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1. Definition of Assessment

Assessment means to estimate, evaluate or judge a person's work, performance and character.

Kinds of Assessment

- Summative - providing information about achievement over a long period of time, producing an overall result
- Formative - an ongoing diagnosis of weakness and strength in order to bring about adjustment in teaching and learning

2. Rationale for assessment

The mission statement of the King's School is for young people to know their God and to be trained to serve and influence their generation by Godly attitudes and actions. We believe that each student is unique and has God-given gifts of abilities, talents and character that should be developed. Christian discipleship is holistic, and includes character development, spiritual development, academic learning & wisdom, practical skills and physical development. It has the goal of producing maturity of thought, attitude and action in those who receive it.

Assessment is part of the discipleship process. Biblical teaching demonstrates that God tests a person's thoughts and motives (Psalm 26:2, Psalm 139: 1-4, 23, 24), works (1Corinthians 3: 12-15), obedience (Deuteronomy 28) amongst other aspects of life. Similarly, in the gospels, Jesus interacted with his disciples in ways that revealed their attitudes and actions. The role of assessment in training is therefore to identify gifting and character traits and their current levels of development. This is done in order to inform interventions that produce growth and more fruitfulness, to encourage students and to enable them to fulfil their God-given potential.

Our aim is that, as far as is possible, students should become generalists across the range of academic abilities and gifted specialists in their areas of specific gifting.

In practice, the purpose of assessment and recording is to:

- provide feedback to students about their learning
- highlight achievements and identify future learning needs
- contribute to the raising of student achievements
- provide evidence of achievement to be available to other parties

3. Principles of assessment

- Assessment procedures need to be manageable and should inform learning and teaching and character development

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- Individual assessments should take account of the whole school policy for formative and summative assessment and marking
- Assessment should reflect individual, cultural and linguistic diversity
- Assessments should provide opportunities for students to be assessed in a variety of contexts, to determine what they are capable of doing independently, interactively, with peers and with support from staff
- Assessment is conducted primarily by teaching staff, but will also involve the student and his peers within individual, group and whole class contexts
- Teacher, pupil and peer assessment are to be valued
- Assessments are made with reference to defined learning objectives
- The evidence of assessment is recorded systematically and forms the basis of reporting
- Formative Assessment methods are incorporated into teaching practice. This facilitates learning by making ongoing judgments about what has been achieved and giving feedback to students so that they can be informed as to how to make progress. Assessment evidence is also used to adapt the teaching to meet identified learning needs. This gives the student more responsibility for their learning (Prov 2:1-5) and can engender belief in the student for progress

4. The scope of assessment: What is assessed?

a. Character & Spiritual Assessment

Whilst Christian discipleship is a lifelong process that involves every area of life, we seek to highlight and develop character and spiritual life in line with the expressed Christian virtues of the school.

Christian Virtues: Biblical Wisdom, Sacrificial Love, Spirit-led Faith

Biblical Wisdom: We put huge value on the Bible, and seek to apply the knowledge and understanding it gives us through every subject (our curriculum), in the discipleship of our pupils (character) and in all areas of school life (our community). We value the word of God, not only because it is a good book, but because it introduces us to God himself, shows us his promises and leads us to wisdom in behaviour and in our attitude to learning.

Sacrificial Love: Loving God, and loving others as you love yourself, is Christ's great commandment. This love is the radical, 'agape', love of Christ which took him to the cross. This love develops a strength of relationship between teachers and pupils beyond that which can be generated through human effort alone. We therefore become a family, and not an institution. This essential and supernatural character trait is described through 1 Cor. 13, and through the fruit of the spirit in Gal 5 where the list can be also an unpacking of what the 'fruit' of love is (Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-control).

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Spirit-led Faith: This is the presence of the empowering Spirit, that raised Christ from the dead, to give us courage to take risks and believe the impossible. It is beyond what is natural as it comes from God and it causes us to break free of the limitations we might put upon ourselves. This faith spurs us on, to press through spiritual battles, develop spiritual gifts, share the gospel, and engage with the great commission, discovering God's great purposes for our lives. This faith gives us the ultimate hope of eternal life through Jesus Christ.

b. Academic Assessment

Knowledge – meaning the retention of factual information

Understanding – meaning the comprehension of facts, concepts or tasks

Skills - Practical skills that may be both subject-specific and cross-curricular in nature

Wisdom - Wisdom is the application of knowledge in a godly way with an awareness of its relevance to life situations

Quality of work - This refers to the overall standard of work, including care and creativity in presentation seeking to serve the reader

Effort - This is evidenced by the extent to which tasks are completed accurately and thoroughly, on time, and even going beyond that which is actually required

The character and spiritual traits referred to here will be assessed at the time of report writing and communicated to parents. Individual rewards will be given throughout the year where appropriate. Assessment of these character and academic issues are recorded differently depending on the phase of school, or the subject area.

5. Assessment practice

The principles of assessment can be systematically applied and incorporated into teaching practice using a cycle of actions based on the following sequential questions (See Appendix Assessment Cycle diagram):

1. What do I want pupils to achieve?
2. How are we going to assess the work?
3. How am I going to record the assessment?
4. What will I do next lesson to meet targets and objectives?

Key elements in this cycle are formative assessment practices, recording of assessment and target setting. (See Appendix)

a) Formative Assessment

We believe formative assessment is at the heart of effective teaching.

