Reporting

Marking and Assessment Policy

Approved on:	Spring Term 2009 (Reviewed Spring 2011,13,15,16,17)
Review Date:	Currently being reviewed
Governors' Committee:	Curriculum and Policy
Responsible Officer:	P Clayton, Head of School

Whole-school reports and target setting system:

Aims:
- Provide regular communication with parents/carers on student progress.
- Give parents/carers and students clear, personalised information, providing every student with action points to raise attainment.
- Increase simplicity and clarity.
- Focus on support rather than highlighting failure in tracking.

The Key Stage Co-ordinators and Progress and Achievement Leaders play a key role in using report data to identify cohorts of students needing intervention strategies. This whole-school process is monitored by the Deputy Head responsible for assessment and tracking, and supported by all LT members with line management responsibilities for a Year group/Department/Key Stage. Our data manager collates, presents in an accessible format and distributes the data.

Data is collected three times for Year 12 and four for all other Year groups. For KS3 and KS4 students, the fourth tracking point will be compiled in July when end of year tests, together with the target, predictions and attitude to learning from the previous three tracking points, will be reported home to parents/carers. All information is shared with parents/carers, including the source of the target.

To enable secure tracking of student progress, additional predicted or current attainment may be requested for any student in all Key Stages.

Reporting and consultation evenings will take place according to the school calendar. Parents' consultation evenings are available annually for parents/carers of every student across the school to request to see subject teachers of their choice. Parents/carers are also invited in at other times where there is individual concern.

Process for Key Stage 3 and Key Stage 4:

To identify Key Stage 3 attainment we are using first P Scale descriptors that progress into Entry Level 1-3 descriptors that mirror entry-level qualifications, this then progress onto numbers 1-9 to indicate achievement that closely mirrors skills required for the 1-9 GCSE.

Information provided in reports to parents:

Assessment data: Students receive a target for the end of the year at KS3 and the end of the course for KS4. This target is the same for all of the students' subjects. Targets are challenging and aspirational. They are derived from Key Stage 2 Maths and English test data that provide an average target across all subjects in order to meet Progress 8 expectations. This data is used in conjunction with the DfE guidelines to determine what a student would be expected to achieve at GCSE with added challenge to ensure progress being made is above national expectations. The Key Stage 3 targets for every year ensure that students are on a flightpath of progress that will lead them to achieve their GCSE target.

Attitude to learning: This indicates how much effort it is felt a student puts into work, including class and homework. Students receive a numerical indication of their attitude to learning in every lesson (1-*Unsatisfactory; 2-Room for Improvement; 3-Expected/Good; 4-Outstanding).* This attitude for learning is then reflected in the report.

Prediction: An end of year (KS3) or end of course (KS4) prediction will be provided by every subject.

Average predicted stage or grade: The average prediction at any tracking point that the students have been given across all subjects is computer generated.

Other data: At the top of the reporting sheet, are each student's attendance figures for the year so far.

In end of year test feedback to parents/carers, students' test results will be provided together with a record of all data provided in the previous three reporting points. Current attainment for Key Stage 3 students only will also be included.

All data provided by the teacher will be based upon principles of APP, including evidence collected from formative and summative assessment.

Tracking report comments:

Every student per subject will achieve one success comment that specifies a skill they have already mastered. Two action points will also be provided, where at least one focuses on a skill. These statements are chosen from a pre-prepared menu to ensure accuracy and consistency. A print out of the tracking report data showing action points is inserted into student planners and a copy sent to parents/carers.

A list of students is generated for each subject from this information for intervention purposes, including mentoring.

Where there are concerns over progress, parents/carers are either invited in to discuss their child's progress with the Key Stage Co-ordinator and Progress and Achievement Leader, or informed that their child's progress will be monitored closely. Meetings will also be held with individual students. This information will be shared with CCL's, DTLs, CLs, KSCs and PALs, and used to inform discussion and intervention strategies at IP, department and line management meetings. The role of the Form Tutor is also crucial in this process.

The process for Key stage 5:

For both Year 12 and Year 13 students, target grades are generated from national data with additional challenge.

Year 12 reviews occur three times and Year 13 reviews once annually. During this process, individual interviews are held with students by subject staff to review their attendance, predicted grades, and effort (1-*Unsatisfactory; 2-Room for Improvement; 3-Expected/Good; 4-Outstanding).* These details are recorded on review sheets and a range of intervention strategies are put in place. These are managed by subject teachers, Form Tutors and Director of KS5, in consultation with parents/carers. All information, including targets, is shared with staff, students and parents/carers. Students' progress will be described as a target grade. During the review, action points are provided through discussions between the student and member of teaching staff. In addition, for Year 12 there is an initial report of any students who are causing concerns as to their suitability to a particular subject. For Year 13, predicted grades are given for UCAS entry. Tracking data is collected once and final predictions are collected in May.

