



Braeside School

Junior & Senior School Assessment Policy

Background

Braeside School recognises that all pupils are able to be independent and successful learners when they are both confident about what they know and understand and when they know what next steps to take to make progress and improve on their previous best. This involves a number of formative and summative assessment strategies including modelling, individual and group tasks, feedback and target setting with the guidance of teachers. Our reporting procedures provide useful information on progress for pupils, parents and teachers and are based on the concepts of equality, diversity, clarity, consistency and openness.

Purpose

The purpose of this policy is to set a high standard of assessment practice by:

- Subject areas indicating assessment methods in schemes of work and supporting teachers to practise assessment for learning
- Ensuring accuracy and consistency in assessment.
- Using assessment of pupils' work to motivate and encourage their learning.
- Using pupil data to ensure individual and class progress towards minimum expected grades/levels.
- Keeping accurate, transferable records.
- Analysing nationally assessed test and examination results by subject, teaching group, gender and ethnicity to diagnose areas of underachievement and help improve performance.

Links with mission, aims and values

- Develop pupils through recognition and rewards for learning.
- Emphasise that all pupils have the capacity to make significant progress over time.
- Encourage high standards of behaviour and attainment from all pupils.
- Provide an education that is meaningful, purposeful and academically rigorous.

Principles

- Subject Coordinators and Class Teachers should review their Schemes of Work annually.
- They should ensure that a variety of assessment for learning methods are used.
- Teachers should follow the School Marking Policy.
- Subject Coordinators and SLT are expected to use assessment evidence to help diagnose the effectiveness of teaching and pupil achievement.
- The School will use prior attainment information to set minimum expected targets for progress.
- The School will use prior attainment information to measure pupil progress and analyse their performance in the CEM tests and GCSE examinations.

Reports to Parents

- Parents will receive regular reports that provide information on the level of attainment and progress as well as information on attendance and punctuality. The calendar for reporting is produced in September. There is a minimum of one contact per term either through interim reports, full reports or parents' meetings.

- All Reports are copied and stored in the pupils' personal files kept in the Office. Subject reports include comments on achievement and progress as well as targets for improvement.
- In Year 6, Reports are also sent to the Secondary Schools to which parents may have made application for entry in the following September.
- The School operates an open door policy whereby parents may make appointments with teachers at mutually convenient times, in order to discuss matters of individual concern.

Juniors Reporting Programme:

Years 1-6

Parents' Meeting – Autumn Term (Settling-In Meeting)

Short Reports – End of Autumn Term

Parents' Meeting – Spring Term

Full Reports – End of Summer Term

Senior School Reporting Programme:

Years 7-11

Informal Settling-In Parents' Meeting – Autumn Term (for Year 7)

Progress Reports (Short Form) – End of Autumn Term (for Years 1-10)

Parents' Meeting – Spring Term (for Years 7-11, including Year 9 Options Evening)

Full Reports – January after the Mock GCSE Exams (for Year 11s)

Full Reports – End of Summer Term (for Years 1-10)

Marking Policy

The Marking Policy forms part of the Assessment, Recording and Reporting Policy and should be viewed holistically in this context rather than separately.

Marking has several roles to play:

- It gives regular and frequent feedback to pupils and parents on how well pupils are managing the demands of classwork and homework
- It praises success and fosters the desire to master skills
- It diagnoses weaknesses and suggest solutions
- It alerts teachers and parents to any changes in a pupil's performance
- It gives teachers a record that can inform discussion between teachers and pupils
- It provides information for teachers to report to parents on the progress pupils have made through reports
- It enables teachers to reflect on the effectiveness of their teaching and therefore informs future lesson planning and learning objectives
- Work should be marked to indicate the degree of progress made in respect of what it was that the pupil was meant to learn. This can apply to knowledge and understanding gained, skills learned as well as improved attitudes to the process of learning itself e.g. asking more questions, greater willingness to approach problems
- Feedback may also be given orally, not always in writing

Marking of Classwork and Homework

General Points

- Teachers should reward effort, progress and achievement with a Housepoint on a regular basis to celebrate pupils' success.
- Teachers should write the Housepoint (1hp) in the exercise book as well as record it on the Engage system
- Teachers may use stickers/stamps/postcard home etc to encourage pupils
- Marking is usually done in red pen in the seniors, apart from in Art when pencil is used
- Peer and self assessment is usually done in green pen

Teacher Feedback Comments

Teachers comment on and reward the effort made in that particular piece of work (including presentation). Regardless of prior attainment, all pupils have the potential to receive the maximum reward for effort and progress made.

Teachers should provide regular written comments on what a pupil has done well. This may include knowledge, understanding or skills shown.

Teachers should also provide regular next steps to enable individual pupils to make further progress or improve their learning. Time should be given in class for pupils to respond to these targets.

Achievement Marks

KS1/2- In the Juniors, the effort comments and targets for improvement or next steps for progress form the key part of marking and assessing learning. Numerical scores are also used in some subjects (eg maths, literacy, spellings) to indicate achievements reached.

