



ASSESSMENT AND MARKING POLICY

Date of review: November 2024
Next review date: November 2025
Staff responsible for policy: CEM



1. Principles of the policy

Assessment and marking are central to our monitoring of the effectiveness of teaching and learning. Assessment points will involve summative assessment (a measure of performance against set criteria, levels, examination papers or tests at a given point in time) and formative assessment, through which students are supported to understand where they are in their learning and achievement, where they should be and what steps they need to take to get there (Assessment for Learning). This does not mean that every piece of work must be graded but that, as a minimum, there will be a frequent and regular formal assessment point with formative assessment to enable each student to take the next steps in their learning.

Aims

- To raise standards across the school.
- To provide accurate and regular assessment of students' work, identifying areas for improvement and setting appropriate targets through formative assessment.
- To give all students targets which will challenge them to do their best, motivate them to improve and ensure that they are actively involved in their own learning.
- To identify gaps in skills and knowledge so that appropriate levels of support and intervention can be used to secure improvement.
- To use assessment information to reshape teaching and learning to address the needs of all learners and ensure they achieve the best that they can.
- To ensure that students and parents have a clear understanding of the standard of students' work against national benchmarks.

2. Assessment for Learning in Lessons

During their teaching, teachers are expected to:

- Share clear learning objectives which are challenging, purposeful and engaging from the start.
- Share the success criteria or expected learning outcomes with students.
- Differentiate the objectives and outcomes to challenge and support all students by ensuring progress in knowledge, understanding and skills.
- Ensure that tasks and activities are adapted to challenge all learners.
- Monitor progress towards the learning objectives at appropriate points within the lesson and evaluate them at the end.
- Provide students with the opportunity to assess their own work and that of others.
- Involve students in assessment and encourage them to respond positively to questions and comments.
- Give high quality, detailed feedback to students about their work.
- Provide students with the opportunity to reflect on their learning and respond to feedback given enabling them to make the best possible progress.

- Know the starting points and needs of every student, planning their lessons around these to facilitate rapid gains in learning.
- Check that students have acted upon targets set.

3. Target Setting

- At the start of each school year all teachers are given an Indicative Grade Range (IGR) for the students they teach. The lowest grade in the range shows the grade that a student with a similar prior academic profile is expected to achieve at the end of Key Stage 4 in the subject in question.
- Heads of Department are responsible for setting assessment tasks at points within each year. These should be sufficiently frequent and valid to provide robust data so an accurate judgement of students' attainment and progress can be made. The assessment points should be included in departmental schemes of work. The validity and reliability of assessment and the feedback will be monitored by the Curriculum Deputy Headteacher.
- Teachers will use the assessments provided by their Head of Department to assess attainment and progress of their students. They will use this data and information to keep their Head of Department informed of underachievement and students causing concern.
- Teachers will also submit a Most Likely Grade (MLG) which is what they expect the student will achieve at the end of Key Stage 4 based on their current trajectory of progress.
- Moderation and standardisation of assessment and most likely grades will be organised by Heads of Department to ensure consistency of judgement.
- Students will be given the opportunity to evaluate their own progress and identify and reflect on how they are going to improve to progress to the upper end of their IGR.

The following can also be found in the monitoring policy:

- After each data capture Heads of Department and teachers will monitor the progress of cohorts and groups* of students' MLGs against their IGRs using 4Matrix and using two key indicators: most likely average point score vs. indicative average point score and the most likely 9-1 (KS4) / (A*-E in KS5) pass rate vs. the indicative 9-1 (KS4) / (A*-E in KS5) pass rate.
- Heads of Departments will support teachers of their departments in crafting action plans for underperforming attainment groups. Action plans will be crafted for year 13 students to enable an estimated ALPs rating of 3. A Raising Attainment Plan (RAP) will be crafted to maximise attainment by collating actions from staff and through discussion at the Intervention Committee Meetings for each year group.
- Heads of Department will work in conjunction with their Senior Leadership Team Line Manager to ensure that the RAP is successfully implemented.

*Groups of students are:

- Pupil Premium /SEND students.
- Attainment groups; High Prior Attainment (HPA), Mid Prior Attainment (MPA) and Low Prior Attainment (LPA).

4. Summative Assessment

- Students' work in all year groups is formally assessed at least once every half term.
- Records of assessments are kept by staff and are monitored by Heads of Department.
- All students' work is reflected in the readiness judgement in their reports.
- In Years 9 - 11 teachers use GCSE grades 9-1. In Key Stage 5 teachers use A* - E.
- BTEC courses, Cambridge National and Cambridge Technical courses are graded using Pass, Merit and Distinction.

5. Assessment in Year 8

- In the autumn term work carried out week by week will not be graded but will include comments on how to improve work. In some subjects it may be appropriate to give a numerical mark, particularly if it is for a test of factual knowledge.
- Staff will be asked to track progress of year 8 students in a spreadsheet which takes assessment data in up to 4 strands which are determined by the Head of Department. A least squares regression line is calculated with current outcomes measured against previous attainment. An agreed deviation from this regression determines the generation of a report per strand showing whether the students are making Outstanding Progress; Very Good Progress; Good Progress (in line); or whether the strand is a Focus for Improvement. This information forms the data on which reports are generated.

6. Marking

Teachers are expected to:

- Ensure that marking is clear, consistent, and fair.
- Ensure that written work is checked frequently and marked in accordance with departmental policies.
- Provide effective feedback, giving clear and specific suggestions on how students can improve.
- Provide time for students to reflect on the advice and ensure that the student has followed the advice given.
- Explain the way in which work is being marked by providing student friendly level or grade descriptors.
- Provide students with the opportunity to assess their own work or those of their peers by using set criteria or mark schemes.
- Set regular homework promotes the development of knowledge and understanding.
- Mark errors of spelling, punctuation, and grammar to develop literacy skills at all levels.



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