

St. Benedict's College



Assessment, Recording and Reporting Policy

Marking Policy 2016/17

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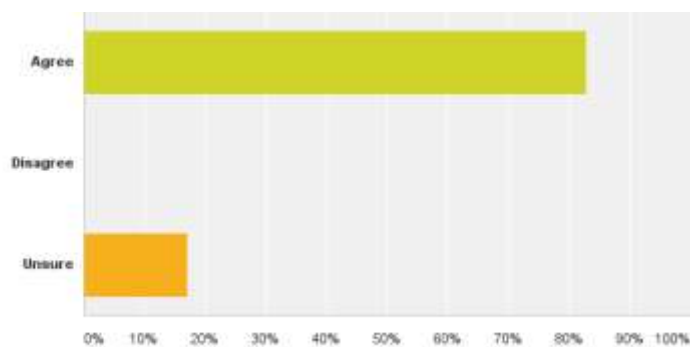
Rationale

Assessment is a process by which we come to know our pupils, their aptitudes, understanding and skills. We believe that assessment is integral to effective teaching and learning, and so is most effective when undertaken in collaboration with the pupil. Assessment, Recording and Reporting constitute vital communication channels for members of the school community and parents.

Purposes

- to provide constructive feedback to pupils on their progress and help them to identify areas of their work which they find challenging;
- to provide feedback to teachers and parents on pupils' progress;
- to provide data from which reports can be written on pupils' progress and achievements;
- to provide English, Mathematics and Science teachers with relevant information to award pupils their Teacher Assessed Level at the end of Key Stage 3; Cross Curricular Skills Tasks.
- to provide relevant information to teachers when predicting grades at GCSE;
- to make use of data from CAT4 (Year 8) and CAT4 (Year 10). PTE, PTM and PTS (eventually) PASS Pupil Attitude to School and Self.

88% Parents believe that tracking and target setting is a useful tool regarding child progression



Guidelines

- In their Schemes of Work departments should identify agreed teaching and learning intentions and indicate how these will be assessed and marked. These learning intentions should be communicated to pupils prior to engaging in assessment tasks/ tests.
- Departments should use departmentally approved assessment tasks/ tests plus common marking and standardisation procedures to ensure consistent judgements about pupils' level of attainment.

- To help develop pupils' confidence and enhance their self-esteem pupils must experience success. Shared success criteria should be discussed prior to the commencement of the lesson. Assessment tasks/ tests should reflect the range of pupils' ability and provide opportunities for them to demonstrate what they know, understand and can do.
- When constructing assessment tasks departments should take account of previous levels of attainment in order that progression is easily demonstrated. Periodic review of pupils' performance should be used when evaluating and planning teaching programmes and schemes of work.

Methods of Assessment

Formative (Continuous Monitoring)

- The basic method of assessment, integral to all teaching and learning, is effective questioning and observation of pupils to check that they understand and can use the ideas/ concepts/ skills being taught and that they have retained key facts.
- Written classwork and homework tasks should take a variety of forms depending on the topic. This work should be regularly inspected and marked by the teacher. Some work should allow for pupils' self-assessment and samples of work may be kept in the departments as evidence of a pupils' progress and peer assessment.
- End of topic tests involve Continuous Monitoring tasks carried out at approximately the same time by all teaching groups in the year. Prior to the assessment pupils should be made aware of the learning intentions to be assessed so that they can prepare effectively. The test should be closely matched to the learning intentions identified. CCM's completed for Christmas for standardisation.
- Pupils will take part in peer assessment and meaningful self-evaluation in all departments.
- Examples of best practice should be kept in an 'evidence box'.

Summative (end of term and year exams)

Year 12 will sit Mock GCSE examinations in January and GCSE examinations in May/ June.

11 Pupils will sit mock exams in January/February written reports to follow. Modular Science, Modular Mathematics and Modular R.E

Year 12 – Modular Science – Single Award and Double Award, Mathematics.

Christmas Reports

- There will be an annual parent-teacher meeting for each year group.
- **Christmas Reports** are computer generated using Assessment Manager during the first term for Years 8 – 12. Christmas reports will contain:
 - continuous monitoring %;
 - test results (Year 12 only);
 - class average;
 - Written comment from Year 12 subject teachers only, form teachers and Principal.
 - Written comment for Year 11 pupils report completed February

A copy will be posted to parents and a copy will also be kept in the school as part of the pupil's record.

June Reports

- **End of year reports for Years 8, 9, 10** will contain:
 - continuous monitoring;
 - test results (graded for year 11);
 - class result/ class average;
 - written comment from subject teachers except Year 11, form teachers and the Principal.

A copy will be posted to parents and a copy will also be kept in the school as part of the pupil's record.

Yr 11 reports will emanate from CM/Tracking scores for each pupil.

The Year 10 (Key Stage 3) report will contain the Teachers Assessed Levels in Communication, Application of Number and UICT instead of continuous monitoring and test results.

A copy will be posted to parents and a copy kept in the school as part of the pupil's record. Test results and class averages will also be recorded on Assessment Manager for analysis by Form Teachers and Year Heads.

