

Eastbrook School



Policy – Assessment Recording and Reporting Including Marking and feedback

Rationale

Assessment strategies at Eastbrook School play a key role in raising achievement. They are concerned with the whole child and designed to promote high expectations and positive aspirations. The process of target setting, and the assessment of progress towards those targets, enables staff, students and their families to make decisions about the education of each student including the identification of additional need and beneficial interventions.

Assessment is formative and summative; it directs the next steps necessary as well as assessing the point reached in any given area of the curriculum.

Students are encouraged to think about their work and their progress; take responsibility for their learning and record their own achievements. Regular discussions take place between teacher and learner.

Aims

To reinforce an ethos of achieving greater than expected progress through:

- Providing regular and constructive feedback to each student.
- Involving all students in the assessment of their own work and progress.
- Providing reliable and useful information to parent / carers and colleagues about the progress and development of each student.
- Matching work to the needs, abilities and talents of individual students.
- Evaluating and recording each student's attainment and progress, and identifying strengths and areas for development.
- Identifying target groups of students with similar needs and employing effective interventions.
- Evaluating the effectiveness of our teaching, which informs future teaching and learning experiences.

Target Setting – Refer to target setting Policy

1. Appropriate individual student targets are set on the basis student potential. This judgement is informed by prior attainment, Fischer Family Trust estimates, MIDYIS tests and other internal testing procedures. Where students do not have prior attainment they are targeted to achieve at least C grades.
2. Targets are reviewed by teachers and adjusted upwards where appropriate – they will not be adjusted downwards unless a student has no prior attainment and is not making good progress towards the target they have been set.
3. This process takes place at the start of each year to ensure that students are continually challenged to achieve their full potential.
4. Targets are set to achieve at least in line with the top 20% of similar students nationally – they are challenging.

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Recording

During the penultimate week of each half term teachers will award all students a grade **to reflect the level that they are currently working**. Only when specifically requested to do so by SLT should teachers report the grade they think the student will ultimately achieve. These are fine GCSE on the new 9-1 scale. Where + is shown it indicates that a student is very secure at that grade, where – is shown it shows that they have only just achieved that grade and it is not secure. E.g. 5+/ 6 / 4-

Data is then processed into:

- End of half term reports for all students
- The school 'Tracker' – this is an internal system that measures the progress of individual students, groups and cohorts
- 4Matrix – this is the data analysis tool used by all staff.
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This data will be available to all staff by the end of the first week of each half term.

Following the publication of the data above all post holders should complete an analysis of the data that is pertinent to their role and complete the data section of the Quality Assurance Template. This will be reviewed by SLT during the 2nd or 3rd week of each half term

This ensures that the school can:

- Track individual student progress
- Monitor and evaluate attainment by subject, cohort, prior data, gender, ethnicity, class group, FSM and start date and other defined target groups
- Monitor and evaluate subject and teacher performance
- Identify areas of exceptional progress, good progress and under achievement
- Inform whole school, departmental, individual staff and student action plans and interventions
- Inform grouping strategy and exam tier entry

Timeline of Assessments

When	What	Who	Lead Person
HT1	MIDYIS tests completed	Year 7 + new students	MH
	EAL initial Test	Year 7 and new students	JZ
	Secondary Language link tests	Year 7 and new students	DP
	Testing for special exam arrangements	All year groups as appropriate	DP
	Accelerated reader	Year 7 and new students	MC
	Adaptive reader	Years 7- 9 +new students	MC
HT2	Y11 Walk and Talk	Year 11	AK
	Mock exams	Year 12	AK
	GCSE Resits	Year 11	AK
	Y11 Mock Exams	Years 12 & 13	AK
6 th form Mock exams			
HT3			
HT4	Y11 Mock Exams		
HT5	GCSE A Levels	Year 11 Year 12/13	PF/AK
HT6	GCSE Exams A Levels Internal End of Year exams	Year 11 Year 12/13 Years 7 - 10	PF/AK

Reporting

- We provide accurate assessments and guidance which is communicated in a highly accessible way. Students receive a colour coded report for each subject that shows whether they are making good, excellent or poor progress towards their targets.
 Red = not making expected progress towards target
 Gold = making expected progress towards target
 Platinum = making better than expected progress towards target
- Reports are designed to have a positive effect upon students' attitude and motivation.
- They highlight each student's strengths and areas for development.

Reports are issued each half term for all students. In addition we communicate with parents through:


- Academic Achievement Day
- Parent/ Carer Evenings
- Open Evenings
- Report cards

Eastbrook School Marking Policy

Our ability to communicate our ideas and understanding through written English is very important. This is particularly true in examinations for all subjects.

Our marking codes are:

^	A word or sentence has been left out
*	See comment below
sp	A spelling mistake. Check the dictionary
//	New paragraph needed
p	Punctuation mistake
?	This part is confusing
(*)	Action to be taken
C	Capital Letter
G	Check Grammar

A  means that the teacher acknowledges that you have done the work.

A grade, level or number of marks tells you what that piece of work would have got in an exam.



Marking and Feedback Guidance for staff at Eastbrook School

Key Principles

For marking to be effective it must:

- **Demonstrate clearly that it has had a positive impact on student progress over time**
- **Demonstrate that students have responded to marking and have taken further action**

Marking should:

- Take place regularly and frequently
- Accurately identify mistakes and misconceptions as well as areas of strength
- Provide appropriate feedback to students
- Allow students to respond and take further action

Marking is likely to include elements of the following:

- Yellow stickers – these should be completed at least once per half term by students
- Praise and reward
- Comments that promote the development of subject specific skills
- Recognition of effort

Books/ Folders should show:

- An appropriate level of challenge
- That tasks are regularly completed
- High expectations of all students
- Reflection activities
- Appropriate and completed homework
- Regular assessment activities
- That through standards of presentation, students have pride in their work

NB. The above lists are guidance on what books and marking are likely to include, but the quality of marking is determined by its impact on student progress.

Reviewed October 2017

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