

St Bernard's Marking, Feedback, Assessment and Reporting Policy

Introduction

The student should be at the centre of any Marking, Feedback Assessment and Reporting Policy. Students can expect to work in partnership with the teacher and can expect to have a variety of achievements recognised and celebrated. Students can review their progress informally with staff at any time.

St Bernard's Catholic Grammar School assesses its students and reports progress on all aspects of learning, no matter whether they be academic learning, spiritual learning or learning to be part of society. Assessment of academic progress, reporting and feedback are the foci of this policy – much of the assessment and reporting of other life-skills are reported less formally, often through individual student or parent contact. Where staff become aware of issues related to Child Protection or the Prevent Agenda, then the procedures and reporting systems found in the school's Safeguarding and Child Protection Policy are followed.

Marking

Rationale

The process of marking should enable our teachers to make decisions about the education of our students as we chart their progress and achievements, assisting us in the diagnosis and identification of each student's particular needs. As part of their education, students are entitled to have their achievement recognized and used to shape their future learning, thus ensuring progression and continuity. Marking should be formative as well as summative and must inform future progress in the student's learning, as well as recording the point reached in any given area of the curriculum. In order to maximize effectiveness, teachers must also have a secure overview of the prior attainment, progress and context of students.

Marking students' work is an intrinsic part of assessing progress. **Students can expect to have work marked every six lessons in each subject taken.** Where appropriate, the marking undertaken will inform students of their strengths and areas for improvement. If a student has made mistakes or misunderstanding is evident, then using the marking sticker teachers will write comments which enable the student to re-engage with the material and move forward with their understanding. Students are encouraged to respond to marking using a purple pen – this could be by doing corrections, writing targets, responding to teacher questions or undertaking some additional work which builds upon their learning but is in response to the work already attempted. Teachers are not expected to simply write in the correct answer - unless this is the most appropriate thing to do - but rather will guide the student to get to the correct answer for themselves.

As well as assessing the work for merit, marking is also an opportunity to encourage the student to work harder or congratulate them upon the efforts undertaken. Opportunities should be taken to provide students, when appropriate, with praise for their effort.

Teachers are not expected to mark everything produced by the student but to focus in upon marking those areas which will bring about the most benefit for the student. The depth of marking may reflect the teacher's intention to go over the

work in class – often class tests will be marked only with ticks and crosses if they are to be worked through again in class or students asked to do corrections.

In addition to providing a student with feedback upon subject material, every subject teacher has a responsibility to promote both literacy and numeracy. Literacy in particular is used in almost every homework and teachers support effective communication in a number of ways during marking, such as: identifying poor or incorrect general spelling and/or grammar, identifying subject-specific vocabulary incorrectly used and highlighting general presentational techniques in need of improvement (such as underlining titles). There is a Marking Code for teachers to use; this can be found in Appendix A and is also provided in the students' homework diary.

Aims

In our marking processes we aim to gather information which enables us as teachers:

- to evaluate and record each child's attainments and progress and identify individual strengths and weaknesses.
- to evaluate our teaching effectiveness and to plan future teaching and learning experiences.
- to match work to the needs of individual students.
- to compare individual and school levels of attainment and progress with that of the wider school population.
- to provide reliable information to parents and colleagues about the progress and development of each child.

Marking and Feedback should be

- Meaningful
- Manageable
- Motivating
- Effective (students must engage with it)

Expectations	Areas to avoid
Work must be marked by the teacher <u>at least once every six lessons</u> . There should be sufficient evidence to support effort and attainment grade judgments.	Marking every page of work or marking in a way that does not make an impact on pupil progress. Avoid 'flick and tick' and generic comments such as 'good' or 'well done'
Marking should be <u>diagnostic</u> , providing feedback to stretch and challenge learners ensuring they make progress. Marking should have <u>impact</u> . This could include EBI/WWW comments.	Avoid extensive written feedback on every piece of work, or written work which will not secure progress in learning.
Students should have at least <u>one 'DIRT'*</u> <u>opportunity per half term</u> . This should be planned to ensure that students make progress as a result of the feedback given.	Avoid superficial 'DIRT' activities which do not progress learning. Discourage simple student responses such as 'OK' or 'I understand now'
That a <u>range of feedback techniques</u> should be used (in addition to marking). Self-assessment, peer assessment and	Evidencing verbal feedback in books via stickers, stamps or through student transcript, or in a way that does not

