

THE KING'S SCHOOL



ASSESSMENT, MARKING, RECORDING AND REPORTING POLICY

COMMON PRINCIPLES

Regular assessments of student performance are conducted for the following reasons:

A. FOR STUDENTS

- **TO GUIDE & ENGAGE** students by informing them of what they can do and what they need to do next in order to improve.
- **TO RECOGNISE ACHIEVEMENT** and build confidence in the student, establishing a culture of positive thinking and a high level of motivation.

B. FOR TEACHERS

- **TO MAKE RELIABLE JUDGEMENTS OF ATTAINMENT** defined by examination boards and national standards.
- **TO INFORM PLANNING** so that future tasks are appropriate, new challenges are provided in order to extend skills, knowledge and understanding.
- **TO PROVIDE DATA** to track student progress and understand patterns, to use this expertise to mentor students in order to improve their performance.
- **TO HELP US TO PREDICT** future outcomes from current attainment for individuals, specific groups and whole cohorts; and to set ourselves challenging targets to achieve as a school, as departments and as classroom teachers.

C. FOR PARENTS

- **TO INFORM PARENTS** of strengths and areas for improvement so that they can support their child's learning.

D. FOR SUBJECT LEADERS, HEADS OF YEAR AND SENIOR LEADERS

- **TO INFORM SCHOOL SELF REVIEW AND EVALUATION** by providing the evidence of how well the subject, year group, specific groups and whole school is fulfilling its function.
- **TO MEASURE PROGRESS**

FEEDBACK

At King's feedback to students is made up of four strands:

- Oral
- Written
- Student self-assessment
- Peer assessment

ASSESSMENT

Whilst acknowledging that there will be some diversity of approach, high standards will be maintained through the following common elements:

Formative assessment of progress through assessment for learning by:

- Sharing the learning objectives with students
- Written diagnostic comments which provide advice on how to achieve the next level/grade
- Oral diagnostic comments which provide advice on how to improve performance
- Peer and student self-assessment to encourage reflection on strengths and areas for development

Collection of data for recording student achievement:

- At KS3 the use of King's levels in order to demonstrate progress across the key stage.
- At KS4/5 use of grades to demonstrate progress against examination board criteria.
- Internal systems of measuring progress will translate marks into King's levels, or GCSE/'A' level grades.
- Use of KS2 results, and where these are not available, Midyis (KS3), FFT target grades (KS4), ALIS (KS5) as a guide to tracking student progress across the key stage.

Internal examinations and Common Assessment Tasks (CATs)

Common Assessment Tasks are tasks completed by all students taking a course in the subject in that particular year group. They will have access to the same materials to prepare for the assessment under the same conditions. CATs may take the form of a written test, a piece of project work, or a listening, reading or speaking assessment. In PE this may take the form of a physical assessment or activity.

- Internal examinations or common assessment tasks will be conducted by all departments in Y7 – Y13 and a King's level or GCSE, 'A' level grade will be provided for inclusion in SIMS databases to monitor and track progress. CATs will take place three times per year.
- CATs should be completed in student exercise books and clearly labelled as a CAT or retained in a form accessible to parents, internal and external scrutiny.
- Each CAT should be diagnostically marked.
- CAT results should be used to inform judgements made about student progress at the times identified for each year group in the school calendar.
- At KS3 & KS4 CAT reports will include reference to attainment, engagement, organisation and behaviour.
- At KS5 CAT reports will include reference to attainment, organisation, engagement, independence and resilience.
- Subject Leaders should conduct moderation and standardisation exercises to promote common standards of assessment within subject areas. Subject Leaders will determine the process and method of standardisation for their subject. Subject Leaders will be periodically asked to provide evidence of this process.
- Subject leaders should maintain a portfolio of evidence to exemplify each level/grade within each key stage. At Key Stage 3 the interpretation of King's levels is at the discretion of the Subject Leader in consultation with their department.

MARKING

COMMON PRINCIPLES

Whilst CATs will provide substantial evidence of diagnostic marking, this will not be the only marking which takes place for students. The format and timing of additional marking will be determined by the Subject Leader and monitored through departmental work scrutiny.