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Good formative assessment practice will incorporate the following elements into teaching:

- Communicate achievable learning outcomes (and how they are assessed) to students, so that they are clear as to what is being aimed for
- Provide ongoing oral and written feedback that identifies both strengths and the next steps for improvement, avoiding unnecessary comparison with other pupils
- Use careful questioning and class discussion to allow students to articulate their understanding verbally and stimulate interest
- At the teacher's discretion record the formative comments given and use them to create targets for the next piece of work
- Use student self, peer and group assessment. Students need to know the aims they are looking for:
 - the desired goal
 - their present position
 - how to close the gap between a) and b)
- Modify subsequent lessons and or curriculum in the light of previous formative assessment

b) Target Setting

Target setting informs the recording of progress on the basis that students learn more effectively if they know what they are trying to achieve, understand how they can improve and are told how successful they have been. Target setting also informs planning such that teaching can be altered in the light of the information given.

c) Recording assessment

Records form an important part of the assessment process in that they monitor progress, inform planning and provide the evidence base for reporting to students, parents and other interested parties. Evidence of assessment of students' achievement and progress will be recorded by subject or class teachers in the first instance. A teacher's assessment records will consist of a mixture of:

- Diagnostic numerical scores (numerical values should only be used where meaningful)
- Summative grades
- Observations (e.g. performance in practical tasks, verbal answers)
- Formative comments given
- Targets set and the students' subsequent response to them. (See Appendix for Primary)

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We will seek to develop our record keeping and tracking in line with improvements in our IT resources.

6. Responsibilities

Each department is required to develop schemes of work and marking policies in accordance with the principles outlined in this policy.

It is the responsibility of the Principal and Heads to ensure that regular evaluation and review of all assessment procedures is carried out.

7. Tracking

Data is gathered across the school using spreadsheets and record keeping books or folders. This is analysed during, but especially towards the end of the academic year (May/Jun). Individual pupil and cohort progress is analysed and resulting conclusions are discussed through the SLT and governors. Feedback to teachers and heads of department is given. At KS4 the results of the GCSEs are annually analysed pupil by pupil against predictions made.

Movement to an MIS will support improved analysis of data and tracking of progress.

APPENDIX 1. Primary and Early Years Assessment

Recording Assessment

Pre-School Assessment

Pre-interview report received from Playgroups or Nurseries.

At the interview observations are made regarding behaviour and social development.

On entry to school, reports and evidence gathered to provide information on areas of development and strengths.

The Early Years Child Profiles are used in YR.

From Sept 2016 the new baseline assessment will be made.

Academic Records

NFER resources are used to provide levels of attainment in literacy and numeracy alongside teacher assessments. Big Writing, VCOP, Hamilton and Abacus are being reviewed as tools for assessment.

Reports on character

Twice a year a report is discussed with the parents regarding character and spiritual development.

Reporting to Parents

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We seek to help parents by informing them of their child's progress through parent evenings and reporting.

Parents of children in Y3-Y6 receive a mid-year report. Parent/staff meetings may be arranged to discuss these where it is appropriate

All Parents receive reports in June after which the Parents are invited to school to discuss the report with the staff.

Target Setting

Departments must include target setting into their schemes of work and departmental heads ensure that target setting is incorporated into the teaching practice of individual staff (see cycle of assessment). Target setting informs the recording of progress on the basis that students learn more effectively if they know what they are trying to achieve, understand how they can improve and are told how successful they have been. Target setting also informs planning such that teaching can be altered in the light of the information gathered.

Specific Methods and Resources Used (audit Spring 2014)

- NFER short and long English tests
- NFER Maths tests
- APP grids for reading
- Guided reading grids
- High frequency word lists
- Diagnostic spelling tests
- Termly phonics spelling tests
- 'Letters and sounds'
- Letter formation assessments
- Ros Wilson grids for levelling writing
- Termly target setting, reviewed in summer
- IEPs for SEN
- QCA reading assessment levels
- Science assessments
- Read/Write resources
- Abacus and Hamilton assessments
- End of topic Maths tests (Heinemann)

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- Grammar and Comprehension tests
- Pupil profile records

Primary Tracking given recent changes, from Summer 2016

Writing Sample each term	Using Ros Wilson categories (all)	Teacher Assessment (ARE Standards)
	GLA Progress in English Y1, Y2 & Y6	Standardised test (NC levels)
Spelling, summer	NFER Y3, Y4, Y5	Standardised test (ARE Standards)
	Single Word Spelling Test Y1-Y6	Standardised (Spelling Age)
Reading, Summer	Single Word Reading Test Y1-Y6	Standardised (Reading Age)
	NFER Y3, Y4, Y5	Standardised test (ARE Standards)
	GLA Progress in English Y1, Y2 & Y6	Standardised test (NC levels)
Maths, twice a term	Pearson, Y1 to Y6 (up to summer ½ term only) https://www.activelearnprimary.co.uk/	
	Arithmetic and Problem solving	Standardised tests (ARE Standards)

The **SATs** this year are being used by the Government to generate a Points Scale. Although not comparable with Age Related Expectations (AREs), NC Levels are being used to approximate an equivalence: at the end of KS1 (Y2), 100 points represents an achievement of Level 2b while at the end of KS2, 100 points represents Level 4b. The move is away from summative against a National Standard towards formative progress within a school against Age Related Expectations, a school's Year cohort becoming frequently competent with at least 80% of the AREs being the lower goal. Tracking leads from points of particular accountability at the ends of KS1 and KS2.

We need to show meaningful tracking of progress through both formative, sometimes ephemeral assessment, and summative, standardised testing. This assessment involves appropriate target setting (including AfL and, e.g., Steps to Success), identification of gaps, informed adjustment of planning, and intervention.

The security of use of skills in **Pearson** Maths test is demonstrated by a percentage in the testing scheme used (<30%, Below the ARE; between 30% and 70%, emerging into or working towards), although the percentages achieved in the summer could yield judgements against the AREs following those suggested by HGfL.