Reporting KS5:

Full reports are produced annually for Year 13, while Year 12 students have three reviews. At the beginning of Year 13, detailed references are also written by every subject teacher for all students applying for university. These are collated by KS5 tutors to produce a UCAS reference. The aim of all reports is to provide summative and formative information. Key Stage 5 reports include a target and a predicted grade. Y, N or A indicates whether students are working towards, above or not working towards their target.   Their attitude to learning**,**

which indicates how much effort it is felt a student puts into work, including class and homework could include the following: (1-*Unsatisfactory; 2-Room for Improvement; 3-Expected/Good; 4-Outstanding)*.

Key Stage 3 and Key Stage 4 exercise books:

Each department should have an exercise book proforma where students are given an opportunity for students to record their progress targets and highlight progress made in skills and knowledge acquisition.

This proforma should also indicate the 'end of year' and GCSE targets for the student. The student must also be able to record the three data capture results (end of year attainment prediction and attitude to learning).

Different departments have different feedback needs. Each department will design their own proforma that will capture this information.

The proforma should be placed on the inside front cover or first page of each exercise book and the information must be transferred into any new exercise book.

Other tracking programmes:

Tableau: Informed by the tracking and target setting data collated for all Key Stages, information in tableau provides further opportunities to analyse and identify progress against expected flight-paths, and to highlight different cohorts of students. All CLs have received training on its use**.**

Accelerated Reader: All Year 7 students' reading ability is screened using the STAR reading age test for Accelerated Reader. This, combined with CATS scores and English Year 6 data on reading and writing, is used to identify those students needing further intervention. Their reading ages are subsequently tested termly throughout KS3, and their reading interests, range and ability monitored closely. (Refer to Literacy policy).

Assessment and Marking

Assessment philosophy

Our aim at Guiseley School is to raise standards, not merely to measure them. We are committed to helping our students to prepare for the responsibilities and challenges of life in the 21st century. To achieve this, our rigorous assessment processes will support them to be motivated, independent, reflective learners on an ambitious trajectory for improvement.

Principles of assessment

- Accurate and meaningful assessment is an integral part of the learning process and in maximising the progress of learners.
- Methods and times of assessment should be included in the planning of schemes of work.
- Teachers should use assessment of students to evaluate their teaching programme thereby informing their subsequent planning, mapping, intervention strategies and delivery of lessons.
- Assessments should be based on a variety of evidence, including principles of APP, formal and informal, summative and formative and should be referenced against specific marking criteria e.g. GCSE and GCE mark schemes.
- Self and peer assessment will be used in order to involve students.
- Assessment information should be transparent and shared with students, parents/carers and teachers, enabling us to work together to support student progress.
- Feedback on work is most effective when provided shortly after its completion.

Purposes to:

- Encourage students to recognise their strengths and weaknesses.
- Provide feedback to students and to look for a way forward to improve learning.
- Provide an accurate picture of achievement across the curriculum.
- Inform students, parents/carers, staff and governors of the progress of individual students.

Whole-school Marking Policy

All teacher comments will be in red pen except for where spelling and punctuation are highlighted by staff in lilac pen as per Literacy policy. All student responses to challenges set will be in green pen.

Teacher Assessment

Teacher assessment will take the form of both informal and formal assessment. Exercise books should be marked at least every three weeks. Informal class-work and homework will be marked by comment only which will follow the principles of the responsive marking system: comments will focus on at least one thing that was successful and one target for improvement. For all Key Stages, formal marking of substantial pieces of work should be returned as soon as possible after the task has been completed; at least within two weeks.

Formal assessments are used to inform planning and reporting. In Key Stage 3 courses, the GCSE equivalent stage achieved should be shared with students (see appendix 2) on completion of a formal assessment. For Key Stage 5 the grade should be recorded and for Key Stage 4 the number 9-1 (or grade for legacy GCSE). In

both Key Stages 3 and 4 this should be recorded in the tracker in students' exercise books. Formal assessment will occur approximately once per half term in subjects where students are taught at least four times a fortnight, termly where this is less.

In addition to following department protocols around recording evidence of progress, staff should record assessment data in their own mark books. It is expected practice for staff to have a comprehensive mark book that indicates assessment undertaken with each class. Together with the data capture class scorecard, the teacher's mark sheet for that class should be made available during an observation.

Peer and self-assessment: Opportunities for peer and self-assessment should be exploited in aspects of informal and formal assessment. This encourages students to develop independent learning skills which will help them throughout their school career and beyond.

