



PLYMOUTH HIGH SCHOOL FOR GIRLS

POLICY: Marking, Assessment and Reporting to Parents Policy

SLT LINK MEMBER: Mary Utton

GOVERNORS SUB COMMITTEE: T & L

This policy was adopted: NEV to review

This policy will be reviewed:

Statutory Policy: NO

Source: School

Marking, Assessment and Reporting to Parents Policy

Purpose

This policy acts as a guide to marking, assessment and reporting to parents to ensure a commonality of expectation and a consistency of approach throughout the school.

Rational

At Plymouth High School we believe the main purpose of marking and assessment is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do in order to continue to make good progress. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Marking is an integral part of the assessment process as is our Academic Tutoring procedures.

The school also needs to be able to judge the standards that students are achieving compared to similar schools locally and nationally and whether we are in line to meet statutory targets set by the LA. Assessment is a fundamental part of learning and teaching and therefore all students are entitled to assessment which is used effectively in managing and supporting their learning in all subjects throughout the key stage.

For the purposes of this policy document, **marking** is defined as the on going monitoring and evaluation of a student's work as opposed to the formal **assessments** against NC levels, GCSE or A Level grades or other externally validated courses. The outcomes of formal assessments are reported to the Head of Department and Senior Leadership Team whilst the individual teacher keeps relevant information from the marking process.

Aim

The aim of this policy is to ensure a consistent approach to:-

- How students' learning achievements, skills, knowledge, experience and understanding are measured against agreed criteria.
- The involvement of students in assessment processes to maximise motivation and progress
- Provision of an accurate representation of student achievement for effective use in setting student targets, evaluating and planning schemes of learning in departments and to inform whole school analysis of student progress.
- Provision of accurate and regular information for staff, students, parents and governors
- Celebrating success and avoiding under achievement.

Effective Assessment

Plymouth High School recognises and encourages the following as features of good practice:
Assessment which

1 Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses

- encourages progression in learning

2 Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self reflection

3 Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures student performance
- identifies clear and shared targets for student progress
- promotes differentiation by outcome
- provides effective and progressive student records
- informs regular reporting to parents

4 Uses appropriate and diverse strategies

- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

5 Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

6 Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports students in self and peer assessment activities
- engages students in realistic target setting

7 Fosters a shared involvement and responsibility between School and Home.

Student Level Achievement Targets

- The expectation for students at Plymouth High is for 'nothing less than a B grade at GCSE' with a large majority of girls will be achieving A and A* grades at GCSE.
- At the beginning of the school year, each student in years 8 to 11 is set a minimum target grade (MTG) which is derived from the Fischer Family Trust database.

Year 10 students:

- The target setting process begins when Year 9 girls are promoted to Year 10 at the May half term of Year 9.
- Heads of Department are supplied with FFT target data.
- Subject staff look at FFT D targets, highlight any students who are likely to be two or more grades away from this target and inform the Head of KS4 and Deputy Head for 14 – 19 who identify any students needing special consideration.
- Chances graphs are produced for all students in all subjects irrespective of their option choices.
- Where a student has been identified as being likely to achieve more than two grades below the target the chances graphs are shaded.
- The students are then organised into five bands which demonstrate the probability of achieving 5 or 8 A*/A grades at GCSE based on their KS2 APS (SSAT model).
- It is the responsibility of the Academic Tutor to negotiate subject targets with the student using the banding information and the chances graphs such that the average target matches their banding. This takes account those students where there are particular concerns.
- Once agreed the targets are finalised.

Post 16 students:

- For post 16 students aspirational target grades (ATGs) are set in line with PLE consortium procedures.

Year 7 students:

- Year 7 minimum target grade for each student is supplied following arrival of FFT data. Creative subjects set a target based on their baseline assessment of students.
- These targets are reported to their Head of Department.
- The Heads of Department advise teachers of the need to add further challenge to student targets as appropriate when data is available.
- The aggregates of the student level targets, formulated by SLT informs senior staff and governors in setting school level targets for the School Improvement Plan. Subsequently, they are used to benchmark self-review actions.

Types of Assessment

SUMMATIVE is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. E.g. SATs tests in core subjects, practice exams, end of unit / topic assessments.

The Assessment Calendar states when staff update students' current performance. Every student is assessed 5 times a year. Data is entered by the member of staff into the school data base using national curriculum levels or GCSE / A Level grades. At Key Stage 3 a teacher also identifies whether a student is on target (O), above target (A) or below target (B). In addition every student is given an Attitude To Learning mark (1: outstanding; 2: good; 3: room for improvement; 4: inadequate). This data is used to inform students and parents of progress and feeds into whole school analysis and reporting to parents.

FORMATIVE is Assessment for Learning (AfL). It is ongoing and provides evidence of and for progression in learning. It supports learning through:

- Acknowledging effort and attainment.

- Involving students in their learning by giving regular verbal and written feedback so that all students know and understand where they are in their learning, where they are going and know how to fill the gaps.
- Giving suggestions for improving learning.
- Identifying difficulties.
- Correcting mistakes and offering encouragement.
- Providing regular opportunities for peer and self assessment.
- Involving students in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.

At Plymouth High School we believe AfL is an essential and necessary part of every lesson.

