

The Royal Alexandra and Albert School



ASSESSMENT POLICY

Approved by Pupil Matters Matters Academic Committee: 11 October 2016

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INTRODUCTION

1.1 Rationale

The purpose of this document is to establish clear ground rules and recommendations for assessment within Royal Alexandra and Albert School. It is expected that all teachers should read it and act accordingly regarding the assessment of student work. Individual departmental policies that relate to assessment should reflect the guidelines contained in this document.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Assessment in Royal Alexandra and Albert School supports each student in the achievement of his or her full learning potential and fosters the development of self esteem and personal responsibility. It takes place in a self reflective context and encourages the involvement of all staff, students and parents.

1.2 Definitions

Summative assessment is Assessment of Learning (AfL). It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, eg:

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests

1.2.1 Summative Assessment

- Happens after the learning
- Proves learning has taken place
- Assists in measuring learning
- Is done to learners
- Is externally referenced
- Is focused on the outcome

Formative assessment is AfL. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

1.2.2 Formative Assessment

- Happens during the learning
- Helps to improve learning
- Assists in growing learning
- Is done with learners
- Is personally referenced
- Is focused on the process

1.2.3 Assessment for Learning (AfL)

Teachers should be encouraged to integrate the following AfL strategies into their teaching and learning:

- Learning Objectives - Clearly communicated at start of lesson/task
- Learning Outcomes – Differentiated for All, Some and High attainers within the lesson plan and linked to grades or levels where appropriate. Must be visible to students at all times.
- Success Criteria - set of criteria determining exactly what is required for a particular task or assignment:
- Effective Questioning
 - More thinking time for students: eg: Think/pair/Share
 - Asking questions better and asking better questions
 - Use of Bloom's taxonomy of questions ensuring appropriate balance of lower and higher order questions and appropriate level of question for individual students
- Formative Assessment
 - Set against success criteria
 - Self assessment/peer assessment/teacher assessment

Feedback given to students should be about the particular qualities of both their written and verbal work, with advice on what they can do to improve. It should avoid comparison with other students.

1.3 Aims and objectives

1.3.1 Aims

- Assessment should help students to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by students and teachers of clear and explicit study goals: in other words, to help all students become more effective learners.
- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

1.3.2 Objectives

- To use suitable forms of assessment, based on expectations which are clear, realistic, and understood by the students
- To ensure that all students experience challenge and a measure of success
- To recognise the whole range of students' experiences and achievement
- To enable students to develop skills that are needed if they are to become effective learners
- To provide constructive feedback to students, discuss weaknesses in students' learning and offer a remedial strategy.

2 METHODS OF ASSESSMENT

- 2.1 The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.
- Student self-assessment
 - Teacher-student interactions / verbal feedback
 - Coursework and Prep
 - End of topic/unit class tests
 - Formal internal examinations
 - Formal externally set examinations
- 2.2 **It is recognised and accepted that some departments will have individual requirements to assess student attainment specific to their subject. It is the responsibility of each Head of Department to ensure that their department has a written assessment policy within their Department Handbook in which this is outlined. It is also the responsibility of the Head of Department to ensure that all staff are provided with on going training and support in methods of assessment and that such departmental assessment is quality assured as an ongoing process.**

3 PREP POLICY

- 3.1 The purpose of Prep is to extend learning beyond the classroom and to diagnose the effectiveness of teaching and learning and to develop the skills of students as independent learners.
- 3.2 Prep can take many different forms such as:
- Developing class work.
 - Reviewing/learning new work done in class.
 - Reading for specified purposes.
 - Researching a given topic.
 - Writing: answering questions or extended pieces of writing.
 - Revision/preparation for tests / exams.
- 3.3 Prep should:
- Be set regularly in accordance with the school's Prep Timetable.
 - Be relevant
 - Be clearly explained to students in terms of expected outcomes and the length of time expected
 - Always be recorded in students' prep diaries with careful consideration given to ensuring that all students are able to fully record the prep
 - Be completed for the date set, otherwise appropriate sanctions will be enforced (see detension procedures)
 - Be assessed effectively, with feedback given promptly, either verbal or written.
- 3.4 Prep should not be:
- Completing class work – as this penalises slow workers and encourages students to rush class work.

