sometimes fail.

Assessment at Herschel will involve both **formative and summative methods**.

**Formative Assessment** is the on-going communication between teachers, learners and parents which gives specific guidance and outlines areas for improvement. (AofL)

**Summative Assessment** records the overall achievement of a learner over time. Its methods are supported by testing and also by collecting a range of formative assessments. (AofL)

**All** departments must complete a 'course overview' per subject per year group. A course overview will outline a half-termly breakdown of what is to be taught and contain the detail and timing of the key assessments. Course overviews will be updated annually and uploaded to the T:drive and the school website.

## The Uses of Assessment

Assessment determines what teachers and learners do next.

Assessment provides a way to measure whole school performance.

Assessment must fulfil statutory requirements.

***High quality feedback is one of the most important strategies to improve outcomes. Teachers must offer feedback and feedforward as often as possible.***

In order to achieve the above, teachers must, in accordance with department policies and having considered prior attainment, use assessment to:

- accurately predict potential
- recognise and track progress, under-achievement and high achievement
- ensure the effective transfer of information to departmental colleagues
- provide information for parents and other outside agencies
- complete progress reports, T grades and other pupil data.

## Departmental Marking requirements

Marking is the responsibility of individual teachers who should follow procedures laid down by Heads of Faculty/ Department.

Within departments there should be common methods for the marking, feedback and feedforward of learners' work.

As a minimum requirement, the following must apply in all Key Stages:

1. **Assessment Criteria** is given to all learners and can be evidenced in their books, folders, on-screen, or viewable at points during lessons.
2. One piece of detailed summative assessment with appropriate grades or levels is undertaken and entered into the SIMs marksheets. **(T Grades)**  
It is expected that there will be **five** T grades per academic year.  
The school **will not** publish when T grades should be completed. However, T grades should be spread across the year and tie in with the published reporting schedule and timings appear on Course Overviews.
3. It is expected that all T grade assessments are recorded in pupil planners and entered onto SIMs.
4. Opportunities should be provided for learners to engage in self and peer assessment.
5. Feedback should be given every three weeks as a minimum or within an appropriate time frame for subjects with only 1 contact period per week.
6. Classwork and files should be monitored and when appropriate corrections made including correcting and improving **literacy** and **numeracy**. Please refer to the relevant policies.
7. Please use the following marking codes as outlined in the literacy policy

Marking codes to highlight errors:

P	punctuation
gr	grammar
sp	spelling
t	tense
c	capital letter
^	word missing
ww	wrong word
//	new paragraph

### Key Stage 3 – Year 7 - 9

Starting in September 2016 Year 7 will use 'grades' 0-9 rather than levels.

- Grades 0-9 will be fine graded + or – after the number e.g. 5+ or 5 or 5-
  - + demonstrating closeness to the next grade up and
  - – being a closeness to the next grade down
  - a single number grade representing the middle
  -

In Year 7 learners will start with 'grades' 1-3 in most subjects, and most likely 0 in MFL.

Over the course of Year 7 pupils would progress to grade 2 to 4 in most subjects (depending on their starting point)

All pupils have a flight path with the expectation of one grade of progress per academic year.

For many students this journey will lead them to having target grades between 6-8 in most subjects for Year 11 subjects.

- Grades can be awarded for; a single piece of work or skill (where possible), an amalgamation of several pieces of work or skill, reporting current grades and T grade assessments.
- The written and practical work of all learners, should be assessed regularly.
- Subjects must have grades mapped to the revised national curriculum and there should be no reference to levels in Year 7 material.
- **grade descriptors must be** rewritten to take account of the content of reformed GCSEs when possible to ensure progression through KS3.
- Learners to be given access grade descriptors
- grade descriptors need to be broken down into Knowledge/Understanding and Skills such as

Grade	Knowledge and understanding. You can.....	Geographical skills. You can....
2	<ul style="list-style-type: none"> <li>• You can describe features, places and processes in more detail and start to explain them e.g. <i>'Death Valley has little rain because...'</i></li> <li>• You recognize that human activities cause changes to the environment and that different people will have different views about this e.g. <i>deforestation in Brazil affects different people in different ways.</i></li> <li>• You can explain your own views about geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• You have reached a high standard of map skills and are able to use other sources of evidence e.g. aerial photos and satellite images to describe places.</li> <li>• You can use ICT to present evidence e.g. graphs using a spreadsheet.</li> <li>• You can suggest ways of carrying out fieldwork e.g. you can design a questionnaire.)</li> </ul>

- grade descriptors can be broad to cover the whole PoS or written for specific topics or units of work.
- The frequency with which grades are awarded will vary according to subject requirements.
- With each grade awarded, all learners should be provided with guidance, either written or verbal, on what they have to do in order to reach the next grade. Written comments on learners' work should be the norm and should be feeding forward in nature.
- Teachers may wish to award an attitude to learning score to demonstrate effort especially if awarding a grade is unrealistic. Please write ATL (followed by a number ranging from 1 to 5), e.g. **ATL 2 (with 1 being the highest)**
- Examinations will be marked and learners should be told how these marks equate to grades and whether a particular examination performance will contribute towards the final grade they will receive at the end of Year 7.

