



Eastbrook School

Policy – Assessment Recording and Reporting (Including Marking and feedback annex)

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 to support student progress.

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 / carer 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 for specific details)

Secondary phase

- Appropriate individual student targets are set on the basis of student potential. This judgment 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 a grade 4, which is then reviewed by teachers.
- 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.
- This process takes place prior to the start of the new academic year to ensure that students are continually challenged to achieve their full potential.
- Targets are set to achieve at least in line with the top 20% of similar students nationally – they are challenging.

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Primary phase

- Individual student targets are set by the Head of Primary. This judgment is informed by prior attainment and verified through the baseline primary assessment conducted in September of each academic year.
- Targets are reviewed by teachers and adjusted upwards, and where absolutely necessary adjusted otherwise in conjunction with Head of Primary.

Sixth form phase

- Targets are set in consultation with Head of sixth form.
- Targets can be adjusted by class teachers in consultation with Head of sixth form.

Recording

Secondary phase

- For years 7 to Year 10, each term teachers will award all students a grade **to reflect the level that they are currently working**. For Year 11, teachers will award grades to students each half term. These are fine GCSE grades on the 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-.
- There will be one written report recorded by form tutors each year, towards the final cycle of data entry.

Primary phase

- For EYFS/KS1/KS2 classes, each term teachers will award a current working grade to reflect the level they are currently working.
- An initial baseline assessment will be recorded each year in September.

Sixth form phase

- In conjunction with the Sixth form consortium, various metrics of assessment will be recorded on SIMS each term.
- In Eastbrook we will record the current working grade, whereas the wider sixth form consortium record a predicted grade.

Secondary phase - Data is then processed into:

- End of 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.

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 analysis of the data will be reviewed by SLT.

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

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- 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
	Reading assessments	Year 7 and new students	MC
	Baseline assessments	EYFS / KS1 / KS2	EH
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
HT3	6 th form Mock exams		
	Legacy examinations	Year 11	AK
HT4	January sitting of modules/ & BTEC	Year 11	AK
	Mock Exams	Year 11	AK
HT5	GCSE A Levels	Year 11 Year 12/13	AK
	KS1 Phonics	Year 1	EH
	KS1 SATS	Year 2	EH
	KS2 SATS	Year 6	EH
HT6	GCSE Exams A Levels Internal End of Year exams	Year 11 Year 12/13 Years 7 - 10	PF/AK

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Timeline of Recording assessment on SIMS

When	What	Who	Lead Person
HT1	TA	Y11	AK
	Baseline	EYFS / KS1 / KS2	AK/EH
HT2	TA	Yr 7 – 10	AK
	Mock grades & TA	Yr11 & sixth form	AK/KD
	TA	EYFS / KS1 / KS2	AK/EH
HT3	TA	Yr11	AK
HT4	TA	Yr 7 – 10	AK
	Mock grades & TA	Yr11	AK
	TA	EYFS / KS1 / KS2	AK/EH
HT5	TA	Yr11	AK
HT6	TA	Yr 7 – 10	AK
	EOY grades	Yr7-10	AK
	TA	EYFS / KS1 / KS2	AK/EH

Reporting

1. 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
2. In the primary school, teachers will report on attainment **and** progress. This will allow students who are not on track or likely to achieve the expected standard because of SEN or other factors to receive a positive report in terms of progress
3. Reports are designed to have a positive effect upon students' attitude and motivation.
4. They highlight each student's strengths and areas for development.

Reports are issued each term for all students, and one report within the year will include a written section. In addition we communicate with parents through:

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

Timeline of Reports


When	What	Who	Lead Person
HT1	TA	Y11	AK
HT2	TA	Yr 7 – 10	AK
	Mock grades & TA	Yr11 & sixth form	AK/KD
	TA	EYFS / KS1 / KS2	AK/EH
HT3	TA	Yr11	AK
HT4	TA	Yr 7 – 10	AK
	Mock grades & TA	Yr11	AK
	TA	EYFS / KS1 / KS2	AK/EH
HT5	TA	Yr11	AK
HT6	TA	Yr 7 – 10	AK
	EOY grades	Yr7-10	AK
	TA	EYFS / KS1 / KS2	AK/EH

Annex : Eastbrook School Marking Policy

To establish consistency across the school every book must follow the same format.