- 3.5 At Key Stage 2 all students will be expected to read at least 5 times per week and work on their spellings every evening.

In addition to this, literacy, spelling and mathematics prep will be set on year group specific days. This is to be completed on the evening it is set and handed in the next day.
(See appendix 1 for full Junior Prep Policy)

- 3.6 At Key Stage 3 prep will be set weekly for Maths, English, Science and MFL of approximately 1 hour per subject in Years 7 and 8. D&T will set four preps per year to coincide with the four subject rotations. All other subjects will set Prep projects – an extended project which will last between 4-6 hours and will be set over a two week period. A Prep project rota will exist for the year and projects will be centrally administered. The number of each subject Prep projects will be set according to the number of weekly taught periods. In Year 9 prep will be set weekly for all subjects except Citizenship, R.S. and P.E. For Maths, English, Science and MFL this will be of approximately 1 hour and for all other prep setting subjects of 30 minutes.
- 3.7 At GCSE it is expected that students should be set prep of an hour per week per subject as per the prep rota.
- 3.8 At A-Level it is expected that A Level students should be set a minimum of 5 hours prep per subject per week.
- 3.9 Prep Diaries
The importance of entering Prep correctly in Prep Diaries is stressed to all students at all levels to ensure that the work is completed accurately and submitted on time. The Prep Diary is also important in that it provides a link between school and home as parents are requested to check and sign diaries weekly. Prep Diaries are also closely monitored by Form Tutors and Heads of Year. It is also important for monitoring that all prep is recorded on SIMs by the class teacher.

4. MARKING POLICY

Please see appendix 2 for the Marking guidance for KS3, 4 & 5 and appendix 3 for the Marking guidance for KS2

- 4.1 The marking of students' work is essential for both progression in student learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers of both classwork and prep. Positive marking and feedback which recognises student achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.
- 4.2 Effective Marking helps to:
- Recognise student achievement.
 - Monitor student progress.
 - Provide feedback and guidance for improvement and progression.
 - Motivate and encourage students.
 - Record and report student attainment.

- 4.3 It is essential that work is marked:
- Promptly, regularly and consistently.
 - According to agreed and shared assessment criteria / outcomes.
 - Using both quantitative and qualitative criteria.
 - For improvement, using constructive comments.
- 4.4 It is not a requirement to append marks or grades to every piece of work; however, grades and marks may be appropriate, in particular when marking Year 6 SAT work, GCSE or A-Level work and equating the standard of work to a particular grade. Research suggests that comment-only marking is the best way to help learners improve and that comment only marking leads to a 30% improvement in students' work. (*Research findings, Black & William, 1998*)
- 4.5 Some teacher acknowledgement of students' work is required for the vast majority of completed work in both exercise books and for formal assessed pieces. If an exercise book is a draft book only, then a rationale must be provided for this in the front of the book. In addition, students' work which is marked must be available for students and parents to have access to on a regular basis. A system for the prompt communicating of grades to both students and parents must be in place.
- 4.6 It is extremely beneficial for the learner that formative comments are used to assess the quality of work. These comments should be constructive and aimed at helping the student to improve the quality of his/her work. Areas of strength and areas for development should be addressed. (Refer to section on Assessment for Learning.)
- 4.7 At Year 6 Literacy & Numeracy, GCSE and A-Level, teachers are more likely to make use of Mark Schemes from past papers for particular exercises. Students should as far as possible be aware of the reasons for the allocation of marks. Awarding marks does not relieve the teacher of the responsibility for continuing to annotate and add formative comments to work.
- 4.8 Marking internal formal school examinations/assessments

At Key Stage 2 & 3, to ensure continuity of marking across each department, mark schemes should be agreed and produced and used by colleagues to mark examinations.

At GCSE and A Level students sitting papers comprising of questions from past papers should be marked according to the mark scheme produced by the examining board. Formative feedback should be given, highlighting in particular areas for development.

4.9 The Marking Grading System

4.9.1 **Attainment**

- Marks for attainment should inform students about their level of skill.
- Students should know the criteria upon which the marks have been achieved.
- Students should know how they perform in relation to school standards.
- Students need to have a clear understanding of their progress.

