



Assessment, Recording, and Reporting Policy

Principles:

The process of assessment is a major key to effective teaching and learning. We must make clear to students before work is begun how that work will be assessed. In providing feedback to students about their learning, we must identify strengths and weaknesses, and make clear how improvements can be achieved. All criteria for the marking of work and measurement of progress must be clearly understood by and shared with students.

Assessment is an integral part of the process of teaching and learning. Assessment should take place regularly, and be both formative and summative. To be effective, a consistent policy needs to be used and understood by students, parents and staff: but the different needs of individual subjects and different key stages will make a variety of practice necessary and inevitable.

The school assessment policy reflects the values and intentions outlined in the school's aims and objectives:

- To provide constructive feedback for teachers and students to facilitate and measure students' progress and learning.
- To identify students' individual strengths and weaknesses.
- To evaluate the curriculum and teaching methodology to support curriculum planning and delivery, and to support effective decision making.
- To inform parents of how their child is doing to facilitate a collaborative framework for learning.
- To meet statutory requirements.

Assessment should enable students to value their achievements, academic, physical, creative, and social, and help them realise their full potential.

Methods:

Assessment should take a variety of forms:

1. Written comments and corrections on students' work.
2. Measurement of performance against standardised and clear criteria, by means of grades, levels, marks or percentages.
3. Oral evaluation and individual dialogue with students.
4. Student self-evaluation against understood criteria, both of individual pieces of work and at the end of whole units.

5. Student evaluation of the work of their peers, again using clearly understood criteria.
6. Examining and even marking as a group sample pieces of work to enable students to become more aware of the key quality features of a particular kind of work. This may include post-mortem on the previous year's examination candidates with the students' permission. It may include students marking staff authored examples with deliberate errors.
7. Externally set exam papers, some marked departmentally, others externally.
8. Student tracking against prior attainment data, including the production of benchmark or minimum target grades, to assess progress during each key stage. In Year 12 and 13 it will be the practice to make students aware of their MTG to enable them to have a realistic idea of further education prospects. Year 10 and 11 students might be told their benchmark grades or predicted GCSE score as individual needs dictate.
9. School self-evaluation using examination results, benchmark data (e.g. the PANDA and Autumn Package)

Teaching staff are expected to keep a full and accurate record of student grades in a formal and verifiable way.

Marking of student work

The most important single consideration is for the teacher to use a mechanism which is meaningful to the student in two ways:

- **It allows the student to understand what they have done well and what they have done less successfully.**
- **It allows the student to understand how the quality of the work stands up against a broader picture.**

This will be achieved by use wherever possible of **NC levels**, G.C.S.E. Grades, and AS and A-level grades.

It remains appropriate for staff to award students a numerical “score out of” or percentage where it is clear how the score has been arrived at. Major test scores should be converted into such levels or grades where possible and appropriate.

In Key Stage Three, it is likely that the frequency with which students are awarded an NC level will vary greatly according to the different nature of the curriculum in different subjects.

Carefully crafted teacher comment, however brief and however given, will be the main route by which feedback is given. Written comment will provide both teacher and student with a lasting record of the action needed when the next similar piece of work is undertaken: but we do not deprecate oral feedback, which may impact more strongly with many students. Whole class oral feedback on a task where many students showed the same problem may be helpful and time efficient. Production of model answers or photocopying a good student response may also save time and increase effectiveness.

Teacher workload will prevent staff always writing on every student's work the kind of lengthy response that we know to be of value in raising student performance. A variety of means will need to be taken to overcome this. Staff may attempt to offer a lengthy comment to different students in rotation over the course of a term. A teacher might comment at length at the end of a series of pieces, observing the patterns in the student's performance, checking work for completion in between times. A teacher might award a grade or level or percentage **alone**, so long as other means are used to ensure the student understands what this means: for example, by means of a handout that is frequently referred to by the teacher, and which shows the key characteristics of student work at different levels or grades.

Where NC Levels, GCSE grades, AS or A-level Grades are used in marking student work, these are done without dilution of standards to take account of where the student is within the Key Stage. For example, essays done by Year 12 students in term 1 would have no allowance made for the inexperience of the student, and would be marked to the same objective criteria as will be used at the end of Year 12.

As we no longer use formats of assessment which compare the students against the performance of their set, care will need to be taken to assess lower set students on occasion in a way that avoids demotivation and recognizes quality and progress.

