



HERSCHEL GRAMMAR SCHOOL

ASSESSMENT, MARKING & FEEDBACK POLICY

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

Assessment Defined

All Departments must have their assessment and feedback policies/systems in place. All 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
- opportunities for learners to try and sometimes fail

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

Formative Assessment is the ongoing communication between teachers, learners and parents which gives specific guidance and outlines areas for improvement. (AforL)

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 an annual 'curriculum overview' per subject per year group. A curriculum overview will outline the vision, Intent and sequencing rationale along with a half-termly breakdown of what is to be learned and contain the detail and timing of the key assessments. Curriculum overviews will be updated annually and uploaded to the staff 'OneDrive' and the school website

link to OneDrive [Curriculum Overviews](#)

Link to website. <https://www.herschel.slough.sch.uk/learning/curriculum-overviews/>

The Uses of Assessment

Assessment determines what teachers and learners do next.

Assessment provides a way to measure school performance.
Assessment must fulfil statutory requirements.

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

To achieve the above, teachers must, in line with department policies ([Click here](#)) 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 attainment and next-step information for parents and other outside agencies
- complete progress reports, tracker grades and other pupil data

Departmental Marking requirements

Correcting work and providing high-quality feedback is the responsibility of individual teachers who should follow systems set out by Heads of Faculty/Department in the department assessment policies.

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:

Assessment Criteria is given to all learners and can be evidenced in their books, folders, on-screen, or viewable at points during lessons. See appendix iv.

One piece of detailed summative assessment with appropriate grades or is undertaken and entered into the SIMs marksheets. **(T Grades)**

It is expected that there will be a minimum of **three** 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 that appear on Curriculum Overviews. Normally one per term

1. It is expected that all T-grade assessments are recorded in pupil planners and entered into SIMs
2. Opportunities should be provided for learners to engage in self and peer-assessment
3. 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
4. Classwork and files should be monitored and when appropriate corrections made including correcting and improving **literacy** and **numeracy**. Please refer to the relevant policies.
5. 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

Year 7 will use '**grades**' 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 close 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.

Year 7 pupils would progress to grades 2 to 4 in most subjects (depending on their starting point)

For many learners, this journey will lead them to have target grades between 6-8 in most Year 11 subjects.

- Grades should be used infrequently and can be awarded for; a single piece of work or skill (where possible), an amalgamation of several pieces of work or skill, reporting **current¹** grades and **I grade²** 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 KS3/4 material
- **Grade descriptors must be** rewritten to take account of the content of reformed GCSEs when possible to ensure progression through KS3
- Learners must be given access to grade descriptors/assessment objectives
- 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">• 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>'• 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>• You can explain your own views about geographical issues.	<ul style="list-style-type: none">• You have reached a high standard of map skills and can use other sources of evidence e.g. aerial photos and satellite images to describe places.• You can use ICT to present evidence e.g. graphs using a spreadsheet.• You can suggest ways of carrying out fieldwork e.g. you can design a questionnaire.)

- Grade descriptors can be broad enough to cover the whole programme or study or written for specific topics skills 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 **written³** or **verbal**, on what they have to do to reach the next grade. Comments 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 the academic year
- 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. (KS3 & 4)

¹ See appendix i

² See appendix i

³ in exercise or assessments book, folders, booklets or via electronic systems such as Microsoft teams.

Key Stage 4 – Years 10 and 11

- A similar system to that outlined above will be employed using GCSE grades (numbers 1-9)
- The use of fine grading should be used for all assessments and predicted grades⁴. Each subject area must agree on the benchmarks for fine grades
- Fine Grades in
 - 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 close to the next grade down)
- Non-Examined Assessment (NEA) work should be checked regularly, with appropriate feedback⁵ to learners which will allow them to make progress. Reference should be made to the non-examined assessment policy
- All learners should be given feedback on their performance using GCSE grades at least once every half-term
- Examinations will be marked numerically according to the system used by the examination board for the particular specification and converted into grades using the most appropriate Grade Boundaries. (Please note 2022 Grade boundaries should not be used as any benchmark)
- Where an examination board specifies no annotation for NEA work, departments will need to find systems to keep a record of feedback
- The awarding of Grade 9 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 will be based on performance in lessons, attitude to learning, rigorous assessment e.g. Mock exam scores, NEA performance, assessments, quality of home learning plus a teacher's professional judgement. *See appendix i*