- Year 12 will not receive an end-of-year report, as they are involved in GCSE examinations.
- A statement of results for Key Stage 3 English and Mathematics should be posted to parents in September accompanied by an information leaflet from CCEA.

Writing reports for Years 8 – 12

- The pupil's Christian name should be used where appropriate.

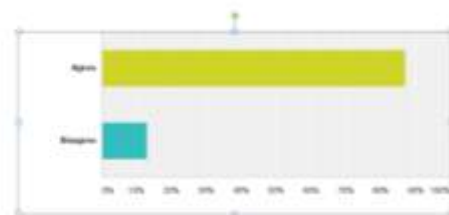
- Where appropriate the report should be as positive as possible.
- Where appropriate the report should be constructive by stating what the pupil needs to do to improve.
- To include aspects of Thinking Skills and Personal Capabilities.
- To report on Communication and Using Mathematics.

Monitoring and Evaluation

- Each subject department should monitor and evaluate its assessment and marking procedures for each year group. This may be done through all or a combination of the following:
 - Book Scoops
 - Observation
 - Continuous Monitoring
 - Peer/ Self Evaluation
 - Year 12 Predicted Grades.

Q16: I have a chance to peer-evaluate and self-evaluate the work covered in the classroom?

Answer: 88 (88%)



88% pupils have agreed they peer and self-evaluate their work

School Marking Policy

Rationale

Marking is a process by which teachers and pupils become aware of what a child knows, understands and can do. Effective marking is essential in the teaching and learning process and will be of most value when pupils act upon the outcomes and teacher comments. Teachers should use it to evaluate their own teaching and learning strategies. Marking should be a standardised process within departments and the school. Grades A – E should be used for assessed pieces of work at Key Stage Three.

Purposes

- To inform the pupils of what they know, understand and can do.
- To inform pupils of what they need to do to improve.
- To inform teachers of the effectiveness of their teaching strategies.

Guidelines

When marking test:

- a common marking scheme should be used. Grades A – E at Key Stage 3 for assessed pieces of work. Two Stars and a Wish **or** a departmental version of this proforma should be used for non-assessed pieces at Key Stage 3 Years 8 & 9;

- internal moderation/ standardisation should be carried out at Key Stage 4;
- annotations should indicate to what extent the work met the marking criteria;
- pupils should be encouraged to do corrections after their work has been returned.

When marking homework:

The departmental policy should detail for each year group:

- frequency and nature of homework set;
- frequency and nature of homework that is teacher marked;
- how marked homework should be annotated by the teacher;
- the part homework plays in continuous monitoring mark on reports;
- all departments are encouraged to stay within the framework of the Homework Schedule.

Appendix 1

Marking Communication

- Students’ work should be marked and returned quickly and where appropriate individually.
- Teachers’ comments should be both positive and constructive in order to develop pupils’ confidence in their ability and trust in the teacher as an appreciative audience and guide.
- Returned work should, where appropriate, be annotated to indicate the strengths and weaknesses of a particular piece. The annotation should also explain to what extent the work met the marking criteria.
- Year 8 & 9 assessment should be in line with Two Stars and a Wish or a customised version.
- Pupils should correct incorrect spelling and grammatical errors in their work after it is returned.

The following common grammatical errors should be addressed by all departments:

The correct use of

Their/ there/ they’re	where/ were	our/ are	seen/ saw
done/ did	should have/ would have		a lot

- Teachers should give pupils opportunities to use appropriate writing frames to improve the quality of their work.

Appendix 2

Marking Numeracy

ASSESSING PUPILS' ABILITY TO ESTIMATE CORRECTLY: - In Numeracy Action Plan.

Pupils should be encouraged to estimate an answer before an accurate calculation is performed. Where appropriate, marks should be awarded for estimation.

ASSESSING PUPILS' ABILITY TO GIVE ANSWERS TO AN APPROPRIATE DEGREE OF ACCURACY:- Action Plan

Pupils should be encouraged to consider the degree of accuracy needed in a calculation. Where appropriate marks should be awarded for rounding off an answer correctly.

SHOWING METHOD AND WORKING: Target Setting in Maths

Pupils need to show their method for all calculations. There should be method and working marks awarded for all calculations. If a question requires the full explanation of how an answer was obtained, a pupil should receive minimum credit if only the answer is given.

RECORDING UNITS

When stating an answer pupils should be encouraged to use the correct units. If units are not included the pupil may not gain maximum marks.

FOLLOW THROUGH MARKS:

If a calculation requires 3 steps with a mark for each step, a pupil should be penalised only once for a single mistake i.e. if a pupil makes a mistake at step 1 and uses the incorrect answer from step 1 to obtain answers for step 2 and 3, full credit should be given for correct follow through from step 1.

ASSESSING PUPILS' ABILITY TO CHOOSE AN APPROPRIATE STATISTICAL MEASURE OR DIAGRAM:

If a pupil is required to decide and justify his/ her choice of statistical measure or diagram, marks should be awarded for the correct choice.

DRAWING GRAPHS: - Agreed with Science Department

Marks should be awarded for:

- a title explaining what the diagram is showing;
- clear labels on both axes;
- clear scaled on both axes;
- accurate plotting of points.