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Hertfordshire Grid for Learning suggest the following 'bands': no evidence; entering (up to 25% of the criteria); developing (up to 60% of the criteria); securing (up to 80% of the criteria); deepening (up to 100%) of the criteria.

Appendix 2. Secondary School

Assessment Practice in Secondary

A. Schemes of Work

A scheme of work is a written document, other than a syllabus, describing the content and organisation of all courses of study to be followed by students. The scheme of work provides a summary of how the school intends to deliver its planned curriculum within subjects. A scheme of work is written to reflect the policies of the school and the subject department. It is a working document which is largely concerned with knowledge, concepts, skills and how they are taught.

The format of schemes of work is determined by each subject area but will include the following:

- topics to be taught
- examples of activities to be undertaken by students in class and for homework
- possible learning strategies to be adopted
- references and resources
- provision of differentiated work
- assessment opportunities (linked to department marking policy)
- reference to cross-curricular themes where applicable
- reference to the Christian aims and ethos of the school, in particular that we provide an education founded upon biblical principles and a God-centred world view.
- Reference to other appropriate school policies

The preparation of schemes of work is the responsibility of the head of department, but should be delegated to include all involved subject staff so that a sense of shared ownership is achieved. All members of a department will have a copy of the scheme of work and should have access to other departments' schemes. Schemes will be reviewed and updated as necessary before the beginning of each academic year. Schemes of work are to be available for parents to consult upon request.

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B. Target Setting

Targets are set on marked work and/or in subject lessons and are made with reference to the level at which a student is expected to perform at any stage in Key Stage 3 or 4

These should be made with regard to:

- specific skills being worked on at the time with the pupil
- specific skills being tested in a particular assignment
- obvious weaknesses arising out of a particular assignment
- areas of strength which could be further developed

C. Tutor reviews

In the first half of the Autumn Term, tutors will conduct an interview with tutees, designed to help them set targets in the following: academic work, the development of certain character qualities and their spiritual progress. These targets will be recorded by the tutor, with a copy retained by the pupil. Later in the year, a second interview or tutor questionnaire session will take place to ascertain what progress has been made in meeting these targets.

E. Marking Policy

Each department will develop a marking policy to be used throughout a department. This is to fulfil the following objectives:

- to ensure that all students and parents understand the marks awarded to students
- to ensure that teachers have a common understanding of the required standards of presentation, spelling and volume of work
- to ensure that consistent assessments are made within a department
- to ensure that marking is purposeful by giving an indication to the student of the standard they have achieved, the standard required and the steps necessary to improve to the required standard
- to generate consistent data that can be used to track student progress across years

In order to achieve this, departmental marking policies will include the following features:

- an indication of the frequency with which students' work will be marked
- the role of end of topic tests
- a reference to the whole school spelling and literacy policies and how this is to be integrated into the departmental marking policy
- a guide to the style of comments to be used in annotating students' work
- an explanatory summary of the marking policy that can be given to students
- a method of standardising marking across the department

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Presentation of work

We regard the neat presentation of work as important for the following reasons:

- It serves the reader, whether at school or later in the workplace.
- It encourages pupils to take pride in their work.

We want to encourage the following:

- Work which is written in a regular style throughout an assignment.
- Work which is written in pen, unless stated otherwise.
- Work which is laid out well, sticking to the lines on the page.
- Mistakes which are neatly crossed out, once only. No Tippex.
- The adoption of a correct size of writing, neither too large nor too small.
- Signs of progress in presentation.

We recognise that allowances need to be made for children with specific learning difficulties.

We will be using a variety of strategies to encourage neat presentation:

- Carefully explain to pupils the benefits of neat Presentation.
- (Serving the reader, taking pride in their work, often care with presentation is reflected in accuracy of content.)
- Regularly introduce a presentation element into marking.
- Check pupils are sitting properly – leaning over desk, non-writing hand holding paper etc.
- Give pupils opportunities to think carefully about their work before putting pen to paper. This might involve planning on rough paper first before writing a neat copy.
- Encourage pupils to slow down.
- Staff set a good example by paying attention to their own handwriting – on the board and when marking.
- Seat left-handed pupils at the end of rows, not next to a right hander.
- Insist pupils rewrite illegible work.
- Reward signs of progress in presentation or consistently neat work.
- Check that an appropriate pen is being used.
- Department heads will include a section on Presentation in their Marking Policies

Spelling

The importance of the development of good spelling skills is recognised across the curriculum. The teaching of subject specific spellings is the responsibility of subject teachers. The teaching and promotion of accurate

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spelling in common English words is seen to be a particular responsibility of the English and Humanities departments. To this end, strategies for students in these subjects are as follows:

- Teachers will indicate up to 3 incorrect spellings in any piece of work submitted by a pupil. More than 3 is demoralising for the pupil as well as being counterproductive.
- Pupils will copy the words correctly 3 times at the back of their books.
- They will then cover the words and re-write them correctly in pencil.
- The same words may appear several times in the list over several pieces of work.

Punctuation and Grammar

Correct punctuation and the use of grammatically correct Standard English are taught through the English curriculum. We consider it important that these skills become an increasing characteristic of each student's work across the whole curriculum. It is the responsibility of all staff to promote the use of correct punctuation and of Standard English grammar in written work submitted to them. Strategies will include:

- Marking of incorrect usage. Teacher's should not indicate more than 1 or 2 error types per piece of work; e.g. Poor sentence demarcation and use of colloquialisms.
- Explanation and demonstration of correct usage for pupils to employ in future pieces of work.
- Occasional requests for work marred by poor punctuation and/or grammar to be re-written.