Sixth Form – Year 12 to 13

- As written and practical assignments differ in nature, varied systems of marking and feedback 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 equivalent grades, bands or assessment objectives and where appropriate a breakdown of the marks into AOs or grade descriptors
- Personal Learning Checklists (PLCs) should be used.⁶
- Learners should be given access to mark schemes and examiner reports and links shared via teams
- Developmental or feedforward comments are expected on all major pieces of work or online
- When deciding predicted grades and teaching is shared, all assessment data must be considered
- Fine Grades in KS5 subjects
 - will use 1, 2 or 3 after the letter grade e.g. A1 or A2 or A3
 - (with 1 demonstrating closeness to the next grade up and 3 being close to the next grade down)
- Fine grades e.g. A1 A2 A3 will be used for all KS5 courses
- For progress reports and data drops, **predicted grades** are required

⁴ See appendix i

⁵ Where awarding body guidelines allow.

⁶ See appendix iii

Red, Amber and Green (RAG) Colours

Whilst reports to parents are not coloured, SIMS marksheets grades are coloured-coded to reflect progress against target grades and to assist teachers, HOD, HOFs and HOLs to highlight those needing intervention. As a general rule, the following applies

KS3

- Green = current grade is 1/3 of a grade below, equal to or above target grades
- Amber = current grade is 2/3 of a grade below target grade
- Red = current grade is more than 1 full grade 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, then an intervention is needed and should be discussed with the HOD/HOF and minuted and actioned.

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. Small group tuition is fundable [see this link](#).

The use of peer mentors is to be encouraged.

Personalised Learning Checklist. (PLCs)

It is an expectation that departments are using some form of PLCs with learners at KS4 and KS5 to help them diagnose topics, skills and concepts. A simple coding is sufficient. Learners should regularly complete PLCs following a sequence of teaching to allow teachers to review their teaching and learning and adapt accordingly. An exemplar can be found in Appendix iii.

Standardisation

Standardisation is intended to:

- raise performance
- monitor learner and staff performance
- ensure equality of treatment of all learners
- clarify expectations
- ensure the highest possible quality of practice for 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 assessments should be subject to regular standardisation which, depending on the Key Stage of the learners involved, should refer to National Curriculum, GCSE 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 disadvantaged learners and intervening quickly if there is a sign of under-performance or signs of gaps
- keeping up-to-date with the latest methods of AfL and sharing 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, 4matrix and ALPs connect (KS5 only) to monitor progress
- analyse progress and intervene 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 data systems to support departmental monitoring, using the research group tool to look at the 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
- deciding and scheduling of when key assessments take place across the academic year
- updating assessment policies
- updating curriculum overviews

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 data software to analyse cohort performance.
- taking an evidence-based view of the progress and 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.

Work, book or feedback sampling.

The principle behind sampling is to share best practice, offer professional support and ultimately develop marking, assessment and feedback and look for ways to improve feedback whilst reducing workload. Sampling windows are highlighted on the school calendar.

Sampling is about looking at or observing best practice in the marking, assessment and feedback being used across a department or faculty. It is about the quality of what pupils are recording, how they are progressing over the year, what we can learn about one another's teaching activities etc.

Some of the best opportunities to develop come from witnessing the practices of colleagues in their own department or faculty.

Work sampling at Herschel must be developmental in that it's a shared experience and looks for any opportunity to share good practice.

