

# Assessment Policy (to include Early Years)

Reviewed by PRM: May 2018  
Next Review: May 2021



---

This policy covers all aspects of assessment operating within the School.

## Nature of Assessment

Fundamentally assessments carried out can be categorised into two groups:

**Formative Assessment:** registering the progress of pupils and identifying areas which need clarifying, correcting or improving (feedback should be truthful but positive, in order to motivate and encourage); evaluating the effectiveness of learning. In all cases assessment is only formative if opportunities are created for pupils to use the information provided in feedback.

**Summative Assessment:** providing an indication of the level of a pupil's attainment at a particular moment – this might be linked to target setting (*see Academic Procedures: Target Setting*), or ultimately assessment provides a GCSE or A level/IB grade. Such assessment is used to determine the suitability of a pupil for the School (*see Admissions Policy*), an appropriate set placement and to screen for learning difficulties. (*see Academic Procedures: Dyslexia Screening*)

Wherever possible feedback to pupils should be formative assessment

Assessment in these two groups might include:

Formative	Summative
Prep	Entrance tests and screening
Monitoring normal classwork	Tests set by teachers
	Internal exams
	Public Examinations

## School Tracking Data

Levels of achievement against nationally standardised norms are carried out annually for pupils in Years R to Year 9. These assessments measure both attainment and ability and are reviewed by the academic leadership team to identify levels of progress and cases where intervention may be required. These assessments cover attainment in Maths, English and Science (Years 6 & 8 only) and attainment through Cognitive Ability Tests (CAT).

In Year 9 pupils take the University of Durham (CEM) MidYIS assessment from which target grades are generated at the start of Year 10. Likewise Lower 6<sup>th</sup> pupils take the CEM ALIS tests from which target grades are created.

Full details of procedures and protocol relating to the tracking processes can be found in *Academic Procedure: Tracking Data*.

## Scrutiny of Work

### a) Subject Scrutiny

On a regular basis (at least once a term) Heads of Department should scrutinise the work of groups of pupils in each academic year. The purpose of scrutiny of work is:

- to exchange good practice between colleagues – the type of work set and style of marking (this also forms part of the professional development system);
- to assess that progress is appropriate and consistent in all year groups, and if necessary consider changes to teaching strategies;
- to ensure all colleagues are marking in accordance with the departmental marking policy.

A complete written record of these scrutinies should be made using the School's Work Scrutiny form and is to be kept by the Head of Department and reviewed with the Deputy Head Academic/Director of Studies on an annual basis.

### b) School Section Scrutiny

On a regular basis the Director of Studies, supported by the Deputy Head Academic, will scrutinise all the work books of groups of pupils. The purpose of this scrutiny is:

- to assess the attitudes, progress and standards of attainment within a year group;
- to monitor the quality of work within a department;
- to identify examples of good practice to share with colleagues.

Departmental work scrutiny will also take place as part of the school's Teaching & Learning Quality Assurance procedure (see Academic Procedures)

## Assessment Practice (Senior School)

### a) Planning

- (i) All subjects should identify opportunities for assessment within their schemes of work.
- (ii) End of unit assessments should be carefully prepared to suit the section of work, and where possible, interleaf prior learning.
- (iii) Assessment should be judged against clear criteria – eg IB, (I)GCSE, BTEC or A Level mark schemes.

### b) Marking and Examining

- (i) Marking should be frequent, thorough, helpful and in accordance with School and departmental policy – see the Marking Policy (*Appendix 1*).
- (ii) All departments should examine pupils according to the following schedule:
  - December Years 10 & Lower 6<sup>th</sup>
  - February/March Year 11 & Upper 6<sup>th</sup> (Mock exams)
  - April Year 10 & Lower 6<sup>th</sup> [IB and A Level]
  - June Years 7 - 9

- c) **Reporting**  
Interim grades and reports are written according to the agreed schedule. Written reports require a detailed comment describing attitude, progress and attainment. In Years 10-13 there must be a comparison between a pupil's target grade (GCSE or A Level or IB) and current level of attainment. (see *Academic Procedures: Parental Feedback*)
- d) **Recording**  
Teachers need to keep a simple clear record of marks achieved in prep, tests, exams or other assignments. These records inform the writing of reports, advice to pupils and parents, and entry into public examinations. Much information to help teachers is kept on the iSAMS pupil profile. (see *Academic Procedures: Recording & Sharing Information*)

### **Assessment Practice (Junior School & Fiveways)**

For Years R to 6 formal assessments are carried out in May on an annual basis. These assessments are provided by GL Assessment and externally marked. Data on levels of achievement in Maths and Literacy are taken by all year groups and Cognitive Ability Tests are carried out on a biannual basis. Information provided by these assessments is reviewed and actioned by the Director of Studies (Junior School).