4.9.2 **Motivation**

- Marking should acknowledge a student's motivation (effort)
- Marking should provide an additional incentive to improve students' work

4.9.3 **Key Stage 2**

- House Points will be given for effort and excellence.
- All years will mark all work with the following symbols:
 - T – (The child is working below target)
 - T (The child is working on target)
 - T + (The child is working above target)

4.9.4 **Key Stage 3**

Effort

The school uses a system of 4 numbers - 1, 2, 3 and 4 where 1 indicates the highest levels of motivation and effort, 2 is good, 3 is inconsistent and 4 is unacceptable.

Gatton Points Score

For the academic year 2016-1017, we will continue to move from National Curriculum levels and sub levels to our own scale or Gatton Points (see Appendix 4). Students will be given a Gatton Point Score that can be easily converted back to a National Curriculum sub level if needed. This point score will indicate how they are achieving in the subject.

4.9.5 **Key Stage 4**

Effort

The school uses a system of 4 numbers - 1, 2, 3 and 4 where 1 indicates the highest levels of motivation

GCSE/ BTEC/ OCR National grades

The appropriate award grade for the qualification followed will be used with reference to the exam board mark schemes and guidance.

4.9.6 **Key Stage 5**

Effort

The school uses a system of 4 numbers - 1, 2, 3 and 4 where 1 indicates the highest levels of motivation

AS/ A Level/ BTEC National or OCR National Level 3

The appropriate award grade for the qualification followed will be used with reference to the exam board mark schemes and guidance.

5. TARGET SETTING

- 5.1 At the start of the year Minimum expected grades (MEG) for the end of the Key Stage will be set for all students using prior data from Key Stage 1 or 2 SATs, Key Stage 3 levels, GCSE grades and the data provided via testing from the CEM centre tests: MidYis & Yellis. At Key stage 5 we will use the L3VA predictive tool to set MEGs. The MEG will not change within a Key Stage. Key Stage 5 will also use the ALPS system to set aspirational target grades.

5.2 This tracking data and ongoing data must be communicated and discussed with individual students. This will usually be done via a tracking sheet included at the front of the subject exercise book. In this way students, parents, teachers and Heads of Department can quickly see target data and current progress towards targets.

5.3 Tracking data

Key Stage 2

- All teachers track children's progress to meet expectations at the end of the key stage. Assessments will help the teachers to determine at what stage of learning the students are. This information will then be used by class teachers and Head of Junior School to allow for continuous tracking and monitoring of progress and will also inform any intervention programmes organised across the school and rewards. These data will also be used to inform parents via the interim reports and full yearly reports.

Key Stage 3 & 4

- All teachers will provide tracking data of Efforts and a Gatton Point Score or GCSE grade three times a year. (See Efforts and Attainment calendar and procedure.) These data will be used by class teachers, form tutors, Heads of Department, Key Stage coordinators, Heads of House and SLT to allow for continuous tracking and monitoring of progress and will also inform any intervention programmes organised across the school and rewards. These data will also be used to inform parents via the interim reports and full yearly reports.

Key Stage 5

- Tracking data will be provided throughout the year to allow for monitoring by teachers, Heads of Department, Form tutors and Sixth form team. These data will also be used to inform parents via progress reports.

6. REPORTING

6.1 Teachers will need to make judgements about the progress of each student and they must inform other interested parties, including other teachers and schools, parents, the Department for Education, institutions of further and higher Education and prospective employers.

6.2 See reporting procedure and guidance for full details and timetable.

6.3 Full Reports to Parents

Years 9 – Autumn Term; Year 10 - Spring term; Years 7 and 8 – Summer Term

6.3.1 The report should:

- Be in accordance with statutory requirements
- Inform students of their progress;
- Recognise their achievements and acknowledge success in all areas;
- Be based on continuous formative assessments which are an integral part of the student's classroom experience;
- Be based on evidence drawn both from the teacher's record and the student's portfolio;
- Use constructive statements which indicate strengths and areas for improvement;
- Report against specific criteria;
- Place achievements in context;
- Avoid speculation;
- Identify targets for future learning;

6.3.2 The most important, and valued, part of any report is that section which is a narrative statement that details the development of the individual. This should include the relevant key skills that the student has demonstrated in the particular subject that are linked directly to the student's current attainment.

6.3.3 There should be an opportunity for students to comment about their progress and, through discussion with the teacher, to identify their own short-term targets. These can then form the basis of review at the stage of the next report.