For example, students should be encouraged to:
- Read through/mark their own or a peer's work.
- Share mark schemes, assessment criteria and rubrics so they can evaluate work.
- Use frames for self-reflection e.g. "I can understand.. I am not sure about.. I need help with."
- Indicate that work has been peer or self-assessed with "PA" or "SA."

1. 'Respond' Marking

High quality 'feedback' has been identified as the tool which has the greatest impact on a student's progress. The school uses the 'Responsive Marking System' which can be used throughout informal and formal assessment procedures.

Aims:
- To provide a consistent approach to feedback, ensuring students are given an appropriate amount of dedicated improvement and reflection time. (DIRT)
- A whole school approach achieves greater consistency and builds resilience in our students who will become accustomed to reflecting on and improving their work after feedback.
- To mark assessment feedback and substantial homework pieces. However, teachers who wish to use the system to mark all work as part of their marking regimen are encouraged to do so.

Process:
- Spare green pens procured by departments should be available for teachers to distribute in DIRT time. Students are encouraged to have a green pen as part of their daily stationery.
- Dedicated improvement and reflection time must be given as soon as is practical after marking is complete. This must be appropriate in length. Students should respond to their feedback in green pen. This helps make progress made in response to feedback visible for both staff and students.
- All subjects that teach less than 4 periods across the fortnightly timetable must mark at least one assessment or substantial piece of work using this system per class every half term, although it is good practice to use responsive marking whenever it could have impact. These pieces of work must be in the students' exercise books. If respond marking is used on work completed on file paper or test booklets, this must be made available in the exercise book.
- All subjects that teach 4 periods or more across the fortnightly timetable must mark at least two assessments or substantial pieces of work using this system per class every half term.

- Two stamps, issued to all teachers, should be used to draw attention to comments as follows:

Success	What the student has achieved; what is good about the work.
Challenge	An extension task that will *stretch and challenge* students to make *even more* progress in their learning e.g. Challenge – "Explain a second reason for global warming to achieve the next level".
DIRT	Students respond to feedback <u>in green pen,</u> reflecting on and improving their work.

- Every piece of work marked using the 'Respond' marking system should include a success and a challenge comment. Challenge comments **must** be responded to and teachers should follow up on any incomplete challenges.
- A student's green pen response should be acknowledged and further challenge issued if necessary.

2.   Marking for literacy:

It is the responsibility of all members of staff to support literacy in school. On identified pieces of work:
- Key spelling errors should be underlined and **SP** put in the margin-with the correction where considered necessary.
- **P** indicates where punctuation is needed to clarify understanding.
- In extended writing **//** and **NP** indicate where a new paragraph should be taken.

In addition, 'Lilac for Literacy' marking will occur for every formally assessed piece of work in KS3, 4 and 5 classes. It is, however, good practice to use this whenever necessary (See appendix 1).

Monitoring:
The leadership team has overall responsibility to monitor our assessment and marking processes through existing systems such as line management, departmental reviews, observations, health checks and sampling student voice. Core Curriculum Leaders, Directors of Teaching and Learning and Curriculum Leaders are responsible for ensuring that marking takes place consistently within the subject and in accordance with department and whole-school policy. This will be undertaken through:
- Lesson observations, which will also be used to sample student work and AFL practice.
- Departmental standardisation and moderation activities.
- Calendared work sampling sessions.
- Student voice.

Appendix 1:

Lilac for Literacy Policy

Requirements:

In KS3, 4 and 5 every subject teacher should mark every piece of formally assessed work using a 'Lilac for Literacy pen'. One aspect of Literacy, should be the focus, e.g. full-stops and capital letters, or key subject spellings, highlighting any successes or errors for every student. A 'Lilac for Literacy pen' should be used to carry out this marking.

Marking for Literacy will be most effective if students are asked to respond to the annotations a teacher has made, such as writing down a key word spelt incorrectly three times at the back of their book. This could therefore be a focus during DIRT time as part of the Responsive Marking policy. A lilac pen may also be used to mark for Literacy when carrying out formative marking in exercise books. It is recommended that students are made aware of the 'Literacy Focus' at the beginning of the half-term. It is good practice to mark for Literacy wherever necessary in all marking.