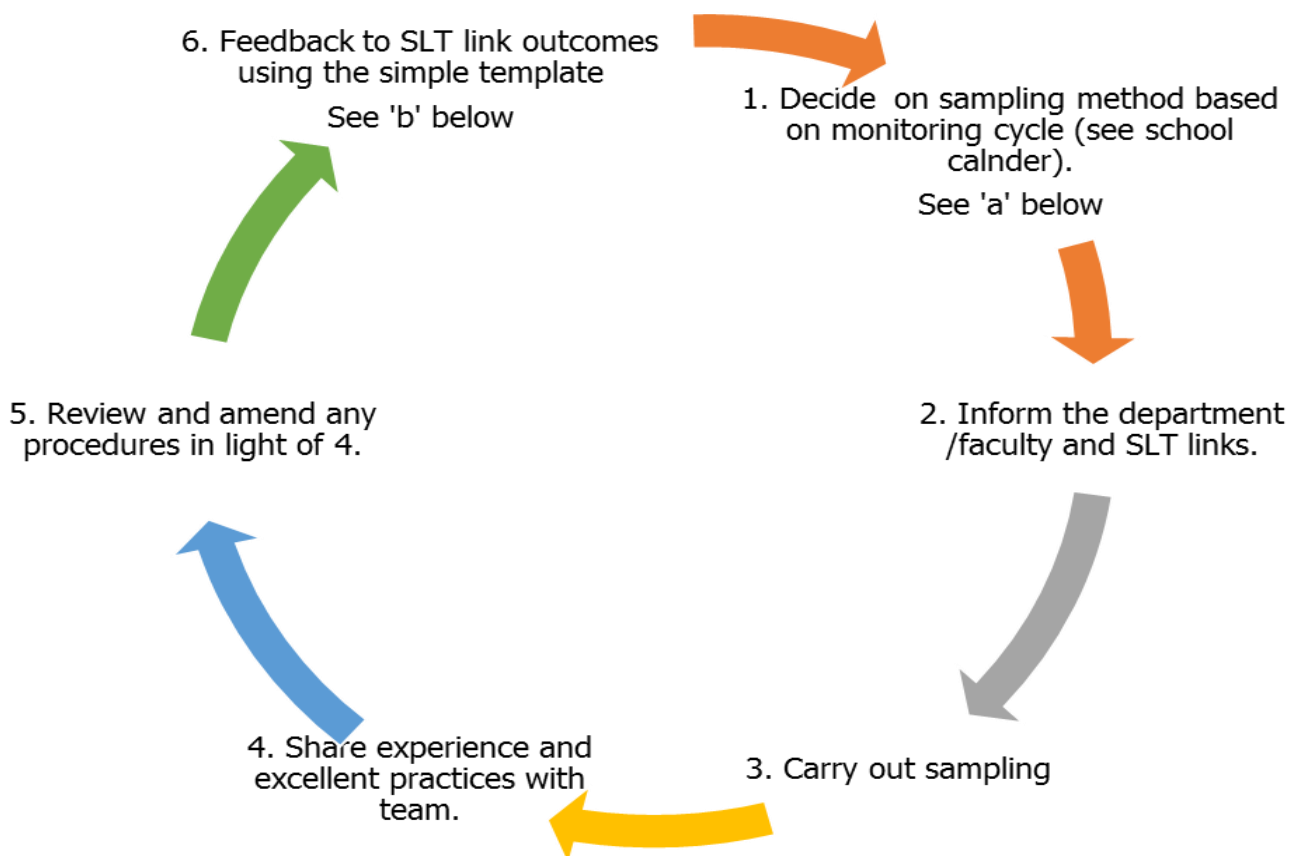
The language used will be framed positively.

- I/We like.....
- A great technique was seen in 'x'
- The feedback offered was impactful as it
- The use of 'X' is beneficial as it
- A great way to save teacher time was witnessed in 'x'

It will help to ensure department systems work, are manageable/sustainable, benefit pupils and ultimately best practice is shared.

The sampling method in each department will be different and will be for HOD / HOF to decide.

Expectations in terms of marking, assessment and feedback should have been shared with the department and set out in the assessment plans.



Section a – Methods.

1. Department meeting (ad hoc or calendared) - asking staff to bring **books**⁷ and add members to class teams**. HOD can ask for some 'named' **books** to ensure coverage of the key groups. Use department time to highlight WWW.
2. Learning walk - to witness more verbal feedback and look at **books** – ensuring key groups are included in the sample.
3. HOF/HOD collecting in books or being added to a team to review independently. HOD asks for specifically named books to ensure coverage of key groups. Use department time to highlight WWW. (This is the least preferred method.)

Section b – Dissemination.

What Went Well was raised in department meetings. Good practices shared. Staff spotlighted. Written comments can be included in line management meetings and or department actions. Use of simple Microsoft form or the form below and let SDE, SLT Link and HOF know Sampling has been carried out.

Sampling Summary <https://forms.office.com/r/84vg2VjyW9>

Any actions e.g. amending/updating documents, department systems or mechanisms.
Send out praise notes.

Sampling Feedback

Year Group(s):	Date(s):
Department:	
Focus:	
Method(s) used:	
WWW: <ul style="list-style-type: none">•••	
Developments:	

Examples of good practice can be uploaded to this folder remembering to put the subject and details in the file name

The folder is here [Work Sampling](#) for uploading excellent examples.

* This can be just for a limited time during the sampling period.

Quick links

[Curriculum Overviews](#)

Subject [Assessment plans](#)

[Department Improvement Plans \(Evaluations & Actions\)](#)

⁷ The term books is used generically any learning device where notes, assessments, marking, and feedback are stored.