Work is marked for the following reasons:

- To recognise achievement and give praise and encouragement in order to boost confidence, self-esteem and in order to motivate students to improve further.
- To correct errors and give guidance on how to improve.
- To establish communication between teacher and student on a regular individual basis, differentiating by offering distinct individual advice on how to improve performance in that subject.
- To provide students with the means to evaluate their own performance by looking back over successive feedback and drawing inferences about their performance that will inform the setting of personal targets.
- To provide feedback on progress against the assessment criteria for each subject.

MARKING POLICY

- Each subject will operate its own common system of marking which relates to the expectations for each King's level (KS3), and examination board specification requirements (KS4 & 5).
- At KS3 subject specific King's levels should be used when marking common assessment tasks to identify current attainment and information analysed to monitor progress in relation to their end of year target.
- Wherever grades, levels or marks are used in individual pieces of work, students should be in possession of the assessment criteria so that they can interpret the grade/level/mark to see what they need to do to improve their work.
- All students should know their target level/grade for each subject.
- The emphasis will be on diagnostic comments that:
 - ▣ recognise achievement and encourage students
At KS3 & KS4 - what went well...
At KS5 – recognise achievement
 - ▣ offer constructive advice on how to further improve
At KS3 & 4 - even better if...
At KS5 – identify next steps
 - ▣ students must be given the opportunity to respond to staff diagnostic comments – this is likely to be most effective when it involves further practice (the practice may not be immediate).

Work should be marked regularly in line with the agreed department policy.

RECORDING

COMMON PRINCIPLES

A record of assessments is kept for the following purposes:

- to inform planning
- to facilitate differentiation
- to monitor progress
- to inform parents, Subject Leaders, Heads of Year and Senior Leaders
- to provide data on individual students, specific groups as well as whole cohorts of students.

RECORDING POLICY

- Target setting data generated by KS2 results, and where they don't exist, Midyis; FFT/end of KS3 results, GCSE performance and ALIS is held in SIMS. This data will be referred to as indicators of student potential by the end of the appropriate key stage. This information will help staff to check that progress is being made each year.
- All teachers should recognise those students who are identified as AGT, EAL, SEN, PP/FSM or from armed forces families, and new students to Y12 using SIMS data.
- Subject teachers will maintain records of all marks/levels/grades awarded to students in line with the policy of each department. Subject Leaders will ensure that subject staff record CAT information in SIMS.
- At the end of each academic year Subject Leaders will arrange for individual student records to be available to the new teacher so that progress is monitored across each key stage via the SIMS database.
- Students should record their target level/grade for each subject in their planners for personal use and for sharing with parents and teaching staff.
- CAT reports will record the following information:

At KS3 & KS4 reference to attainment, engagement, organisation and behaviour.

At KS5 reference to attainment, organisation, engagement, independence and resilience.

REPORTING

COMMON PRINCIPLES

Reports should contain:

- Recognition of student achievement in relation to the skills and knowledge being developed in each subject.
- Information relating to behaviour, engagement, organisation (KS4) independence and resilience (KS5).
- Information about the student's progress against target levels/grades.
- 'Next steps' or action to take in order to further develop.
- An indication of attainment against target data.

REPORTING POLICY

- Staff must complete their reports in line with published guidelines.
- In line with statutory requirements, an annual report will be issued to parents. For each cohort the timing of the report will vary in order to provide the information at the most useful time and in order to spread the workload for staff. A plan of the reporting sequence will be issued in the annual school calendar.
- CAT progress reports will be issued to parents three times per year.
- All reports will be generated electronically using the agreed format for each year group.
- Copies of reports will be stored electronically.
- Responsibility for checking the accuracy of the report lies with the individual subject teacher and appropriate form tutor.
- Care should be taken to avoid repeating information that can be read in the curriculum statement for each subject.
- At KS3 attainment will be reported to parents using the King's scale.
- At KS4 attainment will be reported to parents as an indicative grade 1 - 9 /A* – G.
- At KS5 attainment will be reported to parents as an indicative grade A* – U.

Linked policies

Teaching and Learning
Homework
Literacy
Controlled Assessment
Able, Gifted and Talented

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