DENEFIELD SCHOOL

Assessment, Recording and Reporting Policy

Status

Statutory

Aim

Assessment is the process of gathering and interpreting evidence for use by teachers, students and parents/carers to improve learning and raise standards. It is fully integrated within the delivery of the curriculum and is an essential component of effective classroom practice. Denefield School recognises that assessment is central to teaching and needs to:

- promote and support learning;
- inform teachers' planning;
- be both formative and summative;
- use appropriate and diverse strategies;
- recognise all student progress and achievement;
- develop students' capacity for independence in learning;
- inform students' on their next steps; and
- foster a shared involvement and responsibility between school and home.

Purpose

The purpose of this policy is to outline a set of consistent principles and agreed practices that are used throughout the school so that assessment is transparent, clear, accurate and carefully planned and enables all students to achieve their potential.

Marking

The marking of students' work is an important element of assessment which is essential in supporting good progression in student learning and effective teaching. Each subject area assesses students' work differently; for this reason, the marking policy is a set of principles with some common actions. From these, curriculum areas will develop their own detailed policies that reflect the whole school policy and their own requirements. Good practice is promoted through regular, accurate and consistent marking by all teachers within a curriculum area.

At Denefield School, marking and feedback recognises student achievement, highlights both strengths and shortcomings and provides clear guidance for improvement. Effective marking helps to:

- recognise student achievement;
- monitor student progress;
- diagnose difficulties in learning;
- provide feedback about progress;
- provide clear guidance for improvement;
- motivate and encourage students;
- record and report student attainment;
- assist in evaluation and planning; and

- facilitate a dialogue about learning between students and parents.

Deep Marking

This is the systematic assessment of students' learning and will happen at least 3 times per year (see Curriculum Area marking policies in Appendix 1 for specific frequency). This will be the detailed marking of a planned assessment which will be inside a student's exercise book. This type of marking from the teacher will:

- use a **green pen or a feedback grid** to provide a positive comment about what a student can do successfully linked to the skills demonstrated in the piece of work;.
- use a **highlighter** to identify spelling, punctuation and grammatical errors.
- reference clear success criteria that is understood by a student;
- provide between 1 and 3 specific targets in **green pen or a feedback grid** that will allow a student to develop his/her skills and improve his/her work which will be identified through the use of a Deep Mark To Improve sticker; and
- be followed by dedicated improvement and reflection time (DIRT) where a student will respond to the targets set by the teacher in **red pen** in order to improve his/her work.

Work Check

This is where a teacher is checking the day-to-day work and extended learning completed by a student. This marking will:

- use a **green** pen to provide positive acknowledgement of completion of work to a satisfactory standard;
- use a **highlighter** to identify spelling, punctuation and grammatical errors;
- request adjustments where necessary of concepts/ideas that are misunderstood;
- identify the misspelling/misuse of key subject words;
- challenge any poor presentation that inhibits the successful production of a student's work; and
- be clearly identified through the use of a Work Check sticker.

FAIL (first attempt in learning)/Rework your work

This is where self, teacher or peer feedback is used to inform students about how to rework their work in order to improve their progress/attainment. This type of work could be:

- A simple exercise in class;
- A particular assessment integral to a GCSE/A Level course;
- A class assessment to monitor progress; or
- A piece of work which consolidates learning.

Once feedback has been given students will use this to re-draft and improve their work, addressing any misconceptions and applying new knowledge and skills.

Assessment

Teachers will assess students' work on a regular basis using both informal and formal methods. Formal assessment opportunities will be planned in advance and will be clearly identified in schemes of work. There will be three main assessment points throughout the academic year for each year group. All assessments (with the exception of those marked externally) will be moderated internally to ensure consistency and accuracy of assessment.

Year 7

In Year 7, students will complete baseline tests in all subjects on entry to Denefield School. In English, maths and science, these tests will be carried out formally and marked externally with the results benchmarked against national data.

All other tests will be benchmarked against subject grade boundaries which have been developed by subject teachers based on KS4 assessment criteria. Year 7 students will also sit end-of-year progress tests in all subjects. End-of-year tests in English, maths and science will be assessed against national benchmarks.

Year 8

In Year 8, students will complete end-of-year progress assessments in all subjects. End-of-year tests in English and maths will be assessed against national benchmarks; all other subjects will be assessed against subject grade boundaries which have been developed by subject teachers based on KS4 assessment criteria.
Assessment results will provide an end of key stage progress measure in all subjects.