- For all progress reports current grades are used. A current grade is a fine graded number linked to how a learner is currently performing taking into account their attainment so far.
- All T grade assessments should be recorded in pupil planners.

#### **Key Stage 4 – Year 10 to 11**

- A similar system to that outlined above will be employed using GCSE grades/numbers(1-9)<sup>1</sup> instead of National Curriculum levels.
- The use of fine grading should be used for all assessments and predicted grades. It is important each subject area agree the benchmarks for fine grades.
- Fine Grades in
  - reformed GCSEs will use + or – after the 1-9 grade e.g. 5+ or 5 or 5-
    - (with + demonstrating closeness to the next grade up and – being a closeness to the next grade down)
- Coursework/Controlled Assessment should be checked regularly, with appropriate feedback to learners which will allow them to make progress. Reference should be made to the controlled assessment policy.
- All learners should be given feedback on their performance using GCSE grades/numbers at least once every half term.
- Examinations will be marked numerically according to the system employed by the examination board for the particular specification and converted into grades using the latest Grade Boundaries.
- Where exam board specifies no annotation for controlled assessment work, departments will need to find systems to keep a record of feedback.
- The awarding of the new Grade 9 in reformed GCSEs should be used cautiously and AO criteria considered carefully.
- For progress reports and data drops, **predicted grades** are required. A predicted grade is the grade that **a teacher expects a learner will gain** in the qualification that they are working towards. This must be based on performance in lessons and rigorous assessment e.g. exam scores, coursework, assessments. *See appendix i*

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<sup>1</sup> The use of numbers for reformed GCSEs will be in the following order

2015 English and Maths

2016 Sciences, MFL, History, Geography, Art and Design, Drama, Music, PE, RS, Computing

2017 All remaining GCSEs

## Sixth Form – Year 12 to 13

- As written and practical assignments differ in nature, varied systems of marking appropriate to each subject should be employed to guide interventions.
- These systems should be clearly explained at the start of each course or piece of work as appropriate.
- Extended pieces of work should normally be marked using A Level equivalent grades, bands or assessment objectives and where appropriate a breakdown of the marks into AOs/ Level descriptors.
- Personal Learning Checklists (PLCs) should be used.
- Learners should be given access to mark schemes.
- Developmental or feedforward comments are expected on all major pieces of work
- Where appropriate departments should keep a spreadsheet of UMS points for each learner.
- When deciding predicted grades in Year 13, there should be consideration of the current UMS tally for subjects that are not linear.
- Fine grades e.g. A1 A2 A3 will be used for all AS, A2 and linear courses.
- Subject impact sheets should be reviewed carefully and interventions planned
- For progress reports and data drops, **predicted grades** are required. A predicted is the grade that **a teacher expects a learner will gain** in the qualification that they are working towards. This must be based on performance in lessons and rigorous assessment e.g. exam scores, coursework, assessments and for Year 13 AS results (where appropriate)

## Red, Amber and Green (RAG) Colours

All progress reports and T grades are coloured coded to reflect progress against target grades / levels  
As a general rule the following applies

### KS3

- Green = current work is 1/3 of a grade/level below target, equal to target or above
- Amber = current work is 2/3 of a grade/level below target
- Red = current work is more than 1 full grade/level or more below target

### KS4 and KS5

- Green = Predicted Grade is above target, on target or up to  $\frac{2}{3}$  a grade below target
- Amber = Predicted Grade is either 1 grade below target or up to  $1\frac{2}{3}$  grades below target
- Red = Predicted Grade is 2 or more grades below target

If a learner develops a pattern of Red grades/levels, then an intervention is needed and should be discussed with the HOD/HOF.

Interventions are varied in their nature and teachers should use their discretion when deciding on interventions. Interventions should be planned to happen in lessons as much as possible and only happen outside of lessons where extensive 1-2-1 support is necessary or where another member of staff is delivering the intervention.

Use of peer mentors is to be encouraged.

## **Personalised Learning Checklist. (PLCs)**

It is an expectation that departments are using PLCs with learners at KS4 and KS5 to help them diagnose topics, skills and concepts. A simple RAG coding is sufficient. Learners should be regularly completing PLCs following a segment of teaching to allow teachers to review their own teaching and learning and adapt accordingly.

Most PLCs can be found on PiXL huddle.