6.3.4 The original should be retained in SIMs, with hard copies to parents.

6.4 Interim Reports

Years 7, 8, and 10: Autumn term

Years 7, 8 and 9: Spring term

Year 9: Summer term

6.4.1 Interim reports are to give the following information per subject:

- Present Gatton Point Score, GCSE/ BTEC/ OCR National grade
- End-of-year target
- End-of-Key stage target Minimum expected grade (MEG) and Aspirational grade (ASP)

6.4.2 The original should be retained on SIMs, with hardcopies to parents.

6.5 Progress Reports

Years 11, 12 and 13: Autumn 1 and Autumn 2

Years 11, 12 and 13: Spring 2

6.5.1 Progress Reports give the following information per subject:

- Attitude to learning grade: a numerical grade between 1 and 4 (where 1 is excellent and 4 unacceptable)

- Either ALPS predicted grade (Yrs 12 and 13): an aspirational predicted grade or Yellis predicted grade (Yr 11).
- Projected grade: the grade the teacher feels the student will achieve in their final exams based on their current level of performance if it is sustained across the course.
- Next step statements for each subject: these are the main areas that the student should be focusing upon next half-term in order to make best progress.

6.5.2 The original report should be retained on SIMS, with hardcopies to parents.

7. RECORDING PROGRESSION

7.1 Recording

Recording is the process of making a record of significant attainments to inform curriculum planning and reports to parents and others.

7.2 Purposes:

- To supplement personal and professional knowledge of the student
- To identify students' strengths, progress and areas for development
- To motivate students
- To inform planning
- To identify learning opportunities offered to students (i.e. curriculum planning)
- To inform other teachers (supply, new teachers, etc)
- To inform receiving schools
- To inform parents
- To promote team work and common endeavour
- To foster continuity and progression between classes/year groups/key stages
- To provide a basis for reporting
- To fulfil statutory requirements.

7.3 On enrolment at the Royal Alexandra and Albert School, a student profile is opened in SIMS to record:

- SATS results for KS2
- Optional SATS results for KS3 and teacher assessed KS3 levels
- MIDIS and YELLIS scores
- 3 x termly present Gatton Point score in subjects as prescribed by the NC
- 4 x Half-termly estimated Grades for KS4, A* - U, or the BTEC/OCR National grades as appropriate
- 4 x Half-termly effort levels (1,2,3 or 4)
- Year and KS Targets both MEG and ASP
- External examination results (ongoing)
- End of Year Assessments in all subject areas.

8. THE DEPARTMENTAL ASSESSMENT PORTFOLIO

8.1 Definition

The term Department Assessment Portfolio means a collection of assessed evidence agreed by the whole department against the key skills in the subject area and / or GCSE/ A level standards for that subject.

8.2 Rationale

A departmental portfolio is a useful tool for internal and network standardisation.

8.3 Purpose:

- To support the process by which the assessment judgements of all staff in the department are made against the key skills for that subject / GCSE/ A Level standards;
- To contribute to departments' overall consistency in assessment;
- To serve as a benchmark for grades / points within the key skills for the subject/ GCSE/ A levels;
- To support teachers new to school, temporary teachers or students under training.
- To inform and provide evidence for:
 - Parents,
 - Governors,
 - External agencies

8.4 Content.

8.4.1 The Departmental Assessment Portfolio should contain:

8.4.2 Samples of work which illustrate grades and points that cover the full range for that subject. These will usually be in form of small collections of the work of individual students.

8.4.3 Samples which include:

- Written, graphical or photographic evidence as appropriate.
- Planning documents showing both expected and actual learning outcomes.
- Teachers' recorded observations, annotations and commentaries on ephemeral evidence.

8.4.4 The work should be:

Annotated and placed in context;
Agreed by the whole department in internal agreement trials.

8.5 Teachers have a contractual duty to:

- Collect and review assessment information in line with school policy;
- Make and update records of all attainment targets in the core subject;
- Maintain up-to-date records of assessment information in line with the school policy;
- Retain evidence to support teacher assessment in line with the school policy;
- Meet end of key stage assessment requirements;
- Give parents the appropriate assessment information in the form of a written report;
- Ensure that appropriate moderation is carried out.