Academic subjects not part of the GL Assessment system require pupils to sit tests in May from Year 3.

#### *Appendix 1*

### **MARKING POLICY (Senior School and Junior School)**

#### **Why we mark**

- We recognise, encourage, praise and reward effort and achievement.
- We monitor pupils' understanding and progress against their targets.
- We help pupils identify areas for improvement, so they can reach their potential.
- We monitor the effectiveness of our own teaching, thus providing us with information about future teaching strategies and to identify the next steps in learning
- We are able to monitor the effectiveness of teaching in general.
- We check that work is being done.
- We promote pupils' understanding of mark schemes and techniques for doing well in public examinations.
- We are helped to identify pupils who need support or more challenging work.
- We have evidence of attainment if marked against NC Levels or external exam standards.
- We can help parents to understand the strengths and weaknesses in their child's work.

## Style and Frequency of Marking

Marking is very important, but teachers must be balanced with other priorities which include: teaching; preparing for teaching; pastoral care. Each department will have an agreed marking schedule which should be established by the Head of Department at the start of the year. Therefore priorities must be established, to ensure that our time spent on marking has the greatest impact on learning and progress.

Pupil should be provided with regular feedback upon the work they have carried out. This assessment can take various forms all of which should conform to the Assessment for Learning (AfL) Principles – assessment should be usable to develop learning. AfL processes may include:

- Teacher assessment: a piece of work marked by the teacher with written feedback on strengths and areas for development.
- Self-assessment: Pupils reviewing their work in accordance with set criteria. This process should be overseen by the class teacher to ensure a correct process.
- Peer assessment: Pupils are given the opportunity to review each other's work in accordance with set criteria. Where this process is used pupils should be given a clear framework in which they provide feedback for their peers.

Whilst individual departments have specific policies on marking, the shared principle is that feedback identifies areas of strength in the piece of work and indicates areas for development.

## **In the Senior School...**

Pupils in Years 7, 8 and 9 will be working towards objectives specified within departmental schemes of work; for Years 7 & 8, these will include development of skills identified with the PSB. Pupils in Years 10 and 11 will work towards GCSE target grades, similarly pupils in Years 12 and 13 A Level and IB targets. Following any exam session teachers will provide pupils with feedback on how they are achieving in relation to their target grades and what actions can be taken to develop their learning.

## **In the Junior School...**

- Usually, books will be marked once a week; when projects or coursework are completed over extended periods, work should be monitored regularly to check progress.

Work can be marked in a variety of ways, but should always include helpful comments for improvement and indicate any grammatical or spelling errors. It is important, however, to avoid over-correcting the work of those who have particular difficulty with spelling, as this can be demotivating.\*

Examinations and tests should clearly indicate how marks are awarded. Pupils should also understand how they achieved a specific mark, and how they might improve on this.

Sometimes, homework will be marked with a grade which reflects effort, presentation and the level of attainment, but annotation might be less detailed, as the teacher is assessing the class's understanding.

- Sometimes, work will be annotated in detail, but, on occasions, no mark given, because the teacher wishes the pupil to concentrate on improvement, without the distraction of thinking about a mark.

\* *On occasions, it might be helpful to use the pupil's name when giving feedback.*

## **Recording**

Marks or grades should be recorded in mark books in a format agreed by the department. Teachers should also keep records of all individual learning needs of pupils within their group as well as the most recent school tracking scores.

## **Rewards and Sanctions**

Where appropriate, teachers should award plus points, merits, distinctions. In some cases simply writing: "x, this is a really good essay, which is well argued, full of examples and easily worth an A grade" will be reward enough – particularly if you remember to tell their Head of Year how well they have done too. Repetition of poor work can receive minus points or a detention (see policy on rewards and sanctions).