KS3 - Levels may be given to work in Years 7-9, as well as numerical marks or percentages, as appropriate. Levels denote the following:

- 1 Significantly above the expected level
- 2 Above the expected level
- 3 Working at the expected level
- 4 Working towards the expected level
- 5 Significantly below the expected level

KS4 - These grades are subject specific and should reflect the skill descriptors in the GCSE Subject Specification. Therefore, where a grade is given on a piece of work, it represents the GCSE level for that particular piece

Teachers may, if they wish, give a numerical mark as well where that represents the marking criteria in the GCSE examination. Using '+' or '-' indicates more precisely the grade. Some work, for example note taking, exercises or preparatory work will not necessarily need a grade as it is not specifically GCSE grade material. A numerical mark and comment may be used instead.

Summative Assessments

For Summative Assessments, eg, half-termly assessment tests, end of unit tests, reading tests, standardised tests and GCSE style tasks, teachers should criteria-based level descriptors or GCSE gradings.

In Key Stage 1 and 2, a variety of half-termly summative assessments are used in English reading and writing, Maths and Science.

Agreed Notation

- All teachers should use the agreed notation for marking pupils' work.
- At Key Stage 1, the teacher may at his or her discretion use notation suitable to the age and needs of the pupil. This includes a set of target stamps
- In Key Stage 2, the teacher may introduce the use of notation in marking on a gradual basis, according to the needs of the child. The use of target stamps may continue, as appropriate to the pupil.
- Agreed notation – to use where appropriate for pupils:

sp:	Spelling correction should be underlined/circled with sp in margin
p:	Punctuation errors should be circled with p in margin
cap:	Capital letter errors should be circled with cap in margin
gr:	Grammar errors should be underlined with gr in margin
exp:	Poor expression should be underlined with exp in margin
?:	Unclear meaning should be shown with ? in margin
^^:	Omission should be shown with ^^ where it occurs
//:	Missing paragraph should be shown with // in text and np in margin

Spelling

There are many different methods of highlighting spelling corrections. Pupils may find one particular method of learning spellings easier than another. Spellings should not be ignored but pupils should be expected to choose a method of correction that they find successful. These guidelines should be as follows:

- Select misspelt words that you would like to see corrected (subject areas might like to concentrate on key words)
- Use 'sp' in the margin and underline or circle the part of the word that is misspelt
- Provide the correct spelling and ask the pupil to write it out and/or use the Look, Say, Cover, Write, Check way of memorising the spelling

The school recognises that the correction of spellings may take a different focus with our dyslexic pupils who have a specific learning difficulty in recognising the correct spelling of words. For younger Junior classes, the teacher may focus on the spelling of commonly used words or subject-specific vocabulary.

Written Comments and Feedback

- Written comments are a powerful way of praising the pupil and suggesting ways to improve. We also recognise the importance of verbal feedback.
- Good teachers build time into their lessons to circulate and make formative comments to their pupils.
- Pupils' workbooks or files should include regular legible written comments.
- The comments should address why progress was judged to be good or otherwise and may give pointers as to how further progress can be made. These targets lay out next steps for the pupil and should be SMART.
- Pupils should be given time to respond to comments and targets.

Subject Area Responsibilities

- Classwork and homework should be marked regularly.
- Assessment in practical subjects can also be given on the basis of a pupil's participation and contribution to lessons, eg in drama, PE, speaking and listening activities.
- Subject areas should have key pieces of work in each unit that are used for summative assessment, such as: tests and GCSE style tasks. These assessments should reflect the assessment criteria descriptors where applicable or GCSE gradings.

Current attainment grades

Current attainment grades will support the monitoring of individual pupil progress. Teachers will ensure accurate and consistent grading by judging work against objective criteria GCSE grade descriptors. This data is used by SLT to analyse pupil progress.

Recording Marks

All teachers must keep an accurate and up to date record of the attainment and progress marks and be able to make their records available to the line manager or Headmistress when requested.

Marks must be recorded in the teacher planner provided, unless the teacher uses an electronic method.

Marks from key assessments tasks taken throughout the year will be recorded individually by teachers in order to provide information on progress across all areas of the curriculum so that achievement can be raised. The marks will be passed to the Head of Juniors or Curriculum Deputy. Pupil progress will be discussed regularly at Junior and Senior Department meetings.

The following records are kept:

Class teacher records

These consist of both formative and summative assessments, including end of unit tests and end of year exams, which are used to guide planning and the appropriateness of the work presented to the class, group or individual.

Pupils' subject books

These are a record of work covered and the progress made. They provide constructive feedback to the pupils' through marking. Work Scrutiny is part of whole school self-evaluation and books are scrutinised by staff in Staff Development Meetings, Department Meetings and SLT on a regular basis.

Reading records

These are used from Reception to Year 6 for parents and staff to write comments in. They provide a record of books read, suggestions for improvement, evaluations and any difficulties encountered.

Assessment Records

These are kept by the Head of Juniors and the Curriculum Deputy to enable the school to track progress effectively over time and to identify pupils who may need additional support.

Baseline Data

At the end of each academic year, Baseline Data are discussed with the next teacher and passed on. This system is to help ensure continuity and consistency in the school.

The central recording of data from summative assessments is used to track progress across the system. In the seniors benchmark data is derived from MidYIS and YELLIS. These results are shared with pupils and parents in the form of a GCSE chances graph. This enables the school to set meaningful targets and to address underachievement quickly and effectively.