Allowances will be made for those with specific learning difficulties where appropriate.

F. Formal Assessments

Each Year Group will have a formal examination period each year. In addition, end of topic and/or end of term tests will be set. This engenders good examination practice in preparation for GCSE examinations and provides summative levels of attainment.

The examination timetable is as follows:

GCSE mock exams	December
GCSE exams	May – June
Year 10 exams	May – June
Year 9 exams	May
Year 7 & 8 exams	June

G. Reporting to Parents

We seek to help parents by informing them of their child's progress through a sequence of reports and parents evenings. The school will issue termly updates in the form of reports including/or summative grades and parents have opportunity to attend two parents evenings each year.

Grade descriptors and advice on completing reports are given below:

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Grades

The grades consist of an **effort** and an **attainment** grade.

EFFORT Grades are:

- Y7 – Y11: 1) Working Hard
- 2) Working Steadily
- 3) Not Working Hard Enough
- 4) Significant issue with effort

ATTAINMENT Grades are:

- Y7 – Y9: A) Consistently Outstanding
- B) Consistently Good
- C) Competent
- D) Limited
- E) Poor

We do not use + / -, but may use intermediates (B/C etc.)

Y10, Y11: GCSE grades (A-G) are used. It is permissible to use intermediate grades to indicate the direction of progress (B/C is lower, C/B is higher).

The pattern of reporting through the secondary school year is:

	Y7	Y8	Y9	Y10	Y11
Autumn Term					
Parents Evening	October/November				
End of Term	Grades	Report	Report	Grades	Grades
Spring Term					
Parents Evening		February/March	February	January	January
End of Term	Report	Grades	Grades	Report	Full Report
Summer Term					
Parents	July	July	July	July	

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Evening					
End of Year (including exam details)	Full Report	Full Report	Full Report	Full Report	

In the autumn and spring terms the Parents' Evenings are with the subject teachers and tutors. In the summer term the Parents' Evening is with the tutors only. Reports in the autumn and spring terms are of a shorter format than the end of year report. During the end of year Parents' Evening we seek to identify targets for each child in the coming year.

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Appendix 3

MARKING

One of The King's School's distinctive features is that we consider each person as God's unique creation having individual needs and gifts which lead them into areas and activities God has prepared for them.

In keeping with this we wish to honour and respect each child by marking their work carefully, and in sharing back with them in appropriate ways. Pupils are encouraged to consider how they can best serve the reader of their work by presenting it neatly, handing it in on time and being open to correction once it is marked.

Purpose of Marking

- It is a means of regular communication with the pupils about their individual progress.
- It motivates pupils to further effort by praising current achievements.
- It assists pupils in focusing them on aspects of work where further development is needed.
- It provides the teacher with feedback on how well pupils have understood the work, enabling planning to take place for the next stage of teaching and learning.
- It enables the teacher to make judgements with regard to National Curriculum levels, key skills for the various age groups, GCSE, etc.

Guidelines for Marking

In order to provide a degree of consistency across the age groups, the following guidelines have been set out:

- Work should be collected in regularly and returned as quickly as possible. Each department should establish the expectations for each subject/age group. These should be in line with the school's Assessment Policy.
- Responses should be constructive, giving credit for what has been achieved as well as guidance for improvement where necessary.
- Whilst all class work and homework is marked at Primary level, selected pieces of work should be subject to more detailed marking with aims for improvement.
- A system of recording and preserving marks should be implemented.
- Ensure that assessment information informs further planning.
- Explain the marking and assessment systems to pupils.

MARKING IN THE PRIMARY DEPARTMENT

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Marking English/Literacy

Where possible, lined paper is used for English as this helps pupils to produce neater handwriting. A small tick or cross is used to mark work. When a correction is done the cross is circled.

- 1) Spelling - teachers mark the weekly spelling tests indicating how many words the pupil spelt correctly. Incorrectly spelt words are written out three times and/or written into a word book. Test scores are recorded in the teachers' files. Some classes draw graphs to indicate their spelling scores each week.
- 2) Grammar – accuracy is clearly important in this subject so each mistake is corrected. Aims for development should be written at the end of the work.
- 3) Handwriting – attention should be drawn to incorrect joins in writing so that the pupils develop a neat, legible style. Extra practice could be given to weaker areas.
- 4) Creative writing – this will vary with age, but the main emphasis is on creativity of thought, though most children can consider their writing, spelling, grammar and punctuation and should be exhorted to check these before handing in their work. If it is a draft copy, then corrections can be done later in preparation for the fair copy. Written work on display should be corrected.

Useful Symbols:

- \wedge = something missed out
 - Sp = spelling
 - // = new paragraph
 - Ca = capital letter
- 5) Comprehension - answers should be written in sentences, particularly from Y3-Y6, starting with a capital letter and ending with the appropriate sentence ending.
 - 6) Constructive comments for encouragement and improvement are more useful than grades or marks.
 - 7) Teachers keep their own records/notes of their marking in the various aspects of English.

Marking Maths/Numeracy (Under review)

Children use squared maths books from Y2 upwards and are encouraged to put the date and quote text book page numbers to serve the person marking their work. Margins are ruled at the edge and down the centre of the page for most work.

Green pens are used for ticks or crosses. If children score their own work, they use a red pen. Once corrections are done, the cross is circled.

- 1) Junior maths tests are marked as a percentage in the New Heinemann Assessment books. Records are kept by the teacher but the children have access to the Assessment books.