There will also continue to be a substantial body of work which cannot be assessed against National Curriculum Levels or Examination Grades, such as research notes, experiment write-ups, and so on. We will continue to use the following scale for such work:

- Ex – Excellent
- G – Good
- S – Satisfactory
- L – Low standard
- U – Unsatisfactory

However, this grading will be used to denote teacher perception of the degree of effort that has been put into the work, not its academic quality.

Expressive Arts Area - special arrangements

Experience has shown in some subjects that it is important to be able to give some idea of the teacher's *impression* of the academic quality of an individual piece of work without reference to NC levels; the way NC levels in Art and Music are framed makes their use to level a single piece of work inappropriate. To avoid endorsing yet another system of letter or number grades, staff in these areas may record the following gradings on students work or in their markbooks:

- Outstanding
- Confident
- Competent
- Basic
- Towards Basic

As in all assessment practice, however, it is fundamental that the student should understand what it is about their work that means it is only "basic", or what they would have to do extra to turn confident work into an outstanding piece.

St. George's School Spelling Strategy

AIM: All subject staff should promote and actively teach the correct spelling of subject-specific words and endeavour to correct spelling errors in pupils' work. These errors should be highlighted clearly and a regular student response should be encouraged.

The correcting of subject specific words

1. The spelling error should be circled within the actual word and 'Sp' should be written in the margin. The correct spelling should be written above the mis-spelt word so that pupils can clearly identify the mistake that they have made.
2. The pupil's follow-up activity could include writing the correctly spelt word into their subject specific vocabulary sheet and to add it to their subject list in their prep book to learn. Parents will be asked to encourage their children to regularly learn these spellings at home.
3. Teachers should periodically monitor that pupils are learning their spelling corrections and pupils could periodically be tested on the spelling of subject specific vocabulary.
4. Additional follow-up work could include:
 - a. the writing of the spelling correction out three times at the bottom of the piece of work
 - b. the random testing of pupils at the end of each lesson for specific spellings
 - c. creating topic word banks as spelling mistakes occur in the class

Staff could also model appropriate spelling rules on the board when addressing keyword spellings e.g. colony/colonies, dynasty/dynasties.

Staff should encourage weaker spellers to ask for help with their spelling during the lesson.

A note on pupils with special needs and pupils with I.E.P.s indicating a spelling issue

Staff should be aware of pupils with specific spelling difficulties and should adapt spelling strategies to enable them to succeed. Teachers may have to be more selective in the words that they choose to correct so that pupils are not demoralised. For example, for weaker pupils staff could focus on one particular spelling pattern and use the opportunity to reinforce a spelling rule e.g. 'y' plurals.

Different spelling strategies work for different pupils and if teachers want to use more specific strategies, they should consult the Special Needs Department for more details.

The Modern Foreign Languages Department

By the nature of the subject, the MFL Department have their own spelling practice and MFL teachers should refer to the department handbook.

Strategies that subject staff could employ to improve spelling in their subject

Teachers could identify key pieces of work per unit to promote spelling awareness. Such activities could include:

- Ask pupils to check their neat work in silence before they hand it in. Reading their written work backwards is a strategy that works well for many pupils as pupils focus on spelling only and not on content.
- Ask pupils to check each other's spelling before work is handed in, with pupils making their own corrections.
- Encourage pupils to look up words in a dictionary that you have underlined in their work.
- Use subject vocabulary grids, word banks on task sheets and up on display.
- Create keyword games e.g. acrostics, mnemonics, word searches, crosswords and so on.
- Periodically test the spelling of keywords.
- Correct spellings in a constructive way that helps students devise strategies to improve their spelling e.g. "the angel has gel on her hair – not the angle".
- Focus on words with high frequency and words that are central to the unit being studied.
- Focus on self-help strategies that stimulate an interest in looking at spelling e.g. indicate errors that form part of a specific pattern - the pupils then have to work out mistakes and learn from them.
- Use one homework slot per term to focus on the learning of subject keywords.

Each classroom should have a dictionary visible to the pupils. It would be useful if there was a dictionary on all teacher desks that pupils could expect to see and use. Using a dictionary becomes a habit if it is nurtured.

All teachers should refer to their department handbook for further guidance and for subject specific strategies.

Reporting to Parents.

Tutor Cards

Up to 5 times a year, students are graded on a tutor card that they carry with them to be signed and annotated by staff over a ten-day period.