8.6 Monitoring and Evaluation

- 8.6.1 Heads of Department should ensure that a system is in place to monitor the effectiveness of the assessment systems. They should do this through the collection of a sample of books from each teaching group and via ongoing discussions with staff and students to ensure that the system is being understood and fully implemented.
- 8.6.2 SLT work scrutiny takes place at regular intervals throughout the school year either on a cross-curricular or departmental basis.
- 8.6.3 SLT interview students to review whether the system is being understood across the school.

9. PARENTS' MEETINGS

- 9.1 Each year group has one annual Parents' Meeting where parents/guardians meet with the subject teachers who have the opportunity to report on the following:
- Progress and achievement
 - Prep
 - Classwork
 - Coursework
 - Effort/attitude
 - Presentation and organisation
 - Behaviour
 - Targets for improvement.

10. ROLES AND RESPONSIBILITIES

- 10.1 The Assessment Policy and its implementation within and across departments is monitored and evaluated by:
- Deputy Head (Curriculum)
 - Head of Junior school
 - Senior Assistant Head
 - Heads of Department
- 10.2 It is the responsibility of Deputy Head (Curriculum), Head of Junior School, Senior Assistant Head (Curriculum) and Heads of Department to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self evaluation.
- 10.3 Heads of Department
- It is the responsibility of the Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment which should reflect the values and ethos of the Whole School Assessment Policy.
- 10.4 Subject Teachers

It is the responsibility of Subject Teachers to implement departmental/whole School policies on assessment, to mark in accordance with departmental policy in a positive, accurate, meaningful and formative manner, to compile and maintain individual student records, report to students, parents and staff on student progress and liaise with the relevant Head of Department, regarding individual student concerns or support.

10.5 Key Stage co-ordinators & Heads of Year

It is the responsibility of the Key Stage co-ordinators and Heads of Year to liaise with Heads of Department and subject teachers concerning individual student progress.

10.6 Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate staff/students/parents/exam boards regarding all aspects of both external assessment and internal exams.

10.7 Students

Students should be encouraged to participate in a process of self assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Student self assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

10.8 Parents /Guardians

Parents/guardians should be encouraged to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of prep.

11. QUALITY ASSURANCE

11.1 All formal reports written by classroom teachers are commented on first by the Form Tutor, then by the Head of Year / Keystage Co-ordinator and finally approved by the Assistant Headteachers KS3 & 4 before the Deputy Head – Curriculum or Headteacher adds further comments where appropriate. The Head of Year / KSCo-ordinator analyses the reports and selects underachieving students for monitoring and/or mentoring. In the case of the Junior School all reports are signed and a final comment added by the Head of Junior School.

11.2 Public examination results are analysed by the Head of Junior School, Head of Sixth form, Deputy Head (Curriculum) and the Senior Assistant Head (Curriculum) and the Heads of Department. A formal examination review meeting for each department is held with the Headmaster, Deputy Head Curriculum, SLT Line manager and Link Governor on an annual basis in the Autumn term. This analysis compares past and present performance and subject performance in the school with the national averages. It tries to identify factors relating to good and poor achievement, and considers possible strategies for improvement. Any outcomes from this meeting are incorporated into the Departmental Development plan.

11.3 It is the intention that this Whole School Assessment Policy should be the focus of an annual review in order to monitor and update polices as and when necessary.



Royal Alexandra and Albert Junior School
Prep Policy 2016 - 2017



Times

- All students will be expected to read at least 5 times per week and work on their spellings every evening.
- In addition to this, literacy and mathematics prep will be set during the week. This is to be completed and handed in two days later, to the class teacher.
- Prep for years 3 and 6 will be set on Wednesdays, (due Friday), and Fridays, (due Monday).
- Prep for years 4 and 5 will be set Tuesdays, (due Thursday), and Thursdays, (due Saturday).

Quality of Prep

- The prep should be completed in neat and tidy handwriting in their prep book.
- The prep should be of good quality and students should make an effort to complete it as well as possible; it should take no longer than 30 minutes per piece of homework.
- Parents, guardians or house staff should sign the prep sheet to indicate that the prep has been checked by them and note if there were any issues completing the prep.