Appendix i


Term	Definition
Predicted Grade	<p>A 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 assessments e.g. exam scores, NEAs, assessments.</p> <p>Predicted grades are professional judgements made by the class teacher. They are fine-graded.</p>
Target Grades	<p>A grade 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>
Current Grade (KS3 Only)	Awarded by the class teacher based on the subject grade descriptors (see pages 4-5). It is a summary of the grade a learner is currently working at. This will normally take account of test results or practical activities. It is not a prediction of future outcomes.
T Grades (T1 T2 T3)	Assessment grades are normally based on exams or tests but can include a judgement on outcomes of non-examined assessments or practical assessments. These are fine-graded and based on subject-specific criteria. E.g. mark scheme and grade boundaries.

Appendix ii

new Year 7 grading.

			Target			Target	
CAT Score	KS2 Scaled Score	Starting Point	Year 7	Year 8	Year 9	Year 10	Year 11
95	98	1-	1+	2+	3+	4+	5+
100	101	1	2-	3-	4-	5-	6-
110	104	1+	2+	3+	4+	5+	6+
116	107	2-	3-	4-	5-	6-	7-
120	110	2	3	4	5	6	7
125	113	2+	3+	4+	4	6+	7+
130	115	3-	4-	5-	6-	7-	8-
135	118	3+	4+	5+	6+	7+	8+
140	120	4-	5-	6-	7-	8-	9-

Appendix iii

 PiXL Partners in excellence	<h1>Personalised Learning Checklist</h1>		RED	AMBER	GREEN
Edexcel A Level Business Year 2 Theme 3 - Business decisions and strategy					
3.1 Business Objectives and strategies					
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					
3.2 Business Growth					
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					

Appendix iv – example of a Department Assessment Overview

Business Assessment Marking and Feedback.

Assessment	
<p>Most of the content in Business is theme or topic-based based so assessments are spiralled across the Units or Themes of study.</p> <p>Questioning is a key way to determine progress, especially at A level where class sizes are smaller.</p> <p>Live and sample marking will be used more and more to allow learners to see a range of responses and detailed feedback.</p> <p>Learners are able to provide ongoing peer feedback and support through the use of Microsoft Teams.</p> <p>Seneca Learning is used extensively at KS4, so learners and teachers receive real-time feedback on their knowledge and understanding.</p> <p>Extensive use of Teams offers individuals and cohorts a wealth of feedback and feedforward. Assignments are often returned for “review” so learners can respond to feedback.</p>	
KS4	KS5
<p>Peer marking or self-marking for questions after each chapter.</p> <p>Highlighters / coloured pens used by learners for AOs.</p> <p>Homework questions are uploaded on teams and marked by the teacher. For some individual feedback is given and for some collective feedback is given. Some of the work is marked by coming up with the model answers with the students.</p> <p>exemplary student work is displayed anonymously to show the expectations from learner's work.</p> <p>Learners are given access to Assessment MATs in lessons and also in assessments. Assessment AOs in classroom boards.</p> <p>Marking is completed using specification annotations AO1 or K/U = Knowledge & Understanding AO2 Ap = Application AO3a or An = Analysis AO3b or Ev = Evaluation (9 and 12 mark Questions)</p> <p>Assessments are carried out after every topic is finished which are marked by the teacher and then discussed with the learners by going over the mark scheme and examiner's report depending on the availability of the examiner's report.</p> <p>Students are asked to mark someone else's answer which could be picked from another set or examiner's report and explain how they have marked various AOs.</p> <p>During topic assessments, the teacher will make suggestions or prompt learners if they are answering incorrectly.</p> <p>Grades are shared infrequently and raw marks are used more often. Feedback is the key to improvement.</p>	<p>As class sizes are smaller more time can be spent on providing detailed feedback either written or verbal. Learners are encouraged to complete their own assessments alongside those that are set centrally. AOs and levels are used to indicate attainment in more formal exam-based assessments linked to exam board criteria.</p> <p>At least every half-term there will be an exam-based question.</p> <p>In addition to school marking codes staff will can use the following. Ap – limited application to case study. An – limited development of point Ju/Ev – limited or no judgement/opinion Kn/Un x – incorrect knowledge used.</p> <p>Learners are encouraged to visit the Pearson website to view examiner reports which contain marked questions and examiner responses.</p> <p>The use of quick quizzes followed up with PLCs allows for quick self-checking.</p> <p>Assessment will often be an open notebook to aid with building confidence. Then in a few weeks the notes are removed.</p> <p>Learners are also encouraged to mark their own work and justify comments made. Everyone has to comment is a philosophy we adopt in business, be it digitally or in class.</p> <p>Grades are shared infrequently, and raw marks are used more often. Feedback is the key to improvement.</p>