Years 9, 10 and 11

In Years 9 and 10, students will complete assessments in all subjects throughout the year. Year 10 students will sit pre-public examinations in all subjects mid-year, using GCSE past papers. In Year 11 students will sit pre-public examinations in Autumn 2 term, using GCSE past papers to assess their knowledge, understanding and skills.

Students will be assessed on a 9-1 scale *for most subjects,* using GCSE assessment criteria and grade descriptors; there are only a few subjects that continue to grade A*-C this year. Stickers will be used on the front of students' exercise books to indicate their target grade and current grade following each assessment point.

Years 12 and 13

In Year 12, students will complete pre-public examinations mid-year, using relevant AS Level past papers to assess their knowledge, understanding and skills.

Students will be assessed using the relevant Level 3 assessment criteria and grade descriptors.

In Year 13, students will complete pre-public examinations during Autumn 2 term, using relevant AS/A Level past papers to assess their knowledge, understanding and skills.

Students will be assessed using the relevant Level 3 assessment criteria and grade descriptors.

Monitoring

A full academic monitoring process is in place whereby teachers record and track student progress following planned assessments.

Years 7 and 8

Monitoring will be completed for students in Years 7 and 8 three times per year. This will include a judgement on students' engagement for learning (see Appendix 2) as well as a judgement about the current level of knowledge and skill a student has in each subject against the relevant learning strands using a four-point scale:

Emerging, Developing, Secure and Mastered (see Appendix 3).

Monitoring will also identify students' strengths and areas to improve using the codes outlined in Appendix 4.

Years 9-13

Monitoring will be completed for students in Years 9-13 three times per year. This will include a judgement on students' engagement for learning and a judgement about their level of attainment. For students in Years 11 and 13, teachers will also make a professional prediction about a student's final expected GCSE/BTEC or A Level grade based on their assessment of all of the student's work to date. Students in Year 12 and 13 will be monitored using the Route 88 tracking system. This will include judgements against wider reading, independence and organisation.

Students in Years 9-13 will receive a written subject report from each teacher once per year. This will include positive comments to acknowledge what a student is able to do as a result of recent work, as well as at least one subject specific target for further improvement (see Appendix 5).

Setting

Where students are taught in ability groups, Standards Leaders regularly review groupings following key assessment points and progress meetings.

Year 7

In term 1 of Year 7, students are taught in mixed ability groups. From term 2, students are taught in ability sets for maths and in broad banded groups for all other subjects. Sets are determined using CAT scores, prior attainment, internal assessment data and English, maths and science GL Assessment baseline test scores.

Year 8

Students are taught in ability sets for English and maths and in broad banded groups for all other subjects. Sets are determined using CAT scores, prior attainment, internal assessment data and English, maths and science end-of-Year 7 GL Assessment scores.

Years 9, 10 and 11

Students are taught in ability groups for English, maths and science. Sets are determined using CAT scores, prior attainment and internal assessment data. All other subjects are taught in mixed-ability groups.

Consultation Evenings

 Years 7, 8, 9, 11, 12 and 13 have one parent/carers' consultation evening per year.
 Year 10 has two parent/carers' consultation evenings per year.
.
Year 7 Review Afternoon

This takes place annually in term 2 of Year 7 and provides an opportunity for parents/carers to meet with their child's tutor to discuss overall academic performance.

Examinations

The internal examinations' timetable is created and arranged by the Examinations Officer, who also administers all arrangements for external examinations. Internal examinations and tests are only held where they are deemed worthwhile and a productive part of the learning process.

Year 7

Students will sit formal tests in English, maths and science at both the beginning and end of Year 7.

Year 8

Students will sit formal tests in English, maths and science at the end of Year 8.

Year 9

Students will sit formal assessments in all subjects at the end of Year 9.

Year 10

Students will sit pre-public examinations in all subjects mid-year.

Year 11

Students will sit pre-public examinations in all subjects in term 2 of Year 11.
They will sit public examinations in terms 5 and 6 of Year 11.

Years 12 and 13

Students will sit pre-public examinations in all subjects in term 4 of Year 12 and term 2 of Year 13. They will sit public examinations in terms 5 and 6 of Year 13.