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- 2) At the beginning of each lesson, corrections are completed individually as a class. Occasionally, there are exceptions to this especially when further teaching is felt necessary. or
- 3) Extra marks are given if units of measurements are written by the older children.
- 4) Marks are given for working out shown in the maths books.
- 5) Comments should be put on the pupils work as, and when, it is necessary.
- 6) Teachers keep records of children's progress and test results.

Marking Other Subjects

Credit should always be given for good presentation, whichever subject is being marked.

Good spelling, grammar and punctuation should be encouraged until it becomes normal for the children to include it in other subjects. However, the emphasis in marking is on the objectives outlined to the children at the start of the lesson.

SECONDARY MARKING GUIDELINES

ENGLISH / ENGLISH LITERATURE

Frequency

Marking of students' work by the teacher takes place whenever work is submitted for teacher assessment. This is normally after a unit of work is completed and may occur every week, or only after 2 or 3 weeks, depending on the nature of the unit of work. At the end of each half term pupils will submit work for marking following an assessment task so that their progress in learning may be assessed by the teacher and targets set for further progress.

Marking criteria

Marking for each piece of work will be according to specific criteria which have been shared with the pupils before the task is undertaken. As a general rule the criteria for marking of work in years 7 to 9 will be in accordance with Key Stage 3 attainment levels as set out in the National Strategy Framework for Teaching English. Marking of work in years 10 and 11 will be in accordance with OCR GCSE English and English Literature mark schemes.

Marking practice

- Some indication should be given in the margin of a pupil's work where they are specifically meeting the criteria or achieving required standards.
- Indication may also be given in the margin where pupils have not met the criteria if such comments would be helpful.
- In the body of the writing teachers should indicate where points are well made, ideas well expressed, well-chosen words, etc., with a ? or a ?? for particularly felicitous expressions.

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- At the end of the work teachers should give written feedback explaining their response to the work, the mark achieved by the pupil, and targets to aim for to improve their work next time.
- Credit for effort in a particular piece of work should be awarded via the commendation system. Teachers' awareness of the fact that a pupil who always achieves full marks may expend less effort on a particular piece of work than a less able pupil who achieves lower marks should be reflected in this.
- Teachers should mark in red or green ink or in pencil.
- Spelling, punctuation and grammatical errors should be underlined and an explanation given in the margin. Where there are many errors teachers should ignore most of them so as not to deface the work/demoralise the pupil but should pick out a particular spelling/punctuation rule to be addressed by the pupil in future work. Liaison with SEN department may be appropriate to support particular goals the pupil is working on.

Marks and grades

- Marks awarded for work in years 10 and 11 should reflect GCSE attainment levels and the criteria and descriptors set out in the specification informs all assessments at this level. Grades are awarded instead of the OCR bands so that A* is equal to band 1, A = band 2, B = band 3, C = band 4, etc.
- In years 7 to 9 marks out of 10, 20 or 30 etc., may be awarded or even a %mark of correct answers given if the work lends itself more easily to such assessment, as in straightforward spelling or comprehension exercises.
- At KS3 extended pieces of written work such as those produced in response to a half term assessment task should be assessed with the following areas and weightings in mind. A maximum of 30 marks should be divided as follows:

Sentence structure and punctuation (5 marks)

Marks should reflect the extent to which pupils demonstrate their control of appropriate sentence structures, closely linked to the demands of the task.

Paragraph organisation and textual cohesion (5 marks)

In a sustained piece of writing pupils need to show control of the structure and organisation of their writing, including the organisation of material within paragraphs as well as cohesion across them.

Spelling (5 marks)

Marks should reflect the extent to which pupils can spell an increasingly wide range of words from the simple to the complex and irregular. Credit should be given for accuracy and also for the degree of difficulty of the words used.

Composition and effect (15 marks)

Half of the marks available for the task should reward the success of the writing in terms of imagination, appropriateness to purpose, choice of vocabulary and its appeal to the reader. Marks should reflect the extent to which the pupil has adapted his/her writing style to suit the demands of the task.

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- Grades A to E may then be awarded as follows:

0-9

A Completes task with excellence and flair showing thorough understanding of and very strong competence in work covered.

10-14

B

Completes task to a very good standard showing sound understanding of and solid competence in work covered.

15-20

C

Satisfactorily completes task and demonstrates understanding of/competence in work covered.

21-25

D Does not complete task to a satisfactory level and/or shows some lack of understanding of/competence in work covered.

26-30

E Limited ability to complete task demonstrating significant lack of understanding of /competence in work covered.

- Marks awarded for work produced in response to a reading task at KS3 should reflect the extent to which pupils have fulfilled the criteria established by the teacher when the task was set.

Marking Policy for Humanities Department

General:

- All written assignments should be marked. A written task should be set, on average, once a week. Regular, neat, careful marking will contribute significantly to the pride taken in their work by pupils.
- Classwork or notes should be checked regularly and some indication given that they have been looked over by the teacher.

Marks or grades?

Both are useful, but teachers need to decide which is appropriate to the particular task.

1. Marks

Marks are useful for the following tasks:

- Short answers for which the marks have been previously stated.
- Paragraph length answers.

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- End of unit tests. These are useful opportunities for pupils to review a topic and help cement previous learning. They can also give a useful guide to the performance of a class as a whole if tests are similar to those in previous years. They help prepare pupils for public exams. They should contain both short knowledge-based questions as well as paragraph questions testing understanding.
- GCSE-type questions accompanied by a mark scheme based on levels of achievement.

2. Grades.

Grades are more suitable for longer answers from short to full essay length. If, possible, some idea of why the particular grade was awarded should be given. Aim for consistency so pupils learn to gauge how the teacher awards grades.

