



AKELEY WOOD
SCHOOL

ASSESSMENT POLICY

(Including marking and reporting arrangements)

Assessment (the way in which the quality of learning is judged and monitored) and marking (the provision of appropriate written feedback to students) is crucial in maintaining the high standards of learning and teaching we expect. The School expects teachers to provide regular feedback to students through marked work.

The following guidelines should be read alongside the individual departmental policies which outline in more detail the way in which work should be assessed and marked in each subject. The departmental policies reflect the different strategies needed for different subjects and for students at different stages of their development.

Teachers and Head of Departments are responsible for the monitoring and evaluating of students' progress in their subject: Heads of Year and the Assistant Head (Teaching and Learning) are responsible for monitoring and evaluating students' progress across all subjects.

Assessment

Students' work must be assessed on a regular basis (see section on marking) and appropriate records should be kept by the teacher. These must be available for a Head of Department to consult at any time.

Assessment should draw on a range of evidence of what students know, understand and can do in the different aspects of each subject. It should be:

- Frequent and accurate and used to set challenging work that builds on prior knowledge, understanding and skills
- Appropriate to the nature of the task set
- Clearly explained to the students so that they understand what any feedback, mark or grade given means, and in particular what they need to do in order to improve
- Recorded in students' file/exercise books when appropriate
- Consistent within the department and, in particular, from an individual teacher, so that a student can judge whether he/she is making progress
- Comprised of a combination of formative and summative assessment
- Rich with praise: the formula 'praise, criticism, praise' is very useful

- Sensitive to any special educational needs as notified by the Learning Support department
- Used to plan and modify the provision for each student, including stretch and challenge for Exceptional Potential (EP) students
- Used by staff to inform their teaching and impact positively on students' learning

In particular, with regard to assessment for learning, it should:

- Be continuous and essentially formative
- Share learning goals with students
- Have as a foundation the belief that every student can improve
- Involve both teacher and students reviewing and reflecting on students' performance and progress
- Involve students in self-assessment
- Broaden and deepen student understanding

We use assessment to:

- Contribute to the body of evidence of the progress of student attainment
- Identify weaknesses in students' learning in order to remedy this
- Understand how each student's learning is progressing and to plan and modify lesson plans to take account of individual learning needs
- Aid effective curriculum planning and inform our classroom practice
- Respond sensitively and constructively to learners
- Motivate learners
- Promote understanding of goals and criteria
- Help learners to know how to improve
- Develop learners' capacity for self-assessment
- Recognise all educational achievement
- Provide parents with appropriate information
- Aid identification of students with possible SEN
- Aid identification of students with Exceptional Potential

We see assessment falling largely into two sections: formative - assessment **for** learning - which enables students to know where they are in their learning and what they have to do to reach their next learning targets; and summative - assessment **of** learning - which is to determine a student's achievement.

Hence to develop assessment for learning teachers:

- Have in their paper or electronic mark books, prior achievement data for students: and SEN information
- Have in their paper or electronic mark books an accurate Baseline level for each student including a coded indication of G&T students and those on the Learning Support Register
- Use this data to plan for the different needs of the students they teach
- Help students to review their performance in their subject
- Encourage students to self-assess and provide opportunities for this to happen

- Use written and verbal comments to inform students of their progress and where the student needs to go next in their learning.

Marking

Marking provides students with feedback on their performance with reference to their learning objectives.

All students should expect to have their work marked regularly. Marking should inform students of the progress they are making, the way in which they can improve their performance and should, wherever possible, praise both effort and progress. Marking is an important part of the communication between students and teachers and, to a wider extent, between teachers and parents. Students should be aware of the criteria against which their work will be judged and of the skills needed to improve.

Teachers need to judge carefully how much marking is required for appropriate progress to be made and should follow the guidance in their Department Handbook. Individual subjects produce different types and quantities of marking and it is right for departments to have different practices although these will all fulfil the requirements of the marking policy. For example, in a Core Subject an expectation that work is marked most weeks, whilst for subjects with less curriculum time the frequency may be slightly less.

