

ASSESSMENT RECORDING MARKING FEEDBACK AND REPORTING POLICY 18/19
Effective from 01 September 2018

Note:

'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best practice and is to be adhered to unless non-compliance can be justified.

PURPOSE

1. Assessment is an essential part of teaching and learning from which pupils and teachers gain an insight into the learning achieved. Its purpose is to make learning and teaching as effective as possible. It provides a means of ensuring that teaching is clearly targeted, and that shortcomings are identified and remedied. It encourages pupils to improve their learning.
2. The purpose of recording is to show that a pupil's work is valued, to build confidence and to develop competence. The systematic and regular recording of the attainments and progress of each pupil is a vital part of the education process.
3. Reporting is part of good assessment and is a major part of communication with pupils and their parents.
4. Marking is the allocation of grades, marks or points to indicate the standard, quality and accuracy of pupils' work. Feedback is the evaluative commentary which can guide opportunities to improve/progress. Feedback will appropriately accompany marking but is also part of routine discussion during learning where marking may not be directly involved.

ASSESSMENT POLICY

5. Assessment is carried out regularly, openly and fairly.. There must be a consistent approach to assessment.
6. Effective assessment will:
 - a. Assist the pupil as learner, through providing positive and constructive feedback.
 - b. Help the teacher as guide and evaluator.
 - c. Give information to third parties.
 - d. Monitor pupil progress and inform future planning of learning and teaching.
 - e. Recognise and reward good work and progress through distinctions, Headmaster's distinctions and so forth.
7. There is a wide range of methods of assessment that are appropriate to facilitate progress in a pupil's learning. Assessment has a number of specific functions:
 - a. To focus on what a pupil can or cannot do (diagnostic).
 - b. To indicate what a pupil needs to do next (formative).

- c. To sum up a pupil's progress so far, in order to inform all interested parties (summative).
8. As appropriate, assessment is to be used to:
- a. Measure a pupil's performance against the performance of other pupils.
 - b. Compare an individual's present performance with their previous performance in order to gauge progress and set targets.
 - c. Inform planning of departmental schemes of work.
 - d. Analyse the performance of pupils both individually and in groups to measure value added against baseline data (such as 11+, KS2 SAT data and GCSE results).

MARKING POLICY

9. It is recognised that marking and/or feedback:
- a. Can materially affect each pupil's progress.
 - b. Should lead to or sustain an agreed course of action by the pupil.
 - c. May be in written or oral forms.
 - d. May be presented through various learning activities and in various situations, for example in the field, classroom, Art Room, Drama Studio, and Sports Hall.
10. Regular assessment of work is essential and is to be carried out within departmental guidelines.
11. A reasonable expectation would be for written feedback to be provided on average every 2-3 weeks. Oral feedback should be evidenced wherever possible. Provision for detailed developmental feedback must be made at least monthly.
12. Self and peer- marking are useful tools and should be utilised where appropriate. In the case of a long project, it is important that it is regularly monitored and marked by the teacher (unless exam board rules forbid this).
13. Effective marking:
- a. Accentuates attainment positively
 - b. Must be in line with Bishop Wordsworth's School's (the School's) Scheme of Assessment/examination marking criteria, although there is flexibility to reflect individual departmental requirements and assignments. The mark schemes must enable pupils to understand their individual attainment.
 - c. Is valid, accurate and fair, and is supported by standardisation.
 - d. Is clearly identified to pupils in advance as primarily either for a formal assessment or developmental in purpose.
 - e. Is applied to work that is both regularly set and promptly returned to pupils.

- f. Includes, where practicable, guided self-marking, to encourage reflection on what contributes to successful learning.
- g. Supports where possible the development of key skills.
- h. Must include reference to spelling, punctuation and grammar where appropriate.
- i. Is applied where appropriate to oral work, and where possible the mark is to be recorded.

14. Marking must avoid:

- a. Vague positives (e.g. ticks which do not relate to specific items) and negatives (e.g. unexplained crossing out).
- b. Spoiling the appearance of the pupil's work.
- c. Absence of feedback to clarify the marking and the action needed.