Regularly include a presentation element in the marking. E.g. A grade followed by a mark out of, say, 5 for presentation, and also sometimes a second grade for Effort: a mark might be B 4/5 A.

Accompany all marks with formative comments, making reference to progress made or concerns you might have, with, at regular intervals, targets for improvement clearly outlined. Include targets set in your mark book.

Spelling and Grammar

Spelling

- Do not correct every spelling. Correct no more than four spellings in a piece of work
- Underline the incorrectly spelt word and write the correct spelling in the margin. The pupil then writes the spelling in the back of their book three times, the third time unseen in pencil. If this last spelling is still incorrect, rub out and re-write correctly.
- Teachers check spellings in pupils' books periodically, and give occasional spelling tests of subject-specific words. ('Parliament', 'theology', 'tectonic' etc.)

Grammar

- Be sparing in correction of grammatical errors, and, if possible, only draw attention to frequently repeated errors. (Sentences without verbs, use of slang, words often omitted etc.)

Other

1. If possible, tell pupils in advance what is being looked for in each particular piece of work – e.g. understanding of a concept, display of knowledge, ability to link related factors or ideas.
2. Over a term, seek to set a variety of assignments:
 - From short one word answers in end of unit tests to long essays.
 - Tasks requiring the display of knowledge as well as developing understanding.
 - Research tasks using text books or the internet as well as exercises from text books.

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- Individual work and paired or group work.
- 3. Mark in red or green ink or pencil.
- 4. Always give pupils some idea of the length you are looking for in a good answer. This will need to be modified according to the ability of individual pupils.
- 5. Regularly draw attention to presentation, particularly the boys. Seek to implement some or all of the strategies outlined in the general assessment policy as quoted below:

'We will be using a variety of strategies to encourage neat presentation:

- Carefully explain to pupils the benefits of neat presentation.

(Serving the reader, taking pride in their work, often care with presentation is reflected in accuracy of content.)

- Regularly introduce a presentation element into marking.
- Check pupils are sitting properly – leaning over desk, non-writing hand holding paper etc.
- Give pupils opportunities to think carefully about their work before putting pen to paper. This might involve planning on rough paper first before writing a neat copy.
- Encourage pupils to slow down where necessary.
- Staff set a good example by paying attention to their own handwriting – on the board and when marking.
- Seat left handers at the end of rows, not next to a right hander.
- Insist pupils rewrite illegible work.
- Reward signs of progress in presentation or consistently neat work.
- Check that an appropriate pen is being used.'

Mathematics Department

Marking Policy

1. General aims of marking pupils' work:
 - a) To give pupils a feeling of their work is important and valued.
 - b) To help students to feel supported and able to understand how to make progress.
 - c) To highlight areas needing improvement with regards to setting out of work, showing workings out etc.
 - d) To assess the progress being made by individuals in a class, as well as by the class as a whole.
 - e) To provide summative assessment in order to help staff assess how they have taught a lesson / topic

A] Marking Homework

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- a) This needs to be done very regularly preferably every week, sometimes by the pupils themselves (not on a regular basis). This gives quick feedback to pupils allowing time for filling in gaps or problem areas.
- b) The work needs to be given an attainment score based on the amount of questions they have got correct as well as an effort grade ranging from A* for excellent to C for satisfactory and D to E for unsatisfactory.
- c) Comments are essential for pupil's self-assessment of their efforts and achievements in the work set.
- d) Where presentation of work is an on-going issue, please refer to the TKSS Assessment Policy, 'Presentation of work' section for strategies.
- e) The Head of Department will check for consistency of marking practice by taking in a random selection of each class's books from time to time.
- f) The expectation of homework needing to be handed in on time needs to be highlighted to the pupils and linked to their effort grade.

B] Marking Class Work

KS3

- a) For years 7 to 9 it is expected that teachers guide pupils into good habits by following certain criteria namely:
- Ruling off after each chapter of work.
 - Margins on the left side of each page.
 - A date, title and page number needs to be evident at the start of each new lesson.
 - Setting out work in an ordered and neat fashion.
 - Spacing of work is essential to avoid cramped up work.
 - All diagrams in pencil.
 - Corrections to work require a single line through the mistake.
 - Workings out need to be evident alongside each question.
 - Marking of work regularly to check understanding (in blue or black pen or pencil).
- b) It is expected that teachers spend some time checking that pupils are meeting the criteria in a) through marking of selected class work and giving effort grades as used for homework so that pupils have some idea of whether they are meeting standards set by the teacher.
- c) Positive comments and commendations are essential where ever possible along with constructive criticism where needed to help motivate and develop their maths skills.

KS4

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A] In year 10 and 11 pupils are still expected to follow the criteria set out in KS3. They are also expected to take more responsibility for marking their own work as instructed by their teacher.

B] Teachers still need to spend some time on checking and marking work to keep pupils motivated and their efforts valued.

C] End of topic tests

These take various forms and are likewise marked and returned promptly. Teachers also need to assess mental maths ability [KS3] on a regular basis using various methods.

Marking in MFL & Science is included as part of the statements on Assessment

Appendix 4; ADDITIONAL SPECIFIC ASSESSMENT PRACTICES (Taken from Audit of Spring 2014 after AFL training)

Teachers all indicated that prayer was a part of seeking to assess correctly where pupils were at. God sees all, and through his help we can see everything we need to, that they might progress.

