

Bennett Memorial School

Assessment, Reporting and Marking Policy September 2015

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils”

Ofsted ‘Good Assessment in Secondary Schools’

The purposes of this policy

- To provide clear guidelines on the school’s approach to assessment.
- To establish a coherent approach to assessment across all subject areas.
- To provide a framework for assessment that is clear to students, staff and parents.
- To ensure that assessment and marking leads to all students making progress.
- To provide meaningful feedback to students to offer advice on how to improve and raise attainment.

The objectives of assessment and reporting at Bennett

A) To give reliable information to parents about how their child is performing including:

- Providing meaningful tracking of students towards end of key stage expectations in the curriculum, including regular feedback to parents.
- Providing information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiating attainment between students, giving early recognition of students who are falling behind and those who are excelling.
- Providing information which is reliable and free from bias.

B) To help drive improvement for students and teachers, so that assessments:

- Are closely linked to improving the quality of teaching.
- Ensure that feedback to students contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Summative assessment and reporting

The summative assessment of learning is defined as activities by which teachers make formal judgements about students’ progress or learning to inform either an outside agency, parents, the school or themselves as teachers. These summative judgements can be used to inform the planning or direction of teaching and learning. Some assessments in this category are necessitated by external demands, including formal examinations or preparation for them. This type of assessment can also be used to quantify progress or value added by comparing them to an earlier baseline.

Two critical must principles underpin the design and implementation of any assessment tool which is used to make a summative judgement of learning. The assessment needs to be **valid** and the assessment needs to be **reliable**.

Validity refers to how well an assessment tool measures what it is purported to measure. Consideration must be given to using assessment tools which focus on what the students have been taught and what they are meant to have learned

Reliability is the degree to which any assessment tool produces stable and consistent results. Consideration must be given to the circumstances in which students complete the assessment, so that the outcomes genuinely reflect their level of achievement. This also requires teachers to moderate the outcomes of assessment

The framework for assessment is based upon our approach to the curriculum which seeks to ensure that students master key foundations in all of their subjects so that they are ready for the next stage of GCSEs.

The school has adopted a scheme of assessment which identifies 5 stages of attainment relating to the curriculum which has been taught in each academic year.

Curriculum Mastery Stage	Grade	Statement
Mastery Stage 1: Foundation	1	The student has learned only part of the curriculum; key concepts have not been mastered.
Mastery Stage 2: Foundation Plus	2	The student has learned only part of the curriculum; key concepts have not been mastered, although there are emerging signs that they are beginning to be grasped.
Mastery Stage 3: Mastery	3	Mastery – the key concepts that have been taught have been learned; the student knows and can recall the majority of the information that has been taught.
Mastery Stage 4: Mastery Plus	4	The key concepts that have been taught have been learned; the student knows and can recall the information that has been taught; he/she is operating significantly above the threshold for Mastery.
Mastery Stage 5: Beyond Mastery	5	All key concepts that have been taught have been learned and are clearly now automatic; the student can recall the information that he/she has been taught. The student is able to create new ideas, adapt approaches and/or to think originally about the topics that he/she has been taught.
Mastery Stage 3 is benchmarked against students going on to achieve at a grade B (or the new grade 5 or above) at GCSE if they make typical progress		

- Definitions of the curriculum being covered in each year group in each subject will be set out on the school website and made directly available to students
- All students will be formally assessed using an examination or other formal assessment tool twice in each year, in January and at the end of the school year
- In addition there will be at least one interim assessment which should be arrived at drawing upon the outcomes of systematic assessment moderated across subject teams
- The students will be informed of their percentage attendance in the examination or assessment and which mastery stage this indicates
- All students will have a target to achieve at least mastery stage 3 in each subject by the end of the academic year
- Reports to parents following these summative assessments will include the relevant mastery stage and the range of achievement in the year group
- Parents will also be given a full written report once in each academic year, identifying the evidence for their student's achievement in each subject and ways in which they could seek to improve

Years 10 and 11

- Parents and students will be informed of their GCSE target grades in all of their subjects. These targets will be aspirational in nature, based upon prior attainment in KS2, and set to ensure that students make outstanding progress from their baseline on entry to Bennett.
- All formal assessments in every subject should be assessed using GCSE criteria and wherever possible relevant and valid GCSE past questions. Students should be informed of the grade equivalency of outcomes
- Students will be assessed formally using an examination at least twice a year in each subject. The outcomes of which must be moderated between teachers.
- Parents will receive at least 3 formal reports each year, identifying the current attainment for their student and how this relates to their target grade. One of these reports will be a full written report, identifying the evidence for their student's achievement in each subject and ways in which they could seek to improve

Sixth Form

- Parents and students will be informed of their A level target grades in all of their subjects. These targets will be aspirational in nature based upon prior attainment at GCSE and set to ensure that students make outstanding progress from their baseline on entry to the Bennett Sixth Form.
- All formal assessments in every subject should be assessed using A level criteria and wherever possible

relevant and valid A level past questions. Students should be informed of the grade equivalency of outcomes