- On the front cover a Target Grade sticker with a subject specific KS4 grade
- Inside cover Pride of presentation
- First page Command words
- Every right hand page must be ruled off 10 lines from bottom for Feedback/Review.
- All student reflection is to be completed in green pen.

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

 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.

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

Book Scrutinises will be carried out at least once per half term



Annex: 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 overtime
- 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

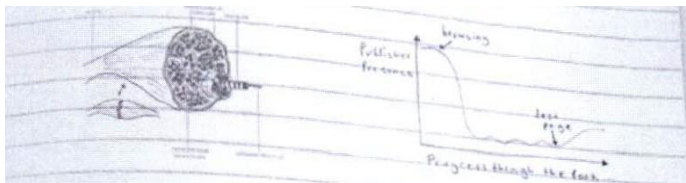
Books/Folders should show:

- 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.

Presentation

Always write either
Classwork/Homework Today's Date
Underline Titles Using a Ruler
Writing should be in blue or black ink.
Drawings/Graphs/Diagrams should
be done in pencil.



When asked, complete the follow-up
activity after marking:

- Respond to your teacher's comments
- Self-marking
- Peer-marking

REMEMBER: The quality of your
written work says a lot about you
and your attitude to work - don't
give people the wrong impression by
being sloppy and careless.

Attach any loose sheets worked on carefully and make sure they are dated too.

Finish all work set to the best of your ability.

Never graffiti your books, folders, planners or worksheets.

Command Words

The command words below will be used consistently in all assessment material and resources.

Add: Join something to something else so as to increase the size, number or amount.

Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.

Annotate: Add brief notes to a diagram or graph.

Calculate: Obtain a numerical answer showing the relevant stages in the working.

Compare: Give an account of the similarities and differences between two (or more) items or situations, referring to both(all) of them throughout.

Complete: Provide all the necessary or appropriate parts.

Convert: Change the form, character, or function of something.

Define: Give the precise meaning of a word, phrase, concept or physical quantity.

Describe: Give a detailed account or picture of a situation, event, pattern or process.

Design: Produce a plan, simulation or model.

Discuss: Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Draw: Produce (a picture or diagram) by making lines and marks on paper with a pencil, pen etc.

Evaluate: Assess the implications and limitations; to make judgements about the ideas, works, solutions or methods in relation to selected criteria.

Explain: Give a detailed account including reasons or causes.

Give: Present information that determines the importance of an event or issue. Quite often used to show causation.

How: In what way or manner; by what means.

Identify: Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature.

Justify: Give valid reasons or evidence to support an answer or conclusion.

Label: Add title, labels or brief explanation(s) to a diagram or graph.

List: Give a sequence of brief answers with no explanation.

Order: Put the responses in to a logical sequence.

Outline: Give a brief account or summary.

Show: Give steps in a derivation or calculation.

Solve: Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

State: Give a specific name, value or other brief answer without explanation or calculation.

Tick: Mark (an item) with a tick or select (a box) on a form, questionnaire etc. to indicate that something has been chosen.

What: Asking for information specifying something.

Write/Rewrite: Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement. Write (something) again so as to alter or improve it.

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Book Review

Colleague: _____

Line Manager: _____

Date: _____

Number of books _____ Year group(s) _____

Yes/ No Information Action

Was a target sticker completed on
the front of book?

Was the presentation sticker in
place?

Was the command word sticker in
place?

Were the 10 lines ruled?

Was feedback given in the correct
place by the member of staff?

Is the feedback formative?

Is there evidence of positive student
feedback?

Does the quality and quantity of
work match the student's target
grade?

Is presentation good enough, if not
is it being addressed?

Comments:

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