ENGLISH

- Using marking criteria for work in pairs or self-assessment
- Short pieces of work given for the purpose of assessment, for written feedback
- Essays with written feedback and grades
- Controlled assessments every term from Y10
- Extending formative comments at the end of each piece of work
- Use of NC levels where appropriate; for example with the KS3 test in Dec and June

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MATHS

- Use of ten ticks on-line resources for regular assessment
- Sheets for individual target setting and presentation review
- Regular testing at the end of units of work
- Homework being formative as well as summative
- Records of progress are

SCIENCE

- Three skill areas are assessed formatively: Comprehension/understanding of concepts (often through homework); Factual knowledge/retention of detail; practical skills
- Verbal and written feedback emphasises 'gaps' and how to close them
- Summative with end of topic tests and using KS£ test paper materials or GCSE past papers
- Continuous assessment in Y11 eg. multiple choice paper weekly for homework use for both summative and formative self-assessment
- Lesson reviews at the start and end of lessons
- With lower ability pupils dialogue related to improvement used more than grades

MFL

- Observed pair work with assessment questions to enable more tailored planning for groups
- Weekly vocabulary test and homework on units covered
- Reviews at the start and end of lessons
- Peer and self-assessment considering how to improve
- Marking which encourages progress towards language targets
- End of module test on 2/4 skill areas to check learning
- End of year reviewing SOW to adjust overview planning
- Using spoken presentations, discussion and role play to give assessment evidence
- Using past GCSE papers for demonstrating levels
- Use of on-line resources with instant feedback
- Regular use of comment only marking on written work
- Active referring to success criteria

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Geography/History

- Starting sessions with Q&A to assess recall
- Identifying 'what has been learnt today' as part of group assessment
- Using traffic lights to feedback how confident pupils are at geography/history skills work
- End of topic assessments as well as the more formal tests e.g. end of year
- Completing the full range of GCSE type questions through the key stage bringing learning together through a topic e.g. How should Henry VIII be remembered?
- Comment marking with guidance for improvement; sometimes set as specific individual targets
- Giving 2-3 activities each term to be marked formatively on the basis of content, effort and presentation
- Giving grades related to specific success criteria
- Summative tests through homework

RELIGIOUS STUDIES

- Y7 EOU homework sheets; World religion assessment
- Y8 EOU and Life of Jesus essay
- Y9 Hinduism/Islam test, practice exam and summative homework test
- Y10-11 EOU from textbook with exam practice questions leading to full past papers
- Formative assessment using Q&A, thumbs up, pair work with self-assessment, 'circling' and class discussions using the 'Philosophy for children' resource.

ART

- Assessing cohorts and groups to see relative artistic strengths and weakness at start of courses
- The constant discussion and reappraisal of work and progress, in line with success criteria means assessment is persistently formative
- Class discussions celebrating and reviewing progress in work produced
- Summative much more towards GCSE level using NC levelling and GCSE grading
- Comments for improvement based on GCSE AOs

PE

- Named sheets with skills for assessing taken out to lessons for instant recording using traffic light type systems

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- Recording general lack of skill or ability for groups taught, then shaping lessons accordingly
- GCSE topic exam questions done verbally as well as written
- Marking focussed on learning intentions, leading to goal setting
- A general emphasis modelled by the teacher on self-evaluation and reflection to lead to improvement

APPENDIX 5: Managing Controlled Assessments

Introduction

Controlled Assessment is a form of internal assessment set and administered by The King's School in accordance with the regulations laid down by the various examining bodies.

Normally the tasks for a Controlled Assessment will take place in normal lesson time, ensuring that the correct time is given to the tasks. However, if it is more appropriate for the designated time to be spent in some other way, over a full day or a weekend for instance, arrangements will be made for this. If this involves taking pupils off site, appropriate supervision will be necessary.

Principles

The overall object of our administration of Controlled Assessments is to ensure the smooth running of all CA tasks such that pupils can do their very best in all the tasks. In other words, they are not overburdened, there are no clashes in the timetable, sudden eventualities are catered for and all legitimate resources are made available.

- All controlled assessments should be incorporated into schemes of work
- Teachers should indicate to the Head of Secondary, by the end of September, when they are planning to hold a Controlled Assessment task during the forthcoming academic year. They should indicate if this is for Year 10 or Year 11. They should indicate if the IT suite will be needed. This information will be entered on a master plan and a copy placed in the staff room.
- Teachers must have available all the necessary information from the awarding organisation concerning the assessment task and the controls which need to be applied to it.
- Arrangements for pupils with special educational needs. Where pupils require extra time, or the presence of an amanuensis, arrangements must be made by individual teachers for this to be available. Teachers should speak to the Special Needs Coordinator to ensure pupils' needs are known.
- Timing of tasks. Teachers must make arrangements for the allocated time to be monitored. A record of time spent as the task proceeds must be kept. If a lesson is delayed or interrupted, the time lost must be made up in a subsequent lesson. It is advisable for teachers to leave time *after* the planned assessment to make up for any

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lost time due to unforeseen circumstances. It is therefore also advisable not to plan to for CAs to end at the very ends of terms.

- Teachers must keep a record of attendance for each session.
- If a pupil misses a significant amount of time for legitimate reasons, arrangements should be made with the Head of Secondary for this time to be made up in school time and under the correct supervision.
- Teachers must ensure that all steps have been reasonably taken to guard the security of work:
- All work produced by hand over several sessions must be collected in at the end of each session and stored securely; it must be locked in a secure cabinet, or classroom.
- All work produced electronically must be saved securely so that it cannot be amended between sessions. Work stored on memory sticks should be collected in at the end of each session.
- Supervision of candidate's work:
- Teachers must ensure that the level of supervision prescribed is adhered to, whether *formal, informal or limited*. Careful reference must be made by the teacher to the level of supervision required by the awarding organisation.
- Teachers must assume that the work is to be *solely* undertaken by the candidate, unless subject regulations prescribe differently.
- Teachers must limit the use of all resources, including use of the internet, in line with the guidelines of the awarding organisation. They must also take note of guidelines regarding use of published sources.
- Where necessary, internal standardisation of all marking should be carried out and an agreed final mark given.
- Teachers must keep all necessary data records of CA tasks and submit them to the awarding organisation by the specified dates.