- Students will be assessed formally using an examination at least twice a year in each subject. The outcomes of which must be moderated between teachers.
- Parents will receive at least 3 formal reports each year, identifying the current attainment for their student and how this relates to their target grade. One of these reports will be a full written report, identifying the evidence for their student's achievement in each subject and ways in which they could seek to improve
- Where teachers are asked to provide a predicted grade for HE application they will do so on the basis of the most recent indications of the student's current attainment and what this indicates about their likely progress at A level

Formative assessment

Assessment for learning is defined as those activities undertaken by teachers and students which provide feedback to shape and develop teaching and learning and which ensure that teaching is adapted to respond to the evidence about what students have learned. These are activities in which both teachers and students are engaged and are an inseparable part of the teaching and learning process. They may happen many times and in many ways in any lesson.

Assessment for learning can be summarised in the following principles:

- assessment is an integral part of teaching and learning and not a 'bolt on' activity
- assessment is undertaken as students learn, to identify how successfully they are learning and to adapt teaching in response
- learning is most effective when the objectives of learning are understood by students
- students are aware of the success criteria used to judge their learning outcomes
- data are used effectively to set minimum targets based on earlier performance
- students are trained to be actively involved in the evaluation of their work
- students are involved in a positive way to review their work and identify next steps for learning
- where feedback is given, it is specific to the student's individual needs indicating success against the learning objective with specific guidance on what and how to improve.

Marking and monitoring work

It is understood that the routine marking of students' work takes different forms and has a different part to play in different subjects. This said, the following general features should be understood:

- Regular marking and monitoring enables teachers to know their students better and to become familiar with the pattern of their achievement, both in terms of what they are able to do and what mistakes they often make and the misconceptions they may be forming
- Marking of written work plays a vital role in developing students' literacy by identifying and correcting errors in spelling, grammar and expression
- Regular monitoring of students' work serves to incentivize the completion of work and its presentation as it is evidently valued by teachers

Marking is most likely to enable students to make progress when:

- The marking focuses on what the learning objective for the piece of work was, rather than general characteristics of the work;
- Feedback in written form refers to the learning objective and details what the student did successfully, and is specific in identifying what could be improved;
- The opportunity to consider feedback is planned into subsequent lessons;
- There is opportunity given to students to respond to this feedback by making small but significant improvements;
- Students are aware of the criteria that marking is based on.
- Teachers make constructive use of their marking to modify the planning of future lessons where appropriate.

It is expected that teachers should monitor each student's work regularly, at least every two weeks. Where students are asked to correct their own work as part of their learning in lessons, teachers must ensure that they keep relevant records of marks and monitor that this process is being undertaken effectively. This means indicating that they have seen books, by signing and dating the work. This approach must always be complemented by routine assessment where the teacher sets and marks formal assessments themselves, at least on a termly basis (6 times a year)

The role of the teacher

- To routinely assess the quality of work that students are producing in order to make judgements about the effectiveness of learning, giving relevant feedback and adapting teaching to what each assessment reveals about the progress of groups and individuals
- To set and assess work in a timely way which provides valid and reliable measures of individual student’s achievement, reporting this as directed, both internally and to parents
- To write accurate and specific reports, detailing the progress of individual students in their learning and identifying relevant next steps

The role of subject leaders

- To devise and implement an effective scheme of assessment within the overarching whole-school scheme which ensures that teachers provide valid and reliable assessment of students’ achievements against national benchmarks
- To lead the quality assurance of marking and monitoring, so that these routines make a strong contribution to learning
- To lead measures to ensure the reliability of summative assessment, in particular the moderation of marking and the standardization of assessment task setting.
- To check the quality of written reports and ensure that they conform to the published standards of written accuracy, content and consistency

The role of the school leadership team

- To establish and maintain an efficient framework for assessment
- To routinely hold subject leaders to account for the quality of assessment in their subject area
- To evaluate the quality of assessment in the school

Scheme of Assessment Year 7-12

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Term1	Tutor Report			Red/Amber/Green approach to study	Term 1 data drop	Red/Amber/Green readiness to study	
Term2		Interim Assessment	Interim Assessment	Term 2 data drop	Trial Exam Data Drop	Term 2 data drop	Full Report
Term3	Mid-Year Exam	Mid-Year Exam	Full Report (incl Mid-Year Exam data)		Full Report	Trial Exam Modular	
Term4		Full Report		Term 4 data drop	Term 4 data drop	Trial Exam Data Full Report	Term 4 data drop
Term5	Full Report (incl Interim Data Report)						
Term6	End of Year Exam	End of Year Exam	End of Year Exam	Full Report		Trial Exam Linear	A level Exams