KS3/KS4 'PROGRESS 8' FLIGHTPATHS

KS2 Fine Level	KS3 Stage Terms	Yr7			Year 8			Year 9			Year 10			Year 11			P8+1	GCSE Points	Ofqual conversion
	9															9	9	9.0	A**
	8														8	8	8	8	A*
	7.5												7.5	7.5	7.5	7.5	7.5	7.5	A
	7											7	7	7	7	7	7	7	A
	6.5										6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	B
	6										6	6	6	6	6	6	6	6	B
	5.5									5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	B
	5								5	5	5	5	5	5	5	5	5	5	C
n/a	4.5						4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	C
n/a	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	C
5.7-6.0	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	D
5.4-5.6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	D
5.0-5.3	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	E
4.4-4.9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	E
4.0-4.3	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	F
3.2-3.9	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	F
2.5-3.1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.0	G
2.0-2.5	ENTRY LEVEL 3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	EL3	0	EL3
1.1-1.9	ENTRY LEVEL 2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	EL2	0	EL2
0.5-1.0	ENTRY LEVEL 1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	EL1	0	EL1
0.25-0.5	PSCALE 4-8	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	P4+	0	O CERTS
0-0.25	PSCALE 1-3	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+	P1+		
				EOYT			EOYT			EOYT			EOYT			EOYT			

The Rationale

This flightpath uses Fine levels to establish a student's starting point. When these are not available, CATs tests for English and Maths are used to determine a starting point.

All starting points follow a target route/ pathway which in Yr11 will result in a target that is directly linked to a certificated achievement; GCSE (1-9) Entry level (EL1-EL3) or Awarding Bodies and Certificates (O CERTS)

N.B. All target pathways/ routes are aspirational, some expecting rapid or slower progress depending on the ability of the student. This flightpath projects what progress should be made across the Key Stages but pathways are not fixed. Students making repeated progress consistently above a given target across the majority of subjects and essentially basics, can move to a higher flightpath but never lower than their baseline.

Appendix 3:   Glossary of terms:

AFL: Assessment for Learning is integral to formal assessment. AFL actively involves students in their own learning, helping them, and their teachers, to judge the success of their work and set and understand targets for improvement. It makes students take responsibility for their own progress.

ALIS: Uses a student's average GCSE score to provide an individual target for all subjects taken at A-level.

APP: Assessing Pupil Progress (Using a holistic approach to assessment to gauge a student's national curriculum level at any given point).

CL: Curriculum leader.

CCL: Core Curriculum leader.

DIRT: Jackie Beere (Cannon House 2010) "The Perfect Ofsted Lesson" *s*uggests students need Dedicated Improvement and Reflection Time. There should be assessment checkpoints throughout a period of lessons becoming part of the learning process: *"This is the quality moment when students work on their own (or together) to improve their work"*.

DTL: Director of Teaching and Learning.

Formative assessment: Happens all the time in the classroom. Students need to know their targets and what they have to do to get there. It involves the teacher, student and peers in continual reflection and review about progress.

IP: Intervention Panel meetings involving Director SSC, Attendance Officer, Learning Mentor. PBM and RAC, LT line manager.

KSC: Key Stage Co-ordinators.

PALs: Progress and Achievement Leaders.

Summative assessment: Is carried out at the end of a unit of work, year or Key Stage. It is rooted in skills that are linked to stages for all Key Stage 3 students by 2016, GCSE, AS, A2, BTEC, OCR National and ECDL exam criteria. It is a valuable part of data collected by the school to assess student current attainment and progress. Teacher and formal assessment are the key methods to gather information for reporting to parents/carers. This is also provided through external national testing taken in Key Stage 4 and 5 exams (see exams policy). Summative assessment also aids transition from primary to secondary school; KS2 and CATs data informs the target setting process, our teaching, class organisation and focus of our intervention strategies.

Transition matrices: A system that helps to provide more specific targets for separate subjects at KS5.

Appendix 4 :

Assessment strategy September 2017

Curriculum assessment in subject areas is effectively planned to ensure up-to-date accurate performance data is available ahead of each data capture

Teacher- gathers summative and formative data

Teacher- completes mark-sheets (DC1-3)

Teachers respond to Tableau scorecards and plan content of lessons to address shortfalls in attainment with individuals or particular groups

CL's check mark sheets for initial discrepancies / accuracy

Data manager generates reports for Parents/Carers

Form tutor distributes student copy of actions from report in planner. Parents sign

Tableau report & subject scorecards circulated to departs. & individual teachers

LT informed of interventions for departments through LM meetings / further actions discussed copied to PAL

Data Manager distribute intervention packs to Curriculum leaders & PALS

Pastoral team (KSC/PAL) meet to discuss results and determine actions concerning intervention in place or needed at year team level.

KSC/PALS/CCL meet to discuss results and determine actions concerning intervention in place or needed in core subjects.

PALS report/present to LT on findings of results for specific groups (SEN/Dis/Gender/More able) and interventions in place/planned

Curriculum Teams (Depts.) meet to discuss results and determine actions concerning intervention in place or needed at department level for year group

PAL's meet/liaise with CL's to further explore intervention in place or needed.