RECORDING POLICY

15. Recording involves selecting information about a pupil's performance or attainment and storing that information in a readily accessible form.

16. Subject teachers are to record a pupil's:

- a. Attendance at lessons using SIMS Lesson Monitor.
- b. Performance in assignments, homework, tests, etc.
- c. Performance in coursework and practical activities for both internal and external assessment.

17. Written work is to be marked and annotated in accordance with either:

- a. Awarding body requirements.
- b. The School's Scheme of Assessment.
- c. Other marking initiatives as appropriate.
- d. Written comments are to praise individual qualities and indicate how work can be improved.

18. Subject teachers are to retain any coursework needed for moderation.

19. Heads of Departments, working with members of their departments, are responsible for developing appropriate methods of recording pupils' attainments, and of storing coursework, in line with the departmental practice on assessment.

20. The attainments of an individual pupil must be readily available at Bishop Wordsworth's School for both pastoral and academic purposes. Appropriate information must also be made available when they transfer to another school or college.

21. Achievements in public examinations are to be recorded and collated to be available as required by legislation.

22. Records are to be stored, used and deleted in accordance with the School's Data Protection Policy and the General Data Protection Regulation (GDPR).

FEEDBACK POLICY

23. Effective feedback:

- a. Matches individual pupils' needs.
- b. Is clearly written, plain, and concise; in oral form the feedback should be clear.
- c. Engages the pupil by its relevance, usefulness and progressive approach.
- d. Encourages good standards and pride in one's work.
- e. Gives praise and corrections that are specific.
- f. Clarifies why marks/grades are allocated or withheld.
- g. Provides regular stimulus, target-setting and support.
- h. Provides opportunities for pupils to reflect on their own work and to make/identify improvements.
- i. Guides the pupil to action and sources of information as required.
- j. Is recorded so that progress can be monitored – this also applies to oral feedback.

24. Where possible, pupils should be given time to reflect on their own work and on comments provided by staff.

REPORTING POLICY

25. Reporting is a fundamental part of assisting pupils when they wish to change schools or go into Higher Education or employment. It is important for reports to be fair, impartial, informative and timely.

26. Reporting involves informing others about an individual's achievements, progress, effort, involvement and character and could be by means of one of the following:

- a. A written or grade report to parents as explained in the Report Cycle.
- b. A special report to parents e.g. an interim report. Daily reports may also be completed for pupils causing concern.
- c. A consultation meeting with parents.
- d. Examination and test results.
- e. A reference for an employer.

- f. A UCAS reference.
- g. A target setting sheet.

27. Reports and references are to be written for pupils, parents and any other persons with a legitimate reason for receiving them, in accordance with current legislation.

28. Reports are written in accordance with the Report Cycle and the Guidance on Report Writing, and are published electronically through Insight.

PROCEDURES IMPLEMENTATION & MONITORING

29. Heads of Departments, working with members of their Department, are responsible for developing appropriate methods of assessment in accordance with the guidance in the appendices below. Details of assessment procedures are to be published in the Departmental Handbook. Heads of Departments and teachers working in the department are responsible for reviewing the assessment process on a regular basis and at least annually.

30. Heads of School are to monitor recording by liaising with tutors and with Heads of Departments, and by holding periodic meetings.

31. Members of Leadership Team are to review a sample of exercise books/folders once a year from the Lower School, Middle School and the Sixth Form. Written feedback is to be given to staff and HoDs.

32. The Assistant Head with responsibility for Assessment is to monitor both the setting of Target Grades by Departments, and their use by teachers in raising pupil performance.