SELF ASSESSMENT encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes.
- Identifying their own strengths and areas for improvement.
- Fostering a self reflective learning culture.
- Encouraging independence in learning.

Self assessment will take place during lessons but is formalised at Academic Review and Report time.

General Guidance

- Although we recognise the diverse nature of everyday marking both within, and between, academic disciplines and also, from age group to age group within the school, we also recognise the academic research of Professors Williams and Black regarding Formative assessment and 'constructive comments only marking'. It is therefore our policy that everyday work should not be graded using letter or percentages etc; only constructive, formative comments should be written on students' work, including what they need to do to improve the work.
- Each Department should adopt a system for keeping track of the quality of the students' work best suited to its purpose.
- All students' work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible.
- Comments, whether verbal or written, should relate to the learning objective / curricular target / success criteria of the task. Task expectations must be made clear to the student before commencing.
- Comments should be positive and give suggestions on ways the child can improve. Suggested approach to be 2 positive comments and 1 suggestion for improvement E.g. What Went Well (WWW) and Even Better If (EBI)).
- All spelling, punctuation and grammar errors are not marked in every piece of work but will be noted as a future teaching point. On occasions these errors may be highlighted by the teacher or student and the correction made. The common form of annotation for corrections when marking work should be applied (Appendix 1)
- Marking, whether verbal or written, should be given regularly and as soon after the completion of a piece of work as is possible.

- Frequency of marking varies according to the department and nature of work set. In subject areas where short pieces of work are set and used to check a progressive learning process, work is marked frequently, often weekly. Where work is taught in longer units, marking will be less frequent since a unit of work may take several weeks to complete. However, departments must monitor progress of substantial pieces of work by setting interim deadlines for students and checking that these are being met. In this type of situation students must be given in writing the marking criteria, the interim deadlines and the final deadline.

Assessment and examinations

- Every teacher must take significant care to read and understand examination board specifications. The duty to work accurately with examination board specifications is of the highest importance. Failures of duty in this respect can have serious consequences for students.
- Where there is concern over interpretation of the requirements, advice should be sought from the examination board.
- Members of Senior Leadership Team will sample practice in relation to the preparation of students for public examinations.
- Where a subject leader wishes to take a new specification, the decision must be reviewed with the link member of senior staff and the Examinations Officer.

Reporting to Parents

Schools communicate with parents / carers in many ways about the curriculum and the achievements of their children. At Plymouth High School these can take the following forms:

- Data reports
- Written reports
- Individual Academic Review Days
- Subject Parents' Evenings
- Informal discussion
- Telephone calls home and interviews
- Written comments on pieces of work which are taken home
- Departmental letters sent home for good work
- Commendations
- Student Planner

All these forms of communication share the same function and they are intended to inform, involve and motivate students and their parents / carers.

Academic Tutoring

It is the responsibility of the Academic Tutor to meet with each of their tutees individually on a regular basis to review the progress of each student against their target levels / grades and set goals for improvement. The data entered by teaching staff at each of the five data assessment entry points in the school year is available to the Academic Tutor to help inform the discussion.

In addition there are two Academic Review Days a year, one in November and the other in March when the Academic Tutor meets with each tutee and their parents / carers to discuss progress. Again assessment data is available to help inform the discussion. Students in certain year groups are expected to hold a preparatory session prior to their Academic

Review appointment in which they discuss with their parent / carer two pieces of curriculum work where they have acted on points for improvement as identified by their subject teacher through 'marking for guidance' procedures.

Reporting to Parents / Carers

At 3 points in the year the school data manager will produce a report for parents / carers to update them on their daughter's progress. Two of the reports are data driven. At Key Stage 3 each subject teacher provides a grade to identify whether a student is on target (O), above target (A) or below target (B) when judged against the end of Key Stage target given on the report. In addition the teacher gives an Attitude To Learning mark (1: outstanding; 2: good; 3 room for improvement; 4: inadequate). At Key Stage 4 and 5 the teacher gives the Attitude to Learning mark along with the GCSE or A Level grade the student is expected to achieve if they continue to work to the same standard. The third report not only provides the information outlined above but also contains a written comment from each subject teacher. The purpose of the comment is to provide feedback on progress and points for improvement.

The quality of the reports is monitored by Heads of Department, Heads of Key Stage and the Tutors.

Parents / carers are encouraged to give feedback through the reply slip which the Head of Key Stage monitors.

The school will review its practices for communicating with parents / carers in light of changes to on-line reporting and the use of Internet access which will enable parents to review their child's progress in 'real time'.

Monitoring and Evaluation

- The Head of Department or the member of staff with responsibility for a key stage is responsible for monitoring and evaluating the application of this policy within their subject area.
- Key Stage Co-ordinator and Deputy Headteacher will monitor and evaluate the policy across their key stage.
- The above will report their findings to the relevant Line Manager.

Appendix 1

Marking

It was agreed by the HODs that we would try to adopt a common form of annotation for corrections when marking work.

sp	spelling
p	punctuation
//	new paragraph
Exp.	Expression
N.S.	not a sentence
W.W.	wrong word
S.I.	split infinitive
O.W.	own words
g	grammar