Roles and Responsibilities

Governors will:

- Review assessment data on a termly basis through the Headteacher's report.

The Headteacher will:

- ensure that a rigorous whole school assessment system is in place;
- ensure that the principles and practices outlined in this policy are communicated to and followed by all staff;
- review exam results through annual headline meetings;
- ensure that Standards Leaders and classroom teachers are able to attend relevant examination specification training and standardisation meetings; and
- oversee tracking of students' progress, monitoring performance and progress of key groups across the school.

The Senior Leadership Team will:

- complete final checks of reports to quality assure and ensure compliance with House style;
- quality assure marking and assessment processes through student voice and learning walks; and
- regularly review students' progress and monitor the performance and progress of key groups through discussion at line-management with the relevant Standards Leader.

Standards Leaders will:

- ensure students' work is marked in accordance with the subject area's policy and whole school principles;
- check monitoring and reports to ensure full and accurate completion by all teachers in the subject area;
- ensure assessments set are fit for purpose and enable students to demonstrate the knowledge and skills learned;
- ensure that appropriate and relevant schemes of work are in place to enable stretch and challenge for all learners;

- ensure that all teachers in the subject area have an up-to-date understanding of examination specifications;
- conduct regular moderation of assessments;
- set relevant and suitable/appropriate examinations for internal examination and PPE series; and
- track students' progress, monitoring performance and progress of key groups.

Classroom teachers will:

- mark students' work in accordance with their subject area's policy and whole school principles;
- mark students' work according to explicit criteria that enable students to understand what they have achieved and what they now need to do in order to improve;
- have an up-to-date knowledge and understanding of relevant examination specifications;
- assess students' work accurately using appropriate assessment criteria; and
- complete all monitoring and reports accurately and on time.

Students will:

- read any written feedback carefully and complete all improvements in red pen; and
- reflect on each set of monitoring and complete the progress tracker in their planner.

Parents/Carers will:

- attend consultation evenings to discuss their child's progress; and
- review their child's monitoring and discuss any concerns with the relevant subject teacher/Standards Leader.

Who/what was consulted

SLT, IT and Data Manager, Standards Leaders

Linked policies
- Attendance and Punctuality Policy
- Controlled Assessment Policy
- Curriculum Policy
- External Assessment Policy
- Home School Agreement
- Internal Assessment Policy
- Teaching and Learning Policy

Appendices:

Appendix 1: Curriculum area marking policies

Appendix 2: Engagement for Learning descriptors

Appendix 3: Curriculum Areas EDSM Learning Strands

Appendix 4: Strengths and Areas to Improve codes

Appendix 5: Guidance for Report Writing

Date established by governing board: October 2016
Date of last review   January 2019

Date for next review   January 2022

Appendix 1: Curriculum Area marking policies

see www.denefield.org/curriculum

Appendix 2: Engagement for learning descriptors

E1 Outstanding

Students are consistently

- confident, self-motivated and willing to improve work independently;
- demonstrating a love of learning by showing pride in their work including arriving on time to and being equipped for lessons;
- courageous; they take risks and are resilient when tasks are challenging; and
- respectful towards others and the learning environment.

E2 Good

Students consistently

- demonstrate a positive attitude by taking pride in their work and are willing to take on challenging tasks;
- arrive on time for lessons and are equipped for learning;
- participate willingly in all aspects of learning; and
- demonstrate respect towards others and the learning environment.

E3 Requires improvement

Students

- work when directed but show a lack of independence;
- will answer questions when asked but generally do not contribute to discussions unless prompted;
- do not always listen to or act upon advice when offered; and
- are not equipped for lessons and do not take enough pride in the presentation of their work.

E4 Unsatisfactory

Students consistently

- ignore requests and do not act on feedback;
- are not equipped for lessons and do not take pride in the presentation of their work;
- make choices which disrupt teaching and learning; and
- demonstrate a lack of respect or tolerance for others.

Appendix 3: Curriculum Areas EDSM Learning Strands

see www.denefield.org/curriculum

Appendix 4: Strengths and Areas to Improve codes

A	Attendance	I	Independent learning
C	Contribution to class discussion	L	Lateness
D	Deadlines met	M	Maintain current high standards
E	Equipment	P	Presentation
F	Focus	S	Sustained effort
H	Extended learning	X	Extra-curricular involvement

Appendix 5: Guidance for Report Writing

House Style for Report Writing: Guidelines for Staff

Although many of the school's publications are prepared by the central administrative team, academic reports are written by a large number of teachers across any year group. This means that there is always the possibility of basic inconsistencies in the use of language, style and spelling which would require many hours to correct and standardise. This very basic style sheet has been compiled to try to prevent this problem. Please familiarise yourself with the following conventions and apply them in your writing of student reports.

