RGS SURREY HILLS

Assessment, Marking, Feedback and Reporting

Policy

The function of assessment is to ensure that every students is working to their full potential, to identify under-achievement and to promote the quality of teaching and learning. Furthermore, assessment has the potential to contribute to the development of student's positive self-image and feelings of success through assessment for learning, which encourages further study. Assessment in its broadest terms can make a significant contribution to the raising of standards by providing:

- An improved focus on the quality of teaching and learning and monitoring student progress.
- Greater clarity of objects and expectations in the classroom.
- Clearer understanding of school standards in relation to national standards.
- Assist that student as a learner, through providing positive and constructive feedback.
- Better appreciation among parents of how they may support their children's learning.

Assessment can take place formally or informally, as a terminal event and continuously. It is an on-going process. Classwork, homework and coursework in written, practical or oral form can be assessed. Assessment is considered under the following headings:

- Teaching, marking and setting targets
- Homework
- Using data
- Recording assessment information
- Monitoring and supporting progress
- Involving students
- Communicating with parents
- Managing assessment

Teaching, marking and setting targets

Effective practice means:

- Ensuring pupils know what they are supposed to be learning, comparing present performance with their previous performance and how then can improve. This often necessitates diagnostic and formative comments in books.
- Regularly stating strengths and setting targets through feed forward comments either written or verbally, with the mechanisms provided to check that these targets are met.
- Using a range of assessment methos confidently and appropriately, for example observing pupils, asking questions, listening, assessing written work, administering targets.
- Relating a student's performance to the relevant GCSE, A level or IB grade criteria where appropriate (year group dependent) for key assessments, e.g. mocks.
- Giving students the opportunity to engage in assessment for learning activities (e.g. peer marking) so they are involved in the process.
- Target setting for KS4 and KS5 using cognitive ability data and the professional judgement of the subject teacher recorded on centralised monitoring sheets.

Marking has a fundamental role in helping staff reward excellence, diagnose difficulties and indicate how to improve the teaching and learning process. There will be variation in the marking of work between subjects, but each department has a policy that reflects the principles of the RGS Surrey Hills assessment, marking, feedback and reporting policy. Effective marking practice means:

- Providing feedback to pupils about their work promptly and regularly, including both oral and written feedback where appropriate.
- Focusing the response on feed forward and feed back comments that are linked to relevant learning objectives, assessment objectives etc.
- Stating achievements and specific targets for further improvement and ensuring that students understand these and have time to reflect on comments and targets during lessons.
- Incorporating self-assessment and self-evaluation within SOW, alongside peer marking, where appropriate.
- Contributing to the development of literacy skills.
- Monitoring the quality and consistency of marking within and between departments.
- Aiming for fortnightly written feedback (self/peer/teacher) with oral feedback should be evidenced wherever possible. Provision for detailed developmental feedback should be made at least monthly. 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.
- Consistent practice across classes and departments.

Homework

- Should be used for space learning to enhance students' learning.

- Homework must be meaningful and set in accordance with the homework timetable.

- Homework should be set on Satchel One so they are visible to parents as well as students.

- One piece of homework should be marked (peer/self/teacher) and the results record for monitoring completion and student progress.

Using Data

Students are offered a place on the basis of our entrance tests in English and Mathematics. In addition, CAT4 / ALIS baselines testing I used for students when they join. This provided staff with a statistical assessment of each student from the beginning of the school year that can be considered alongside department assessments. Data is circulated to each Department. All this information can be used to:

- Place students within teaching groups or group them within a class during the start of the year and plan work at an appropriate level of difficulty for each student from the start of the year.
- Give a profile of the range and ability within a group.
- Identify the exceptionally able or those who might struggle.
- Find relative weaknesses with the subject, both for cohorts of students and individual, to inform curriculum planning for the new academic year.
- Compare the profiles of achievement with the baseline to give a notion of value added.
- Identify students who are more able, have special educational needs or those learning English as an additional language, early in their school career. This matter is dealt with fully in the SEND policy.
- Identify least effective aspects of teaching by analysing performance of classes, which are then addressed through professional development.
- CAT4 and ALIS data is available and is used as a benchmark for value added analysis.
- Inform planning of department schemes of work.

Recording Assessment Information

To record evidence of achievements, departments can use a wide range of styles and formats. Individual teachers must keep a detailed mark book to record relevant data including key pieces of classwork, homework, tests, predicted grades and examination results. Heads of Department will be required to maintain a central assessment and tracking spreadsheet. This can be further adapted to record and used as follows:

- Record student's significant achievements on the basis of agreed criteria and whole school monitoring systems.
- Use records from previous teachers to plan work and to measure achievement.
- Keep evident of work in line with a defined department system.
- Use record and evidence to sustain a shared understanding of criteria.
- Heads of Department, working with members of their department, are responsible for developing appropriate methods of recording pupils' attainment and of storing coursework, in line with department practice on assessment.
- The attainments of an individual student must be readily at RGS Surrey Hills for both pastoral and academic purposes. Appropriate information must also be made available when he/she transfers to another school/college.
- Achievements in public examinations will be recorded and collated to be available as required by legislation.
- Store and use records in accordance with the Data Protection Act.