## **MARKING POLICY (Fiveways)**

### **PRINCIPLES**

- Good marking should be positive, clear and appropriate in its purpose; productive in its outcome and meaningful to the child.
- Marking should always be formative, ie: it should indicate the next steps in the child's learning and refer to target cards.
- There should be a consistency in marking practice across the School to facilitate pupils' understanding and promote learning.
- Where possible time should be built into lessons to mark alongside the pupils where appropriate, to allow children to discuss marking with the teacher, to read, reflect and respond to the teachers marking.

### **WHY WE MARK PUPILS' WORK**

- to recognise, encourage, praise and reward effort and achievement
- to help teachers check whether a concept has been understood and to identify the next steps in learning
- to identify pupils who need support or more challenging work
- to provide clear feedback to pupils about their strengths and weaknesses
- to involve pupils in reviewing their own work and setting future targets
- to provide a record of pupils' progress
- to act as evidence of attainment if marked against NC Levels
- to help parents to understand the strengths and weaknesses in their child's work

### **WHO ARE WE MARKING FOR?**

- The children – what have they done well, how they can improve to meet their “I can” target and see their next target.
- The teachers – to inform/record assessment. Did the child need help, did they use learning aids, pace of work etc.
- The parents/others – A clear explanation of the focus and learning outcomes

### **PRACTICE**

- Really good marking should let the children know how we feel about what they have done and how they can do even better next time.
- A verbal response at Key Stage 1 is as important as a written remark. Please ensure that whatever is said to the child is positive first and then add a helpful remark that helps them to find a way that they could do even better. Verbal feedback should be coded VF.
- Written marking should also be constructive and informative wherever possible.
- If a target is written, it should be talked through with a child so that they know exactly what you would like them to do. Targets should be small, achievable 'next steps' in learning.
- Words such as, wonderful, very good, excellent, good, super etc are fine.
- Negative comments should always be qualified with useful suggestions on how to improve.
- Rewards such as stars, stickers, marbles in the jar and Big News certificates are awarded to let a child know they are doing well and you are pleased with them.

- Carry out marking daily so that the child knows how you feel about what they are doing.
- Marking keys should be explained to the children and displayed in the classroom for easy reference.

## **REPORTS**

Report comments should reflect the comments written in the books or said to the children. There should be no surprises.

National Curriculum grades are reported at the end of Key Stage 1

## **CORRECTING SPELLINGS**

If a common word is incorrectly spelt by a child in Key Stage 1, it may be sensible to write the correct spelling under the work and then ask the child to write it three times and learn how to spell it with the Look, cover, write, check method. One or two spellings may be corrected in Literacy tasks. The balance and value of marking should not be outweighed by a focus on spelling errors

## JUNIOR SCHOOL MARKING IN PRACTICE

### Grades and National Curriculum Levels

Work is marked with an effort grade from A to E in all years and attainment grade is also given (1 to 4, where 1 is high). Both are recorded in the children's books and in the teacher's mark book.

### **EFFORT**

- A** Very Good – working well and trying very hard
- B** Good – working well and trying hard
- C** Fair – generally working well
- D** Weak – will require greater effort to complete the work to the required standard
- E** Unsatisfactory – will require greater effort and possibly teacher input

### **ATTAINMENT**

A grade for attainment should appear on all work. It is possible for a single piece of work to get more than one grade, e.g. a score for map work and graph work.

- 1** Exceptionally good
- 2** Good and secure
- 3** Increasingly secure
- 4** Achieving with support

It is possible to score between grades for both attainment and effort: 1, 1-, 2+, 2-, 3+, 3- etc. Grades are accompanied by comments, particularly as to how to improve the current grade.

### **Spelling Correction**

**As the Editing and Marking Key below shows, only the incorrect part of a word is underlined when teachers mark spellings. In selecting spellings to correct, teachers use their professional judgment and knowledge of individual pupils. With abler spellers only the error may be identified so that those pupils can use a dictionary to self-correct their mistakes. With weaker pupils, the error will be highlighted but in addition, the correct spelling will also be recorded in the margin. Those words are written out three times using LOOK, SAY, COVER, WRITE and CHECK.**

# How Your Work is Marked

## Spelling Mistakes

becorse

the incorrect part of the word is underlined. If it is corrected in the margin: learn it by LSCWC

write in your spelling log

If it's not in the margin self-correct using a dictionary

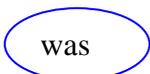
## Mistakes



a circled letter means a capital or lower case error, eg peter



circled punctuation means it is used incorrectly, if the circle is empty it means missing punctuation



if a word is circled it has been used incorrectly, eg was for were

## Layout

//

means start a new paragraph



means move the text

^

means a word is missing



muddled section, your teacher may ask you to redo

## Further Help

\*

read the comments below

**D**

this work will be discussed with you

## PREP POLICY (JUNIOR SCHOOL)

In the Junior School homework is known by the name of “Preparation” or “Prep”.