Student names: use the full form of the student's name as it appears in SIMS

Staff names: no full stops, e.g. Mr M Boys, Mrs L Hillyard

Names of subjects: these should be lower case, except for languages and when used as course titles, e.g. geography, textiles technology but French, English, GCSE Mathematics, BTEC Sport, A Level History

Abbreviations: no full stops or spaces in ICT, PE, RS, GCSE etc; write she is not she's; they are not they're etc; no full stops for etc, e.g. and i.e.; write and not &

Year groups: use upper case initial letters, e.g. Year 9, Sixth Form
Grades: use lower case, e.g. grade A* or grade 9
Spaces: use two spaces after a full stop, question mark and exclamation mark; use one space after a colon, semicolon and comma; leave no space before or after a forward slash, e.g. level 5/6
Spelling: use the English spelling for words such as programme, centre and organisation - you may need to change the spell check on your computer to 'English (UK)';

for reasons of consistency, and particularly where there is an alternative spelling for a word, use the following:

focussed/focussing	not focused/focusing
learned	not learnt
proofread	not proof-read
cooperate	not co-operate
keyword	not key words
hard working	not hard-working or hardworking

coursework and class work are written as one word and two words respectively

-ise or -ize endings   school's preferred spelling is –ise

Dates:	Tuesday 5 April not Tuesday 5th April or Tuesday April 5th
Numbers:	generally, use words for numbers one to ten, numerals for 11 and beyond;
	spell out ordinal numbers - first, second, third, fourth;
	numbers are made plural without an apostrophe - under 15s not under 15's
Quotation marks:	Denefield house style uses single quotation marks (' ') not double (" ")
Homework:	use extended learning without capital letters. Do not abbreviate to EL.
Controlled assessment:	do not abbreviate to CA
Common confusions:	practise or practice?
	I would like Tom to practise his past tense verbs. VERB
	Charlie needs more practice in using algebra. NOUN
	affect or effect?
	This affects his ability to work independently. VERB
	The effect of this is clear for all to see. NOUN

It is vital that reports are thoroughly spell-checked to avoid errors and typos. Where copying and pasting has been used, names, subject pronouns (he, she), object pronouns (him, her) and possessive pronouns (his, her) also need checking against the student's gender; this is one of the most common areas needing correction. Please ensure that you are referring to the correct student by double checking the name!

Report comment

You should write one positive comment to acknowledge what a student is now able to do as a result of recent work, as well as one target for further improvement over the coming term(s). There is limited space on the report template so comments need to be short and pertinent: your report must require no more than five lines in the SIMS entry box.

It is important that targets are subject specific and related to grade criteria, rather than generic. In most cases, these targets will also be specific to individuals rather than generic to a whole class. In mixed ability groups, it is expected that comments and targets will reflect the need for personalisation across the ability range.

Example report comments

'Karen is a talented performer who commands the audience's attention when on stage; she uses her voice well and shows the ability to take on a multitude of characters. To improve further, she would benefit from experimenting more with her voice and posture.'

'John's writing is imaginative and creative, and he picks up new techniques with ease. Now he must work hard on the way he analyses what he reads, remembering to think about the effect of language and structure on the reader.'

'Hannah contributes well to oral work in class and she produces accurate written work; I am impressed by her willingness to experiment with complex constructions. To achieve level 6, she needs to focus on producing accurate extended sentences, using past, present and future tenses with opinions and a range of connectives.'

'Ben approaches his work in a thoughtful and mature manner; he has a good understanding of the issues studied and usually expresses this clearly in his written work. In order to improve further, it is important that Ben gives his own opinion with reasons but then explains what others may say on the same topic, and evaluates the strengths and weaknesses of different arguments.'

'Claire has worked exceptionally well in producing an innovative and unique design for her graphics product. To improve her level, Claire should focus on adding more depth to the evaluation of her own design ideas by adding further comments to explain why a design is good or how it could be improved.'