EVALUATION

33. This Policy is to be reviewed annually by members of the Leadership Team and Governors.

34. The Assessment, Recording and Reporting policies were first agreed by Governors on 28 February 1995 and last reviewed on 27.2.96, 18.2.97, 24.2.98, 23.2.99, 15.2.00, 4.7.00, 13.2.01, 26.2.02. The three policies were reviewed and amalgamated into the Assessment, Recording and Reporting Policy in November 2003. This policy was approved by Governors on 18.11.03. The policy was reviewed by Governors on 23.11.04, 9.5.06, 05.12.06, 14.7.09, 20.05.10, 10.08.11, 26.06.12, 25.6.13, 19.06.14, 30.06.15, 29.06.16, 27.06.17, 22.06.18, 27.06.19

Annexes

- A. Scheme of Assessment.
- B. Report Cycle.
- C. Attitude Grade descriptors.
- D. Guidance for Completing Reports

SCHEME OF ASSESSMENT

PERFORMANCE GRADES IN THE SIXTH FORM

A* A B C D E U A Level grading system

Grade descriptor for parents to accompany reports:

The grade awarded indicates the expected outcome at the end of the course if your son/daughter maintains their current rate of progress.

PERFORMANCE GRADES IN YEAR 9

All subjects are to use numbers 9-1 (9 being the highest).

Grade descriptor for parents to accompany reports (Year 9):

The grade awarded indicates the expected outcome at the end of Key Stage 4 if your son maintains his current rate of progress. These are therefore given using GCSE grades of 9-1, where 9 is the highest grade. They are not intended to be target or predicted grades, but simply to give an indication of how well your son is currently performing.

PERFORMANCE GRADES IN YEARS 10-11

All subjects are to use numbers 9-1 (9 being the highest).

Grade descriptor for parents to accompany reports (Years 10-11):

The grade awarded indicates the expected outcome at the end of Key Stage 4 if your son maintains his current rate of progress.

PERFORMANCE INDICATORS FOR YEARS 7 & 8

Yr7 & 8 assessments are to be judged against the following ability bands:

Ability Band	Broad Definition (Subjects will have their own specific descriptors)
Foundation	Has basic knowledge and understanding of the subject at this level. Can employ basic skills with guidance.
Developing	Is starting to show broader knowledge and understanding of the subject at this level, and can offer solutions in familiar situations. Has greater familiarity with different skills and can employ them with some accuracy.
Secure	Has good knowledge and understanding of a range of elements of the subject at this level, and is beginning to show greater independence when finding solutions. Skills can be selected with some guidance and their use shows increasing accuracy and precision.
Confident	Has detailed knowledge and understanding of the subject at this level, and can use these to develop sensible solutions independently. Can select and use skills precisely and accurately.
Exceptional	Is able to synthesise ideas to deal with unfamiliar situations. Can use detailed knowledge and understanding to evaluate and analyse. Uses skills creatively.

It is the responsibility of each Department to make pupils aware of their specific ability band descriptors. These broad definitions are to appear on reports and be compared against their initial ability band to indicate the degree of progress made since the start of the year:

Assessment	Progress made
Same as initial assessment	As expected
One band above / below initial assessment	More than / less than expected
Two bands above / below initial assessment	Much more than / much less than expected

Additional Guidance:

1. The grade/ability band descriptors for parents information is to be added to all Grade Reports in Yrs7-11.
2. On Yr10 & 11 Reports, CPGs must not be higher than a pupil's Target Grade. However, a one-off piece of class- or homework might be better than their Target Grade, in which case it is entirely acceptable to give a grade appropriate to the quality of the work. This also applies to performance in their internal exams.

REPORT CYCLE FOR ACADEMIC YEAR (2019-20)

Year Group	Target Grade	Reporting to Parents (month issued / format)		
		Autumn Term	Spring Term	Summer Term
7	Target Grades are not currently set across the school for pupils in these years	Dec Grade Report (subject grades + Tutor comments)	Mar Grade Report (subject grades only)	Jul Full Report (subject grades, comment + target; Tutor comment)
8				
9				
10	Initial grade based on performance in end of Yr9 internal exams – then modified by staff	Dec Grade Report (subject grades + Tutor comments)	~	May Full Report (subject grades, comment + target; Tutor comment)
11	Yr10 Target Grade modified in light of performance in Yr10	Oct Grade Report (subject grades only)	Jan Prelim Report (subject grades, comment + target; Tutor comment)	~
12	Initial Yr12 grade generated from GCSE results analysis based on historic data. This is then modified by staff.	Nov Grade Report + Mentor Report	~	May Mock Exam Summary Report
13				Yr12 Target Grade modified in light of performance to become their UCAS predicted grade ¹ in Yr13
		Dec Full Report	Feb Mock Exam Summary Report Mar Grade Report + Mentor Report	~