In all years and in every case, the card measures effort and attitude to work, with grading as follows:

- C – Recommended for commendation
- X – Working to expectation
- R – Recommended to go on report

Staff may wish to make use of (X+) or (X-) to enable a five point scale: this meshes with the report card system and annual report effort boxes both of which also operate on a scale of five. Supporting comments may be added by the teacher to expand on or explain the judgment, but time constraints will not always make this possible.

In the case of the second card of the Spring Term, Year 12 and 13 cards contain a facility for the teacher to assess the rough level of performance of the student at that time, using the A-U A-level scale. As the card also bears the student's minimum target grade in each subject, this enables students, tutors, and parents to pick up on under-performance mid-year while there is still time to address it.

Annual Reports

The annual report is a statutory document for Years 7 to 11. In the sixth form, a single report is issued at the start of Year 13 on the basis of the student's A1 work and performance.

In each case, the aim is to offer a clear assessment of the year's work, showing how the student compares to national benchmarks, picking up on strengths and weaknesses, and providing a clear agenda for improvement.

Each subject report in Years 7 to 11 contains:

- Grading for key attitudes and qualities e.g. behaviour, effort
- Grading for attainment, or grading for different attainment strands, relative to the expected standard for that age-group
- A course descriptor
- A subject comment
- Target(s) for improvement.

The report also contains a pastoral profile completed by the tutor and head of house, and a pupil profile which includes an element of self-evaluation and target-setting.

The sixth form report follows a similar format, with A1 results taking the place of attainment grading, and the targets negotiated with each teacher. In the sixth form, a student gets a report from each teacher, not just each subject.

A copy of the annual report is retained in the House for use by the tutor and Head of House for monitoring how far the student has acted on the weaknesses and targets laid out in the report.

Key Stage 3 Reports

All KS3 Test results and teacher assessment levels are reported to the parents of Year 9 students before the end of the summer term. A package of evaluation, comment, and comparative statistics accompanies this report.

Parents' Consultation Evening

Every year group will have a Parents' Consultation Evening annually. Priority will be given to parents seeing their child's tutor. Teachers who feel they need to see a particular parent will be given priority over parents' choices where there is a constraint over time. Staff will not normally provide an impromptu written report on a student to parents who had been unable to make arrangements to come to the consultation evening. Parents may request to meet with teachers at any time throughout the year via the student's tutor and Head of House.

The consultation evening is designed to enable parents and their children to be given specific information about the student's work, progress and achievement. Students are expected to attend with their parents. Interviews are limited to 5 minutes, although if there are serious concerns that cannot be addressed in their time parents can ask to meet again at a convenient time.

Public Examinations

A full report of GCSE and A-level results, with analysis and gender and ethnic breakdown, is provided by the Examinations Officer in all relevant publications e.g. the Governor's Annual Report to Parents. The school also shares with parents our value added evaluations in the Headmaster's Curriculum Letter.

Reports to other schools

In accordance with statutory requirements, all educational records relating to the child, including the most recent annual report and DfES forms TF3 and TF4 will be sent to the new school within 15 school days. Additional information from the student's school file may also be included.

INTERNAL APPEALS PROCEDURE

Policy on Internal Assessments for Qualifications with English Awarding Bodies

In accordance with the Code of Practice for the conduct of external qualifications produced by JCQ, St. George's School is committed to ensuring that:

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise pupils and parents of these procedures.

Appeals may be made to the school regarding the *procedures* used in internal assessment, but *not the actual marks or grades* submitted by the school/college for moderation by the Awarding Body.

A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the School *at least two weeks before the date of the last external exam in the subject*.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Assistant Headteacher (14-19). This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

Statement for Pupils:

If at any stage during your exam courses you have concerns about the *procedures* used in assessing your internally marked work for public exams (e.g. coursework / portfolio / projects) you should see the Examinations Officer as soon as possible.

You cannot question the actual marks awarded by the school and submitted for moderation by the Board. Remember a mark awarded by the school can be moderated up or down by the Board to ensure a consistent standard between centres.

If you decide to make an appeal:

- You must apply in writing to the Examinations Officer at the school at least two weeks before the date of the last external exam in the subject.
- The enquiry (which will be into whether the procedures used conform to the published requirements of the Board) will be carried out by the Examinations Officer and the Assistant Headteacher (14-19).
- The findings will be binding, and the candidate will be provided with a written report of the investigation including details of any relevant communication with the Examination Board and of any steps taken to further protect the interests of the candidates.