

# **ASSESSMENT, MARKING AND REPORTING POLICY**

(This policy is available on the school website or on request)

*Reviewed November 2017*

## **Aims**

The school aims to assess pupils' progress regularly and to report progress clearly to parents. Pupils' progress is assessed formally by marking work, testing and end of year examinations; reporting of progress takes place at Parents' Evenings, through written reports, interim assessments and through regular grading of achievement and effort. Assessment is a vital tool in raising achievement and encouraging pupils to be reflective learners.

## **Assessment**

There are many ways to assess a pupil's work and practice will vary from subject to subject. Pupils' work should be assessed formally on a regular basis and marks/grades awarded in a way which enables a pupil to understand his or her achievement and to be clear about how to improve. The regular assessment of work will inform the award of grades in Years 7-11 and in the 6<sup>th</sup> form assessments. These grades are reported as letters in Key Stages 3 and 5 and as numbers in Key Stage 4. In Key stages 3 and 4 they are awarded in quotas that are derived from our annual performance in public examinations. Teachers will use assessment to evaluate learning and to inform future teaching. Student performance and progress is measured against target grades which are generated from the MidYIS test on entry in Year 7, the Insight test in Year 9 and Alis predictors derived from average GCSE points score at the end of Year 11. These targets are further refined based on internal exam data. The Head of Assessments has oversight of this and liaises closely with Heads of Department to ensure these targets are realistic and challenging.

## **Marking**

Pupils' work will be marked regularly and as a guiding principle teachers will aim to mark a pupil's work each week in Years 7-11. In the sixth form a regular pattern of marking should be established, which will vary from subject to subject, though should involve some assessment most weeks. The award of marks/grades for individual pieces of work will be in accordance with departmental marking policy and correlate with exam board mark-schemes where appropriate and departments will sample and coordinate marking to ensure consistency between teachers. The Deputy Head (Academic) will carry out marking samples as part of the cycle of departmental reviews.

Teachers will indicate errors of fact, understanding, spelling, punctuation and grammar (see Literacy Policy), or mathematical errors and will comment (as encouragingly as possible) on achievement and how improvement can be made.

Pastoral staff will discuss grades with pupils and take any action deemed necessary.

## **Reporting**

Grades will be awarded according to the criteria established by the school and in approximate proportion as advised by the Head of Assessments. Sixth Form assessment is measured against the Target Grades published for each pupil. All grades and assessments are made available via the Parent and Pupil portals on the school website. All boys receive an interim assessment and a full written report or a parents' evening every term

Written reports, produced electronically, will be full and frank, highlighting achievement and suggesting ways to improve. Specific guidance is given to teachers on how to use the school database to produce reports and assessments via the induction process and INSET.

A Parents' Evening (pupils attend from Year 9 upwards) is an opportunity to report orally. Teachers should be positive but not hesitate to mention weaknesses or the need to improve.

#### Appendices

Appendix 1: *Information for year 7 parents on grading*

Appendix 2: *Information for years 8 & 9 parents on grading*

Appendix 3: *Information for years 10 & 11 parents on grading*

Appendix 4: *Guidelines for 6<sup>th</sup> form parents on grading*