Note:

1 Target Grades for SWGS girls (and for pupils studying SWGS-only courses, such as Psychology) will be set by SWGS.

ATTITUDE GRADE DESCRIPTORS

Grade	Involvement in class	Organisation & meeting deadlines	Attitude to Work
1	Regularly makes constructive contributions in class and actively involved in the lessons.	Well organised and consistently meets deadlines.	Work consistently reflects a high level of care, motivation and interest in the subject.
2	Works steadily and/or contributes only when asked.	Meets most deadlines and generally well organised.	Work usually reflects care and interest in the task.
3	Not always attentive and/or requires occasional teacher intervention.	Inconsistent at meeting deadlines and poorly organised.	Work is sometimes unsatisfactory and therefore more time/effort should be spent on these tasks.
4	Often inattentive and/or sometimes disruptive.	Few if any deadlines met and very disorganised.	Most work shows little evidence of care or effort. Significant improvement is now required.

NOTES:

1. The attitude grades are to be given on all reports for pupils in Yrs 7-11, except for the Yr11 Prelim Report.
2. PE & Games is only to report on Involvement in Class. Drama is not to report on Organisation and Meeting Deadlines.
3. Staff are to take a 'best fit' approach to awarding the attitude grades.
4. Grade descriptors are to be available to both pupils and their parents on Insight.
5. Grade descriptors guide staff in report writing and also for parents' evenings.

GUIDANCE FOR COMPLETING REPORTS

1. In any school, staff have a responsibility to provide meaningful information about performance and progress to pupils and their parents at timely intervals throughout the year. As Reports are one of the main ways in which this is done it is vital that these are as clear and detailed as possible. It is also important that they reflect the care and attention that a school such as Bishop Wordsworth's is expected to provide.

GENERAL POINTS

2. Staff must check their reports carefully to ensure that:
 - a. Comments/targets make sense and match other data (e.g. deadlines).
 - b. CPGs are not higher than Target Grades.
 - c. Punctuation and spelling is correct.
 - d. That every report is complete.
 - e. Word limits are not exceeded.
 - f. Published deadlines are met.

GUIDANCE FOR ALL WRITTEN COMMENTS OR TARGETS

3. Pupils must be referred to by either their full forename or an appropriate short version (e.g. Max for Maximillian) that is in common use by staff. Nicknames, or similar, must never be used.
4. Written comments must have an appropriate amount of personalised content about the pupil's performance to date. Some generic content is permissible but this must not be the majority of the text. Care must, therefore, be taken if using comment banks or similar as this can lead to reports that contain an unacceptable level of duplication.
5. They must be written as sentences with appropriate punctuation. In Full Reports for the Sixth Form only, single blank lines may be used to separate sections for clarity.
6. Bullet points/numbered lists must not be used.
7. They must be a minimum of half the maximum word limit for that report. Comments that are shorter than this are unlikely to give a detailed and meaningful account of the pupil's progress.
8. Colloquialisms must be avoided.
9. Identifying comments written by individual teachers is permissible on Sixth Form reports only.

ADDITIONAL GUIDANCE FOR WRITTEN TARGETS

10. There must be at least two and no more than four per subject – depending on the word limit.

11. Staff may set one target that is common to all pupils in a class. Also, they may use a bank of targets to generate a personalised set of targets for each pupil as long as no two pupils in the same class have exactly the same set of targets. An exception to this would be where a pupil is no longer continuing with that subject and so a subject-specific target would be irrelevant.

12. Extra spaces, tabs or symbols must not be used to adjust the layout of the text on screen: the screen layout does not match that on the printed report and it leads to an inconsistent appearance on the printed report.

13. Ampersands and other symbols must not be used.

14. They must be targets designed to help pupils improve their performance, not comments on progress or homework-like instructions.

15. Identifying targets set by individual teachers is permissible on Sixth Form reports only.