 Woodford County High School for Girls SCHOOL POLICY Assessment and Marking Policy	Effective Date :	13/03/2012
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	Document no :	SP 06.03/001
	Replaces Version :	Spring 2007
	Approved: Governors – Curriculum & Pupil Welfare Committee	Page 1 of 6

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"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils" (Ofsted)

1. Aims of the policy:

- To provide clear guidelines on the school's approach to assessment
- To establish a coherent approach to assessment across all departments
- To provide a system that is clear to students, staff and parents

2. Principles of Assessment:

- Assessment should contribute to the raising of achievement, attainment and motivation of all students
- Assessment will be objective and consistent
- Assessment tasks and strategies will be varied and accessible to all learning styles
- Assessment should inform the planning of future lessons. It will influence decisions about curriculum, delivery and progression



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- Assessment should meet the assessment requirements of the National Curriculum and of external examining bodies
- Key assessment data will be recorded on SIMs. This collated data will facilitate tracking by class teachers, KS Co-ordinators and Senior Leaders and allow them to measure student progress and put suitable strategies in place to ensure progress is maximised. This data will be used to assign levels (Currently Achieving Levels or CALs in KS3) or grades (Currently Achieving Grades or CAGs in KS4 & KS5), reported to parents in a termly report and used for Parent Consultations and Review Days (Y9 and Y11), UCAS (Y13) and other references, etc
- External assessment data (eg. results from Controlled Assessments, external examinations, etc) will also be recorded to produce a comprehensive profile for each student

3. Process of Assessment:

Each department will develop strategies relevant to the subject being taught bearing in mind that different forms of work require different approaches to assessment.

TIMETABLE FOR THE RECORDING OF FORMAL ASSESSMENT

KEY STAGE	FORMAL ASSESSMENT	FREQUENCY OF FORMAL ASSESSMENT
Key Stage 3	Award CAL termly	Y7 base-line assessments (mid- Autumn) Y7-9 in Autumn term (Dec) Y7-9 in Spring term (Mar) Y7-9 in Summer term (June)
Key Stage 4	Award CAG termly	Y10&11 in Autumn term (Dec) Y11 in Spring term (Jan) Y10 in Spring term (Mar) Y10 in Summer term (June)
Key Stage 5	Award CAG termly	Y12&13 in Autumn term(Oct) Y12&13 in Spring term (March) Y12 in Summer term (June)

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Assessment should be integral to the teaching process. Teachers should plan:

- What students will be doing
- What learning outcomes are expected
- How long it will take to cover this

Once learning outcomes are clear; the teacher should plan:

- What will be assessed
- How it will be assessed
- Student grouping and resources
- Who will assess (teacher, student, peers)
- Opportunities for students for reflection on their progress and achievements
- How the process, the outcomes and other information will inform future planning

Students should be made aware of when assessment occurs and assessment criteria for a task must be made explicit. On the basis of returned assessments, teacher and student will then decide what progress has been made and plan the next set of goals.

4. Assessment Strategies:

Teachers should use a variety of teaching strategies which will result in a range of opportunities for assessment. These might include;

- Open ended discussion
- Structured questioning
- Exploration/research
- Individual, group and whole class activities
- Project work
- Independent learning using the internet or other resources
- Practical work
- Listening activities
- Opportunities to revise concepts and skills
- Role-play and drama

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5. Homework:

Teachers should	Students should
<ul style="list-style-type: none"> Set homework tasks at regular intervals Devise tasks that challenge students and allow diagnosis of strengths and areas for development Advise students in advance of how work is to be assessed Set a clear and reasonable deadline for submission of work Mark homework tasks promptly and aim, in normal circumstances, to return work within two weeks Use established Assessment for Learning marking techniques (eg. 'two ticks & a wish') and agreed Literacy marking symbols (see Literacy Policy) to indicate how students can improve their work Support students to understand the level at which they are working and how to access the next level Provide feedback to individual students (verbal or written) in a way that ensures that the student understands what has been done well and what needs improvement and how. Allow time in lessons for discussion and reflection on returned homework tasks 	<ul style="list-style-type: none"> Record each homework task set and the deadline for completion & submission Submit the completed task promptly by the deadline set Read the feedback from the teacher carefully, discuss it with peers and/or their teacher and act upon it promptly.

6. Marking Guidance

Aims:

- To establish a broadly consistent approach to marking students' work



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- To ensure that students have a clear understanding of the ways their work can be marked
- Through a broadly consistent application of the marking system, students will respond and make progress
- To ensure marking supports students in recognising their strengths and identifying areas for development and aids their progress

Marking should:


- Provide opportunities to give praise and encouragement and to allow a dialogue between teacher and student
- Demonstrate that teachers value students' work
- Motivate students to produce high quality work and make progress
- Reinforce the standard being aimed for
- Help to train students to recognise what they do well and how improve their work through the setting of challenging, achievable targets
- Allow students to build up a realistic picture of their strengths and areas of development
- Foster a culture in which it is recognised that mistakes are an inevitable, and indeed a valuable, part of the learning process
- Check that teaching has been effective and to inform the next steps of planning
- Encourage students to reflect on their own work and respond to advice given

Marking should include:

- verbal, written and/ or visual feedback, which provides students with information about their progress so far and how to reach their next target
- comments that relate to the planned learning objectives, recognition of students' achievements and indication of the next steps in their learning
- use of the agreed symbols to indicate literacy issues

The Marking Process:

- It is accepted that assessment needs differ between subjects. HoDs are responsible for establishing and monitoring departmental assessment processes and practice
- Teachers are required to mark in accordance with school and departmental policy, to record marks and to provide assessments of students' progress in line with these policies
- Teachers should make clear what is going to be assessed, what the expectations are and when it is due
- Marking should be undertaken as promptly as practicable (either by the teacher or as a class activity, eg. peer marking)
- Marking should not be limited to the routine grading of students work and should include constructive feedback

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- The feedback to students should be motivational and personal:
 - Write a brief comment that praises something within the piece of work
 - Make constructive criticism by targeting a specific area for improvement or offer guidance on how to achieve the next level or grade
(this approach is sometimes referred to as 'two ticks and a wish')
- Where self and peer marking occurs, students should be briefed on assessment criteria

7. Approval/Amendment

This policy is approved by the Governing Body of Woodford County High School. Any Amendments to this Policy require approval by the Governing Body of Woodford School.

8. Questions

If you have any questions about this present statement of policy, please contact the School Business Manager, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.