Reading

- Reading is encouraged every day for all students. Pupils must read at least 5 times a week.
- Year 3 and 4 students should be heard reading by parents (Day Boarders/Day pupils) or a member of the boarding staff (Boarders). The text should be discussed.
- Year 5 and 6 students with independent reading level still need parents and boarding staff to motivate them and guide their reading.
- Pupils should summarise any pages read independently in their reading records.

Spellings

- Children will be assigned to an appropriate spelling group and new spellings will be handed out on a Friday when the previous weeks' words are tested and completion checked by the teacher.
- Tests will consist of the words set that week and a variety of words from previous weeks so children need to continue practising all spellings.
- Children are expected to practise their spellings nightly.

Incomplete Prep

- If Prep is incomplete with no reason given by parents/houseparent, children will be required to attend supervised prep during Wednesday lunch time (30 minutes). **The objective of this session is to teach children to take responsibility for their work and to help them to develop the skills that will prepare them for independent learning. Also it will allow children to catch up with incomplete work under supervision.**
- Children will also attend supervised prep if the class teacher feels that inadequate effort has been made.
- A record of pupils attending supervised prep will be kept and if pupils miss their prep 3 times in any given half term, the Head of Department will be informed and parents or house parents will be invited to attend a meeting to discuss the best way to support your child.
- If for any reason your child is unable to complete their prep please inform the teacher with a brief note.

Appendix 2

Marking and Assessment Protocol KS3,4 and 5

Marking is one of the key avenues for communication with students. It should inform them where they are currently within a given topic and what they should be concentrating on for improvement. Therefore, a balance of formative and summative assessment must be maintained.

Frequency

Students' books should be collected in and marked every three weeks. Prep and in class assessments must be monitored each time they are set: this may be done by the teacher or via the use of peer or self assessment.

Prep projects should be marked within two weeks of collection.

Comments

Prep, prep projects, class work and controlled assessments marked against national curriculum or examining body standards should receive comments using the following structure:

Achieved (WWW – What Went Well...)

A summative comment which highlights which aspects of the markscheme have been met and to what degree.

Target, Next Steps, (EBI – Even better if...)

A formative comment which explains how the students can aim to progress.

Grade/Gatton Point Score

At least once every half term, students should be given a grade as per the GCSE or A level standards and in KS3 a Gatton Point Score in line with the individual departments Key Skills document.

Effort grades can also be given but poor effort is to be tackled on a one-to-one basis with the student when handing back work. Formative comments should not reflect poor effort but focus solely on what needs to be improved in the work itself.

Literacy focus

The first paragraph of any written piece should be marked for accuracy of spelling, punctuation and grammatical errors. Errors should be indicated and corrections shown in the margin.

Peer and Self Assessment

Peer and self assessment is encouraged but all work should still be marked in line with the above. Students must be trained to use this process and made familiar with the criteria for analysing work.

Presentation of Work

Each piece of prep or class work should begin with the title and date underlined. Students should be encouraged to present their work clearly and staff must challenge students when standards slip.

Recording

Students' current working level and latest formative comments for improvement must be recorded in a such a way that it is easily accessible by the student when completing their next assessed piece of work.



Royal Alexandra and Albert Junior School
Marking Policy 2016 - 2017



Introduction

This document is a statement of aims, principles and strategies for marking children's work at The Royal Alexandra and Albert Junior School. It was revised after consultation with staff in September 2015 and will be updated again in September 2016 in light of the changes in the curriculum expectations with regards to levels.

What is a marking policy?

A marking policy is a method by which the school ensures that each member of staff communicates and works to the same standards throughout the school using the same code so that children are able to interpret the meaning of the marking easily.

Our aims in marking work are

- to ensure that there is an understandable process of communication between teacher and pupil to inform the pupil of the standard of work and to give direction on methods of improvement.
- to support teaching and learning.
- to be used effectively to motivate children and to celebrate the love of learning.

Marking is important because

- it values the work that children make in completing work.
- it gives the children an understanding of how they can improve.
- it can reinforce learning concepts.
- it can raise self esteem through encouragement and praise
- it is a strategy for ensuring progress and continuity.
- it provides a means of assessing the work of the children.
- it aids the planning of children's work.

Presentation of work

- All work will be dated.
- The title of each piece of work will be the lesson's Learning Objective.
- Steps to success will be shared with the children.