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Responsibilities

Overall responsibility for the correct administration of Controlled Assessments lies with the Head of Secondary. He/she is responsible for ensuring that CAs across the school are administered in a peaceable manner.

Subject teachers are responsible for the practical administration of Controlled Assessments for their subject and class. They are accountable to their Head of Department and the Head of Secondary.

The SEN coordinator is responsible for making sure that individual teachers are aware of the special needs of individual pupils.

Internal Appeals procedure

These are the same as for external exams. Further guidance should be sought from the Exams Officer.

Sources of further information

For more detailed information about the administration of Controlled Assessments teachers should refer to 'GCSE specifications and Principal Learning units within Diploma Qualifications. Instructions for conducting controlled assessments' published by the Joint Council for Qualifications. A copy will be with your Head of Department or the Exams Officer.

Monitoring arrangements

The Head of Secondary will submit a report to the Senior Management Team in June following conversations with departmental heads, after the return of final marks from awarding organisations, as to how the Controlled Assessments have gone. Recommendations for improvements should be made at that meeting.

APPENDIX 6: Stepping Stones statement

Stepping Stones follow the EYFS practices of making regular observations by each key worker on the early learning goals. This information is expressed to parents at parent meetings and is passed on to the infant department.

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EYFS tracking, the EYFS profile and the child's learning journey provide effective means to monitor progress.

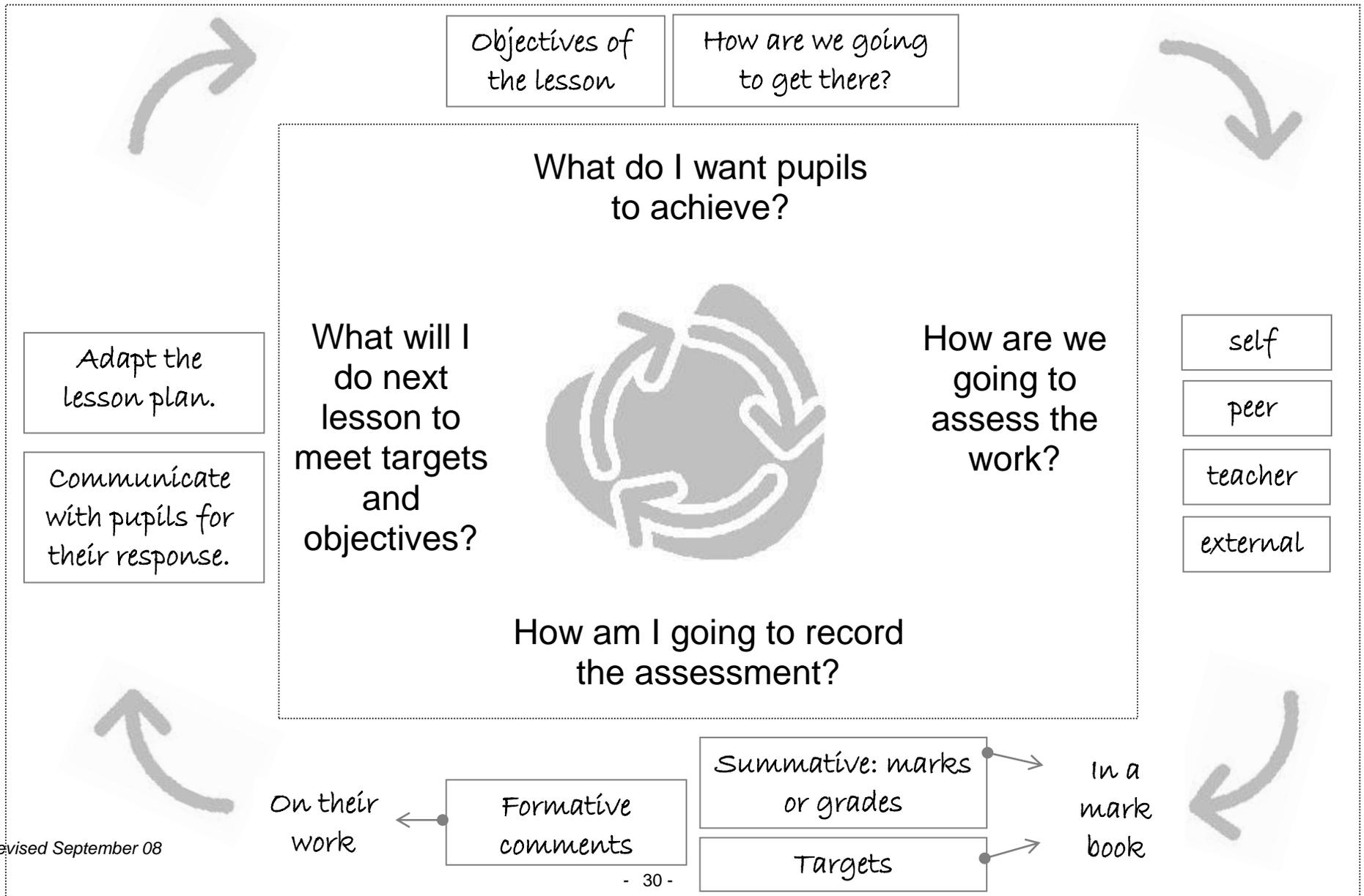
(Details can be found in the relevant nursery documents)

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