An exemplar can be found in appendix iv

## **Standardisation**

Standardisation is intended to:

- raise performance
- monitor learner and staff performance
- ensure equality of treatment for all learners
- clarify expectations
- ensure the highest possible quality of practice with regard to both teaching and assessing.

Heads and/or Assistant Heads of Faculty / Department are responsible for the standardisation processes. It is part of their role both to co-ordinate and to oversee standardisation procedures within their department.

Standardisation involves:

- ensuring that there are consistent standards for assessing learners' work
- setting these standards against fixed criteria
- keeping portfolios of exemplar work for reference purposes when making judgements.

All major assessment should be subject to regular standardisation which, depending on the Key Stage of the learners involved, should make reference to National Curriculum Levels, GCSE/AS/A2 or A level Grade descriptors.

## **Monitoring**

### **Individual teachers are responsible for:**

- using a full range of assessment methods in their subject and predicting performance outcomes
- monitoring closely the performance of pupil premium learners and intervening quickly if there is sign of under-performance or widening of gaps.
- keeping up-to-date with latest methods of AfL and sharing of good assessment techniques through T&L groups.
- keeping assessments consistent across the department
- maintaining an assessment record on every learner, according to department policy
- using individual / departmental tracking sheets, SIMs and 4matrix to monitor progress
- analysing progress and intervening where necessary to improve progress.

### **Heads of Faculty/ Heads of Department / Assistant HOFs are responsible for:**

- regular monitoring of departmental tracking marksheets and general marking
- using 4matrix to support departmental monitoring, using the research group tool to look a performance of key groups specifically disadvantaged pupils.
- regularly evaluating samples of work in each class/set in each year group
- supporting and guiding individual teacher assessment
- amending schemes of work in light of learner performance and feedback

- liaising with HOFs / HOLs and SLT where there is a cause for concern.
- where appropriate reviewing exam performance using examination board post results services (Edexcel Results Plus and AQA e-aqa)
- deciding and scheduling of when key assessments take place across the academic year

**Senior Staff are responsible for:**

- reviewing statutory requirements
- reporting to governors
- consulting regularly with Heads of Faculty, Heads of Department and Head of Learning and establishing interventions where under-achievement is identified.
- Using 4matrix to analyse cohort performance.
- taking an evidence-based view of progress of attainment through work sampling, exam performance, tracking sheets and department audits.

**Governing Body are responsible for:**

- Approving and reviewing this policy
- Ensuring that the Head Teacher implements the monitoring procedures outlined above.

## Appendix i

Term	Definition
<b>Predicted Grade</b>	<p>A grade that <b>a teacher expects a learner will gain</b> in the qualification that they are working towards. This must be based on performance in lessons and rigorous assessment e.g. exam scores, coursework, assessments.</p> <p>Predicted grades are <b>professional</b> judgements made by the class teacher. They are fine graded.</p>
<b>Target Grades / Levels</b>	<p>A grade or level that a learner is expected to gain at the end of the year or Key Stage and is set centrally by the school.</p> <p>Target Grades are mainly determined by prior attainment in a previous Key Stage.</p>
<b>Current Level / Current Grade (KS3 Only)</b>	<p>Awarded by the class teacher based on the subject grade/level descriptors (see pages 4-5). It is a summary of the grade/level that a learner is currently working at. This will normally take account of test results or practical activities. It is <b>not</b> a prediction of future outcomes.</p>
<b>T Grades (T1 T2 T3 T4 T5)</b>	<p>Assessment grades normally based on exam or tests, but can include a judgement on outcomes of controlled assessment or practical assessments. These are <b>fine graded</b> and based on subject specific criteria. E.g. mark scheme and grade boundaries.</p>