verbal feedback are all acceptable forms. Students must be encouraged to respond to this feedback (ideally in purple pen) <u>where it will aid their progress.</u>	facilitate student progress.
Presentation of student work should be good. The teacher should have acted upon poor presentation if/when it occurs.	Comments in student books that only refer to presentation.
Summative assessment should be given a mark/grade.	Avoid giving formatively assessed work a grade/mark.
The marking code must be used.	
Marking should be initialled and dated by the teacher.	

***DIRT**

Directed Improvement and Reflection Time

This must take place at least **once every half term.**

Students should be given time in lessons to respond to the feedback they have been given and have the opportunity to improve their work.

DIRT should be evidenced in the following way.

- Students write their response in **purple** pen, in the same way as they respond to peer and verbal feedback.

Examples of DIRT:

1. "Rewrite this paragraph using the following connectives; Furthermore, however, an alternative interpretation is...."
2. "Draw this diagram of a cell again using a shaper pencil and clearly labelling the following organelles; Mitochondria, Ribosomes, Golgi apparatus, SER, RER..."

Heads of Department

Every half term, Heads of Department must sample the marking of each member of staff in their department, for each Key Stage, and record it on the marking monitoring sheet. Students from a range of abilities should be sampled.

This must be shared with their SMT line manager and a record kept.

Assessment

Academic Assessment: General Principles

Every department will continuously develop its assessments and procedures in line with the following:

- assessment should be an integral part of the teaching and learning process
- what is to be learned and assessed is shared with students
- students take responsibility for their own learning

- a variety of assessment techniques, suitable for the purpose, are used, and that assessments are based on a variety of evidence
- assessment of students' performance should highlight strengths and weaknesses, but should emphasise positive achievement
- assessment should be designed to encourage students to aim for higher standards, and to plan the next stage of learning
- assessment should be carried out regularly and recorded appropriately
- students will be formally assessed at regular intervals in order to inform attainment grades
- Heads of Department and Heads of Year will use effort and attainment grades to monitor students' progress

Assessment is owned by Subject Departments

Each department will report to parents at least once during the year as part of the ongoing formative process.

Standardisation within departments, including agreement about criteria for assessment and moderation procedures, is especially important.

Departmental practice must take into account the assessment, recording and reporting requirements of the examination board requirements for their subjects and should reflect the principles outlined.

Parents are encouraged to take an active part in the assessment process. They can expect regular information on their child's progress and achievement from each teacher who teaches their child. This will be reported in the following ways:

- A full report once a year containing detailed comments from all subject teachers.
- A Parents' Evening for each year group once a year at which parents may discuss the academic work and general progress of their child with subject teachers.
- Grades for effort and attainment in each subject will be issued on a regular basis.

Reporting

Full Reports to Parents

Full reports to parents are completed once per year and different year groups receive their report at different times of the year (refer to the school calendar).

Reports are written by a representative of every subject studied by that student, and also include comments from the Tutor, Head of Year comment and Headteacher.

The subject comments focus on areas of strength and areas for further improvement.

The Tutor comment focuses upon the pastoral development of the student, paying reference to social development and participation both inside and outside school.

The Head of Year comment attempts to summarise the salient points from the entire report, commenting on academic or social features, in such a way to encourage greater progress or application.

The Headteacher's comment is a brief summary of a key strength or point of concern, designed to support the salient points already identified.

Effort and Attainment Grade Sheets

Effort Assessments: At regular points during the academic year whereby teachers are called upon to provide an effort assessment for every student they teach. The effort assessments are based upon the teacher's judgement of the student's effort. Teachers choose from one of four Effort Assessments: Excellent, Good, Inconsistent or Poor. Definitions of the Effort Assessments can be found in Appendix B; this is also provided in the students' homework diary.