It is important that students receive some recognition for their efforts even if thorough and detailed marking is not always deemed appropriate e.g. for class notes. Developing strategies for using the students to assess their own or another student's work can also be very beneficial, but with careful monitoring. Also oral feedback is sometimes more appropriate than written feedback, but should be noted in books where possible

Clarity of marking is paramount and to aid this the following custom will be used by all departments;

- **All teacher marking will be done in RED pen**
- **A circle with an 'S' inside will be used to indicate 'success' ie What Went Well**
- **A circle with a 'T' inside will be used to indicate 'target' ie Even Better If**
- **A circle with a 'V' inside will be used for verbal feedback**

Student engagement is an important part of the marking process. As well as peer marking it is expected that students will read, reflect and act on the marking points:

- **All student annotation/peer marking will be done in GREEN pen**
- **A circle with an 'R' inside will be used to indicate student 'reflection' or 'response'**

In summary the purpose of marking is to:

- Provide formative, constructive and sensitive feedback to learners
- Enable all learners to progress
- Inform planning and classroom practice
- Contribute to reporting evidence

Within the marking guidelines, all teachers must ensure that:

- Marking is regular and thorough enough to spot errors, misunderstandings and inaccuracies;
- Marking is understood by the students and that any marking scales used are clearly explained to the students and are used consistently within each department;
- Marks or grades and other assessment comments are recorded systematically in a mark book or an electronic equivalent so that they are available for the individual teacher, a Head of Department or Senior Leadership Team to refer to;
- Work is returned promptly to the students, in most circumstances within one week of being submitted. Extended coursework pieces might be a reasonable exception;
- Any follow up work identified (such as spelling corrections) is carried out by the student;
- Students be given time/opportunity to complete corrections/complete gap tasks
- Any causes for concern are raised within the department and with the form tutor so that appropriate academic and pastoral support can be given at the earliest opportunity;
- As appropriate, common and recurrent faults in written English, especially where subject-related, should be highlighted. The English Department codes that follow (see Appendix) should be used.

Presentation of Work

Teachers will encourage high standards of presentation in both classwork and homework within the following guidelines.

- Clearly identify whether work is classwork, homework or coursework
- Date all pieces of work
- Each piece of work should have a clear title
- All headings and dates on written work should be neatly underlined using a ruler
- Always write in pen using only black or blue ink
- Rule off across the page after each piece of work is completed
- Avoid doodling and graffiti of any kind in or on books or folders
- Cross out any mistakes neatly. Never use Tippex.
- Pencils must be used when drawing
- Creative work will be the exception to the above guidelines and is at the discretion of the subject teacher



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Marking Guide

Teachers mark in red pen

Students mark and respond in green pen



SUCCESS—what was good in this piece of work



TARGET —what needs to be done to improve this work








VERBAL —to indicate feedback given verbally



REFLECTION —student response to the marking

Literacy marking symbols

Text Mark	Margin	Meaning
	Sp	Spelling error. Find the correct spelling and write it down.
	P	Punctuation error. Check and correct punctuation.
	C	Check capital letters.
	W	Different or better choice of word needed.
//	NP	New paragraph needed.
	Exp	Expression lacks clarity or does not make sense. Rephrase.

Reports

Each pupil will receive a full report once a year and up to three progress reports. Reports are prepared at various times throughout the year as shown on the school calendar. Reports reflect not only the standards of an individual pupil, but also the standards of the teacher and the school. They should thus be honest, positive in content, thoughtful and well presented. Even grim news should be written in a palatable way.

Reports are produced using the marksheets on SIMS.

Curriculum Statement

The syllabus is common for the class (unless a pupil or small group of pupils is being worked separately) and may be common for the year.

It is vital that the syllabus section is agreed with the Head of Department and Director of Studies/Head at an early stage. The curriculum statement should summarize the work that has been covered during the academic year.

Teacher Comment

Comments must, of course, be personal to the individual pupil. Further report writing advice is available from the Director of Studies. Reports should be done in a timely manner in order to give the Head of Department enough time to read through them before the deadline.

Progress Grades and Examination Results

Separate report sheets are produced for progress grades and internal examination results.

Form Teacher's Reports

Form Tutors should comment on:

- Relationship with peers
- Relationship with staff
- Behaviour (green slips/red slips/distinctions/detentions)
- Contribution to team sports/music/drama/schools council and the wider life of the school
- Use of planners
- General demeanour (dress etc) and attendance/punctuality

Form tutors should acknowledge any improvements and give a target for the next term.

Responsibilities

Subject Teachers

Enter the reports within SIMS by the published deadline. Send a copy of the reports (preferably in a single Word document) to your HoD. (*see How-to guides*)

Form Teachers

Check all subject reports by the published deadline carefully, alert subject teachers where

rewrites are necessary. If errors can be corrected easily by the form tutor, then they should do so.

SLT

All reports are checked and counter-signed by a member of SLT.

Updated: July 2016

Reviewed: Aug 2016

Review: Aug 2017

A handwritten signature in black ink, appearing to read 'S Medd', with several horizontal lines underneath.

Samuel Medd (Assistant Head – Teaching & Learning)

A handwritten signature in black ink, appearing to read 'S Baker', written in a cursive style.

Mr Stephen Baker

Director of Studies