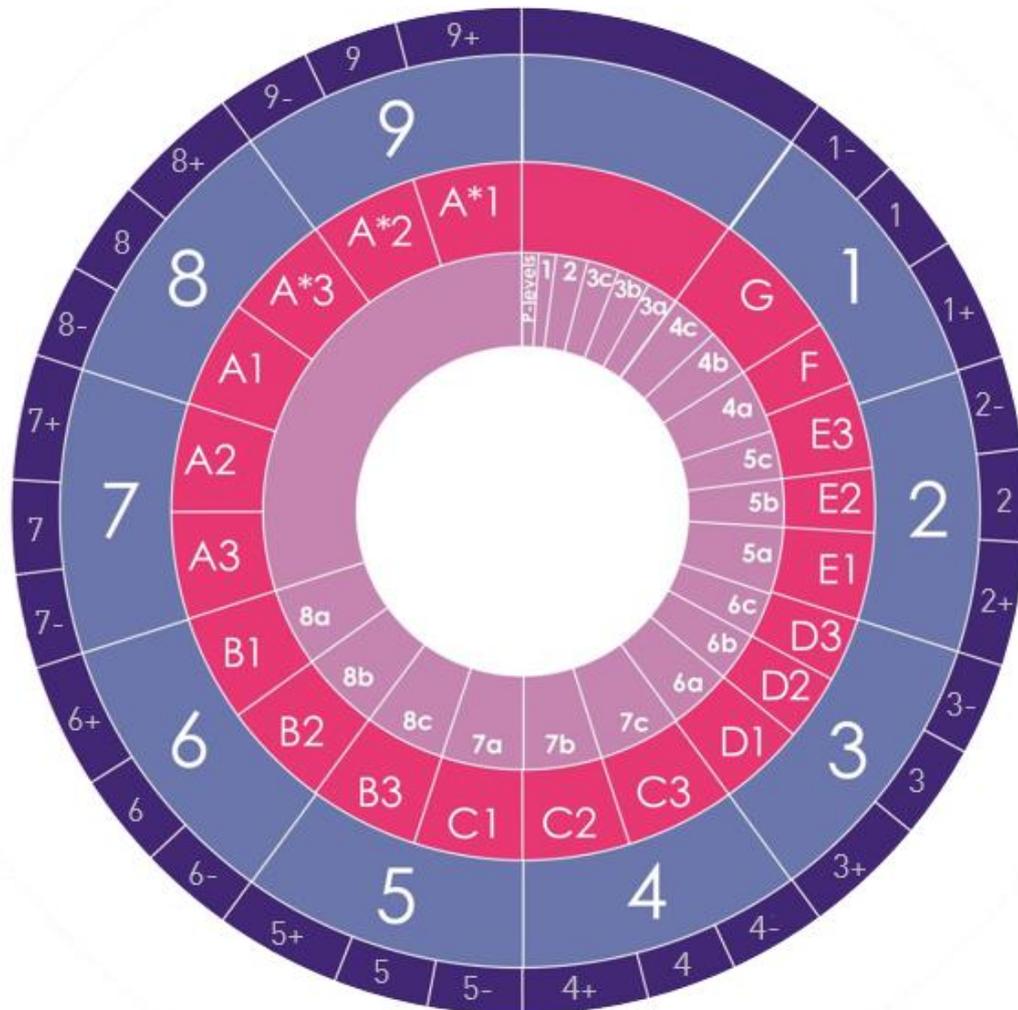
## Appendix ii

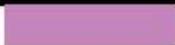
### Flight path for new Year 7 grading.

CAT Score	KS2 Equivalent	Starting Point	Target Grade			Predicted		TG Grade (old money)
			Year 7	Year 8	Year 9	KS4		
95	4c	1-	1+	2+	3+	4+	5+	B3
100	4b	1	2-	3-	4-	5-	6-	B2
110	4a	1+	2+	3+	4+	5+	6+	B1
116	5c	2-	3-	4-	5-	6-	7-	A3
120	5b	2	3	4	5	6	7	A2
125	5a	2+	3+	4+	4	6+	7+	A1
130	6c	3-	4-	5-	6-	7-	8-	A*3
135	6b	3+	4+	5+	6+	7+	8+	A*2
140	6a	4-	5-	6-	7-	8-	9-	A*

Appendix iii

## New GCSE Grading matched with A\*-G and old KS3 levels



Key	Description
	New GCSE (Fine graded)
	New GCSE Grades
	A*-G GCSE Grades (Fine graded)
	National Curriculum Levels (Fine graded)

## Appendix iv – Sample PLC

	<h1>Personalised Learning Checklist</h1>		RED	AMBER	GREEN
<b>Edexcel A Level Business Year 2 Theme 3 - Business decisions and strategy</b>					
<b>3.1 Business Objectives and strategies</b>					
Understand the development of corporate objectives from mission statement/corporate aims					
Can conduct critical appraisal of mission statements/corporate aims					
Understand theories of corporate strategy including Ansoffs matrix and Porters strategic Matrix					
Describe the aim of portfolio analysis					
Explain achieving competitive advantage through distinctive capabilities					
Explain effect of strategic and tactical decisions on human, physical and financial resources					
Understand SWOT analysis internal considerations: strengths and weaknesses					
Understand SWOT analysis external considerations: opportunities and threats					
Explain impact of external influences: PESTLE analysis					
Explain impact of external influences: The changing competitive environment					
Explain impact of external influences: Porters Five Forces					
<b>3.2 Business Growth</b>					
Identify objectives of growth including:					
to achieve economies of scale (internal and external)					
increased market power over customers and suppliers					
increased market share and brand recognition					
increased profitability					
Identify problems arising from growth including:					
diseconomies of scale					
internal communication					
overtrading					
Explain reasons for mergers and takeovers					
Identify distinction between mergers and takeovers					
Explain horizontal and vertical integration					
Identify financial risks and rewards of mergers and takeovers					
Explain problems of rapid growth in mergers and takeovers					
Identify distinction between inorganic and organic growth					