### PURPOSE

It helps to establish independent study habits, reinforces and focuses learning as well as extending pupils’ interests. It is an integral part of learning, extending the work of the lesson, or preparation for the next.

### EXPECTATION

All pupils are expected to do homework as set in the Preparation timetable issued each year by the Director of Studies. There may be occasions when it is suspended for major school events.

### CONTENT

#### **Good**

- The prep timetable to be followed unless agreed with the Director of Studies.
- Pupil able to work independently.
- Differentiated work or extension work for faster workers.
- Resources and books supplied by the teacher, so prep can be completed.
- Exemplars to follow, or straightforward development of class work.
- Clear learning outcomes.
- Development of skills, knowledge and understanding.
- A variety of activities set
- Some open-ended activities to take the expected time.
- Sufficient time given in class for explanation.
- Realistic expectations of individual pupil.

#### **Poor**

- Parental support required.
- Open prep ‘fits all’.
- “Find out about”.
- “Get on line”.
- New topic or totally different approach required.
- Time fillers.
- Over emphasis on presentation (colouring) or copying.
- A predictable pattern each week.
- Can be done in 2 or 3 minutes.

### RECORDING

Prep is recorded in the Pupil Diary. Pupils should be given sufficient time to record this work, including time to check what is expected of them. Preparation should be written on the board and checked as entered correctly in each diary.

## PLACE

After school we strongly recommend to pupils and their parents that work is completed in a quiet atmosphere without distractions; this is provided in the Library.

In Year 6 we introduce an extra prep of 20 minutes on two evenings, as well as the usual 30 minutes prep. This is part of our preparation for the transition into the Senior School.

## QUANTITY

Year 3	20 minutes per night plus reading
Year 4	20 minutes per night plus reading
Year 5	30 minutes per night plus reading
Year 6	30 minutes for English, maths and science.

No formal prep is set on a Wednesday for any year group. This is an opportunity for pupils to catch up and help them manage their time efficiently.

If your son or daughter experiences any problems with prep, please put a note of explanation in the Prep Diary. We do not expect children to struggle for hours on end trying to complete an assignment that they are finding very difficult. Equally we see no benefit in looking at a piece of work that has more parental than child input!

Should a child be unable to finish prep for any reason, a note must be sent to the Form Teacher (please use the Prep Diary), explaining the circumstances. Prep, on a regular basis, may be done at School, in which case work is begun at 3.50pm under the supervision of a duty member of staff.

All our pupils are required to do at least 15 minutes **home reading** daily and parents can play a very important role by listening to their children read aloud on a regular basis.

## HOLIDAY PREP

Children should continue to read throughout the holidays.

The holidays are an opportunity to rest and no other prep should be set unless agreed with the Director of Studies.

## RESPONSIBILITIES

Ensuring prep is effective is the shared responsibility of the child, staff and parents.

### **CHILDREN SHOULD...**

- record all work set including when due in.

### **SUBJECT TEACHERS SHOULD...**

- set, record and mark preparation in line with the School's policy.
- give sufficient time for entry of preparation in diaries.
- having taken steps to resolve matters themselves, inform the Director of Studies and, if appropriate, the Head of House.
- it is the teacher's responsibility to ensure the child succeeds in and manages the prep set.
- when setting a research task the teacher should identify appropriate sources and set written tasks which demonstrate the skills and the information gathered in the research.

**FORM TEACHERS SHOULD...**

- encourage and assist pupils to take responsibility for their own work.
- monitor and sign the prep diary each day.
- assist to balance time for preparation with other demands.
- inform subject staff of problems encountered.

**PARENTS SHOULD...**

- oversee work and study, assisting to ensure its completion.
- assist to balance time for preparation with other demands.
- check and sign the diary daily. Provide any necessary feedback.