Monitoring and supporting progress

- Academic and pastoral staff should work co-operatively to share and use information effectively.
- Target setting is part of the wider school system for checking the progress of students and ensuring they have the support they need.
- Students' progress is regularly and systematically monitored.

Involving Students

- OneNote is used to for classrooms resources and to help students keep themselves organised.
- SatchelOne is used for homework setting.
- Subject teachers should regularly provide students with opportunities to reflect and talk about their learning and progress to make meaningful self-assessments at appropriate points in the course.
- Students should have regular opportunities to discuss progress and personal development with their tutor to raise their aspirations.

Communication with parents

- A strong partnership with parents, based on regular communication, helps students to achieve their best.
- Parents should be encouraged to support their child's learning (e.g. checking prep by means of SatchelOne).
- The school provides regular opportunities for informal and formal parental communication.
- Formal reports to parents should be clear, consistent and comprehensive. They should include specific feedback. A schedule for reports and assessments is issued to staff annually.

Managing Assessment

- Assessment should enable departments to match the curriculum offered to the needs of the students, recognising the range of abilities in each class.
- Classrooms should be welcoming and supportive to students and styles of learning should be varied and provide for productive exchange and discussion.
- Opportunities and funding for professional development and training in line with school development will be provided for all colleagues to enable them to be aware for current assessment issues and methodology.

Grading Criteria and Reports

- Reports should be written according to the schedule outlined annually.
- Assessments should be entered according to the appropriate cohort schedule outlined annually.
- Criteria for reporting is set out below.

Reports information

All reports are entered into iSAMS. The grading criteria are outlined below. Heads of Department and Heads of Faculty should ensure that consistency prevails and that reports for students in shared groups are discussed departmentally.

Reports should not represent a surprise to the students or parents. Reports should provide a summary of progress help identify areas of strength, and areas where they have not yet met expectations.

What are we reporting?

Years 7-9

For KS3 students they will receive feedback on Attitude to Learning (AtL) and Progress via a traffic light system.

Years 10-13

For all other year groups, they will receive feedback on Attitude to Learning and Progress via a traffic light system. In addition, they will also receive a Currently Working At (CWA) grade, and a Most Likely Grade (MLG). The MLG is for the end of year for years 10 and 12, and end of course for years 11, ISC and 13.

Definitions

AtL and Progress is judged on 4 levels. In brackets is the colour that will appear on reports how to parents:

- Exceeding expectations (Purple)

- Meeting expectations (Green)

- Not meeting expectations (Yellow)

- Underperforming (Red)

Attitude to learning (ATL)

Exceeding expectations – Pupils meet every deadline, produce work in line with their ability, and there is a clear effort to consistently go above and beyond to exploring the subject further. Clearly very engaged in their studies.

Meeting expectations – Pupils meet deadlines and produce work in line with their ability. They are working well in lessons and engage with their studies. They sometimes go above and beyond.

Not meeting expectations – Pupils meet most deadlines, and the quality of work can vary. They often work well in lessons and can choose to disengage with their studies and the learning environment.

Underperforming – Pupils often miss deadlines and are chased for work. The choice to respond to encouragement and support from the teacher is not taken and so they do not engage with their studies and the learning environment.

Progress

Exceeding expectations – Pupils who exceed expectations are consistently producing exceptional levels of work which goes beyond our expectations for them at this stage.

Meeting expectations – Pupils are consistently producing a good quality of work for them as an individual, displaying skills in line with our expectations for them at this stage.

Not meeting expectations – Pupils are consistently producing work and displaying skills that are below their ability and our expectations for them at this stage.

Underperforming – Pupils are consistently producing work and displaying skills that are far below their ability and our expectations for them at this stage. There is little to no progress being made.

Currently Working At (CWA)

This grade is based on the work produced by students to date. This can be through a variety of relevant pieces of work and will vary for each subject.

Most likely grade (MLG)

This is the grade that they are most likely to achieve in the subject at the end of the course/year. This is based upon the work produced to date, their ATL and the progress they have made so far.

Comments

Written comments are required at each reporting cycle for every student. These comments must be concise and specific for each student. The comments should outline areas of strength and set an achievable 'not yet' target. For example meeting homework deadlines on time, and not generic like focus more in lessons.

Reporting cycles

The reporting cycle for each year group works in conjunction with any key assessment dates (e.g. mocks) and parents evening. This is to ensure that feedback to parents is timely, and to balance teacher workload. The specific reporting cycles, in conjunction with key assessment dates and parents evening will be provided at the start of the academic year.

Outside of reporting windows, it is expected that subject teachers will provide feedback to parents and students where it is clear that students are regularly not yet meeting expectations.