



## Assessment and Marking Policy

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Person responsible: SLO

## 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 also 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 has to 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. Attitude to Learning grades will be given and these inform the grades on students' reports.

## 2. 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

## 3. Assessment for Learning in Lessons

In the course of 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 have appropriate differentiation 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 which enables them to make the best possible progress

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

#### 4. 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 rigorous to provide robust data so that an accurate judgement of students' attainment and progress can be made. The assessment points should be included in departments' schemes of work. The regularity and rigour of assessment and the feedback from it will be monitored by the Senior Leader with responsibility for Assessment and Achievement.
- 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' 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 in order to progress to the upper end of their Indicative Grade Range.

#### 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' Most Likely Grades against their Indicative Grades 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.
- Action plans will be drawn up to improve cohort performance with particular focus on the performance of appropriate cohorts / groups\*. Each member of staff has an action plan for at least 3 year 11 students that they teach. Action plans are in place for sufficient year 13 students to enable an estimated ALPs rating of 3. Achievement Plans to maximise attainment will be created 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 the Senior Leader with responsibility for Assessment and Achievement to ensure that Achievement Plans are successfully implemented.

\*Groups of students are:

- Pupil Premium students
- Students with an indicative grade range of 7 - 9 or 5-1

## 5. 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 attitude to learning grade.
- 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.

## 6. Assessment in Year 8

- Early in the autumn term Year 8 students are assessed in English and Maths to identify a baseline starting point from which we can measure progress. By the end of the autumn term we will expect all subjects to have carried out a formal assessment.
- 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.
- Work in books which is graded will be given a description of whether or not an individual student is progressing towards the top end of their indicative grade range (Outstanding); to the middle of their IGR (Very Good); towards the lower grade of their IGR (Good) or below their IGR (Focus for improvement)
- 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.

## 7. 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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