All maths work will be completed in pencil.

- Other work will be completed in pencil, blue or black pen as deemed appropriate by the class teacher

- All work will be done to the margin
- No tippex or correction fluid will be used in books.
- A whole line will be left to demarcate a new paragraph.

Strategies for marking work

General guidance for all subjects.

- Most work will be marked by teachers to provide knowledge of individual children's progress.

Marking will reflect the learning objective of the lesson and any other pertinent aspects of the work. Children will be provided with time to respond to marking and this will be monitored by the ChildrenTeacher. They will be provided with time to reflect on their learning and self-assess their progress.

- Children can mark their own work so that they can take responsibility for their corrections or where explanations can be used as a learning tool. This will be marked with (SA) for self-assessment.
- Children will also mark each other's work to share ideas and give feedback, this will be marked with (PA) for peer assessment.
- Where a teacher has worked with a pupil or group of children (VF)- verbal feedback will be marked in the book.
- House Points will be given for effort and excellence.

All teachers will mark work with the following symbols T -T- (The child is working below target)

- T (The child is working on target)
- TT+ (The child is working above target)

Subject specific guidance

Numeracy

- All work will be marked using the T-/T/T+ system.
- Calculations will be ticked in pink pen if they are correct and green pen (growth) if they are incorrect.
- A brief comment will be written to highlight areas for improvement..

Literacy

- All work will be marked using the T-/T/T+ system.
- Build up work at the beginning of a unit will be completed in practice books and marked with a short comment related to the Learning Objective.
- Longer pieces of writing will be completed in the extended writing books on the children's pages, which are the left hand pages. They are marked by the teacher on the right hand page with more detailed comments relating to the unit target, including

aspects to edit and improve. Children will be given time to implement these changes. No teacher writing should be on the children's piece of work in their extended writing book.

- The unedited final piece of work for the unit will be assessed and stored in a portfolio of written work for that child.

Science

- All work will be marked using the T-/T/T+ system.
- Depth of marking will reflect the work completed e.g. cloze procedures may only need ticks, whilst experiment planning may require comment.
- Years 3 to 6 will be assessed using the Rising Stars end of unit assessments which allows for their progress to be monitored.

Each objective will be self assessed by pupils and teacher assessed using the T-, T,

Other Foundation Subjects

At the end of each unit pupils work will be assessed on their whole project. Teachers will provide feedback on how well they have met the objectives and highlight areas for improvement.

Appendix 4

Key Stage 2/3			Key Stage 4									
Level	Points	Sub Level	Grade	Number*	Points	Sub Grade						
Level 8	62	8A	Grade A*	9	62	A*						
	61				61							
	60				60							
	59			8	59							
	58				58							
	57				7		57					
	56	56	A+									
	55	55	A									
	54	8B	Grade A	7	54	A-						
	53				53							
	52				52							
	51				8C		6	51				
	50							50	B+			
49	49	B										
Level 7	48	7A	Grade B	6	48	B						
	47				47							
	46	7B			Grade C		5	46	B-			
	45							45				
	44	7C						4		44	C+	
	43									43	C	
Level 6	42	6A	Grade D	3		42		D+				
	41					41						
	40	6B			Grade E	2	40		C-			
	39						39					
	38	6C					Grade F			1	38	D
	37										37	
Level 5	36	5A	Grade G	0				36			D-	
	35							35				
	34	5B			Grade U	0		34	E+			
	33							33				
	32	5C					Level 4	4A		32		E
	31									31		
Level 4	30	4A	Grade E	2						30	E-	
	29									29		
	28	4B			Grade F	1			28	F+		
	27								27			
	26	4C					Grade G	1	26			F
	25								25			
Level 3	24	3A	Grade F	1					24		F-	
	23								23			
	22	3B			Grade G	1			22	G+		
	21								21			
	20	3C					Grade U	0	20			G
	19								19			
Level B, N, 1, 2	18	2A	Grade G	1					18		G-	
	17								17			
	16	2B			Grade U	0			16	U		
	15								15			
	14	2C					Grade U	0	14			U
	13								13			
	12	1A	Grade U	0					12		U	
	11								11			
	10	1B			Grade U	0			10	U		
	9								9			
	8	1C					Grade U	0	8			U
7	7											