Attainment Assessments: At regular points during the academic year teachers are called upon to provide an attainment assessment for every student they teach. Attainment assessments are based upon the teacher's judgement of the student's work and potential up to the point when the assessment is made – it is not just based upon the preceding period (and therefore different in this regard to the effort assessment). The teacher must consider "If this student were to continue with this quality of work, level of effort and ability; what is the grade I would expect them to achieve at the end of KS4/KS5?" The attainment judgement, therefore, is based upon the progress being made by the student referenced to the experience of the teacher in teaching other students of similar potential and how those students went on to achieve in the future. It is therefore a predictive assessment based upon professional judgement.

In KS3 and KS4, attainment is measured on a 1 to 9 scale which corresponds to the new GCSE scale (grade 9 being the highest).

In KS5 (both AS and A level) the attainment is measured on the A* to E scale (AS level students are able to be judged A* in school-based assessments). Attainment is judged for the full A level for both year 1 (formerly AS) and year 2 (formerly A2) study.

Use of Prior Attainment

When attainment is reported to parents, the target grade for each subject is also reported. This enables parents to gain an impression of whether their child is working at, below or above the standard expected of them. The target reported to parents is based upon KS2 SATs results (for students in KS3 and KS4) or GCSE results (for students in KS5) and teachers' knowledge of the student; it is designed to be both a challenging and yet realistic target. Students in KS4 and KS5 have additional targets which are used with tutors and subject teachers; these are called Aspirational Targets and are used in academic tutoring to encourage students to challenge themselves to attain the best outcome they believe possible for themselves. These are reported to parents via the Effort and Attainment Grade Sheet in Year 10.

Other Attainment Grades

Parents will also be informed of internal examination results (see school calendar for dates each year group has examinations). These are not predictive grades (unlike the attainment grade) but are summative and indicate how a student performed in a particular examination – these are clearly identified as examination results. Other grades may be found on marked work, these also are not necessarily predictive, but are used to give an indication to the student of how they performed in a particular piece of work.

General

Dates for all reports and Parents' Evenings are contained in the school calendar, which is issued to parents in September and can be found on the school's website.

Parents should feel free to contact the school at any time if they wish to discuss any aspect of their child's progress. Enquiries of this nature should be directed to their child's Head of Year.

Agreed by the Achievement Committee: 20th March 2019

Next review: Spring 2021



Appendix A

MARKING CODE

The following symbols will be used when correcting your work.

- Paragraph - // to indicate where a new paragraph should be.
- Expression – **Exp.** To indicate casual, slang, inappropriate expression.
- Omission - ^
- Spelling – **Sp** in the margin and the incorrect spelling is indicated with a circle.
- Punctuation – **P** to indicate a punctuation error and incorrect punctuation circled.
- Grammar – **Gr** to indicate a grammatical error and error circled.
- Calculation error ✓
- Show working -**SW**
- Explanation- **Det** Give a more detailed explanation for your answer.

The position of the symbol is important.

Next to the line – means you can find it in the line.

Against a vertical pen line – means you can find it in this section.

At the end – means this is a problem throughout.

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Appendix B

Criteria to consider when determining an effort grade:

	EXCELLENT	GOOD	INCONSISTENT	POOR
HOMEWORK	Invariably: 1) Completed thoroughly 2) Submitted on time	Usually: 1) Completed thoroughly 2) Submitted on time	Sometimes: 1) Completed thoroughly 2) Submitted on time	Rarely: 1) Completed thoroughly 2) Submitted on time Often incomplete
CLASSWORK	Invariably: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy	Usually: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy	Sometimes: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy	Rarely: 1) All tasks are attempted 2) Tasks are completed thoroughly 3) Work is neat and tidy
ATTITUDE TO LEARNING	Invariably: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary	Usually: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary	Sometimes: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary	Rarely: 1) Participates in lesson 2) Works well independently or as part of a group 3) Asks for help if necessary
BEHAVIOUR	Invariably: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers	Usually: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers	Sometimes: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers 4) Distracts or disrupts others	Rarely: 1) Engaged throughout the whole lesson 2) Listens well to class discussion or instructions 3) Shows respect to teachers and peers Frequently distracts or disrupts others
ORGANISATION	Invariably: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually	Usually: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually	Sometimes: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually	Rarely: 1) Brings the required equipment to lessons 2) Keeps book well sequenced and tidy 3) Attends lessons punctually