



THE MARK WAY SCHOOL

ASSESSMENT, RECORDING, MARKING AND REPORTING POLICY

Introduction

The aim of this policy is to set out the principles and practice of assessment, recording and reporting at The Mark Way School. It should ensure that all teaching staff are able to make routine assessments of pupils' progress and are aware of their statutory responsibilities for the assessment of pupils.

The Nature of Assessment, Recording and Reporting

- a) Formative assessment (assessment for learning) is an integral part of teaching and learning; it is how teachers gain knowledge of their pupils' needs, achievements and abilities, and how pupils know and recognise the standards to aim for. It involves both teacher and pupils reviewing and reflecting on pupils' performance and progress. The schemes of work for each subject identify learning objectives and outcomes for each unit to ensure that assessment is linked to planning. During Autumn Term 1 baselines of students' knowledge, skills and understanding are measured and recorded by teachers on the Learning Pathways Spreadsheet.
- b) Summative assessment (assessment of learning) involves teachers using the knowledge gained from everyday assessments to make and record their judgements on pupils' overall attainment at the end of a unit, year or Key Stage.
- c) Subject teachers need to record evidence of pupils' achievements, skills and abilities, teachers have developed their Learning Pathways and their 'Brick Wall' and they record these achievements on these. This information is then used as the basis for target-setting and future lesson planning and opportunities.
- d) The school compiles whole summary data on an annual basis and termly basis so that teachers have access to current information about students' progress across the curriculum and are able to set achievable individual targets that are in line with our high expectations of progress and national expectations.
- e) Students' Reading, Spelling Ages, Speech and Language levels (TALC) and Numeracy Ages are recorded onto the Learning Pathways Spreadsheet to enable the school to gain a full and rounded picture of student progress and achievements.
- f) The triangulation of data used to inform the writing of reports to parents. In this way, assessment, recording and reporting form a cycle which serves to promote effective learning.
- g) Self-assessment opportunities for pupils to express their understanding should be designed into any piece of teaching. The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evolve and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas. The Marking Policy also enables and facilitates this approach.

- h) To further facilitate demonstrating the progress of our students the school uses Black Books, this is done every $\frac{1}{2}$ term and enables students to show case excellent examples of their work from that $\frac{1}{2}$ terms and to show the progress they have made from the previous $\frac{1}{3}$ term.
- i) Features of good practice
- Use of the School's Learning Pathways developed for every subject to inform learning progress and steps to improvement.
 - Teachers expect high achievement and support it with clarity of aims and outcomes, by methods that involve pupils actively and give them some responsibility for how they learn, by a strong emphasis on analysis and discussion, and by opportunities to experiment and try ideas out.
 - When work is returned, pupils are given written or spoken comments that combine clear evaluation with sensible advice and manageable action points.
 - Students are given the opportunity to respond to marking in their books.
 - The quality and consistency of marking are monitored by SLT regularly.
 - Target-setting focuses on specific, aspirational and achievable goals relevant to important aspects of knowledge, understanding and skills in the subject.

Entitlement

This policy applies to all pupils. Staff should ensure that assessment procedures are as objective as possible and be free of preconceived notions or cultural bias. Under the Freedom of Information Act assessments outcomes will be made available to interested parties on application to the Headteacher.

Implementation

1. Assessment

a) Baseline Assessment

The teacher assessments and test results at Key Stage 2 provide initial information for Year 7 pupils on entry. Teachers are then expected to assess pupil's Learning Pathway Step by the end of the first half term and to record these on to the Learning Pathways Spreadsheet by the end of that $\frac{1}{2}$ term. These measures will then be used to set appropriate targets for July in the same academic year and end of KS3 and KS4.

b) Target Setting

Students enter the school below national expectation of Year 7 readiness. More generally they enter at a stage equivalent to emerging competencies in entry level 1 for a subject (E1e).

For students that are a higher step than this we consider them to be a middle attainer.

We aim for our students to achieve a very aspirational Grade 1-2 at GCSE by the time they finish at The Mark Way. Middle attainers may achieve a Grade 3 given their starting points. The school is very aspirational in its wish for students to achieve well and have the best possible life chances.

c) Individual Education Plans

These will be created for pupils who require extra targeted support and are reviewed on a weekly basis.

d) Assessment at Key Stage 3

Pupils are assessed at the end of each academic year during KS3 by teacher assessment according to ability. Teacher assessment is carried out as part of teaching and learning activities in the classroom and covers the full range and scope of the programmes of study; it takes account of evidence of achievement in a range of contexts and uses a repertoire of assessment strategies. Teachers are required to summarise their teacher assessment for each pupil in the form of a Learning Pathway Step for each strand and with the help of the Learning Pathway Spreadsheet record a suitable target

e) Assessment at Key Stage 4

It is the aim of the school to ensure that all pupils leave school with some nationally recognised qualifications and their achievements will be accredited wherever possible through external examinations. Pupils will be entered for Entry Level examinations; ASDAN Youth Award Scheme; CoPE, Sports Leadership, BTEC and GCSEs. The school assumes on entry to the school that all students will be entered for these accreditations. Any changes to these plans must be made only after discussion with the Exams Officer and Headteacher should it be felt a student should not be entered. This must be identified with strong evidence and data to back up this decision.

f) Self- Assessment

Self-Assessment can happen through the use of Black Books and students are encouraged to select, in consultation with the teacher, the best piece of work to add to the book. Additionally, they are encouraged to record their thoughts on the improvements this piece of work shows. See Appendix 2 for further information.

Summative Assessment

All pupils will be assessed in all taught subject areas termly and a whole school profile produced.

The Learning Pathways Spreadsheet enables challenging targets to be set for students on entry to the school following a baseline of students' abilities. Year 7 students and new entrants to the school should have final baselines across the range of subjects entered onto the Learning Pathways Spreadsheet by Autumn 1 half term. Students that enter midway through the school year should have baselines entered onto the Learning Pathways Spreadsheet by the first ½ term/end of term after they enter the school, whichever is soonest.

The scoring system for the Learning Pathways Spreadsheet is as follows:

Strand	Step number (Progress to qualification)	Pathway progress Step	Key	0% of step completed	Measure of progress towards target
This depends on your subject some have 1 or 2 strands some have up to 20 strands.	Entry 1-3 GCSE 1-9	E	emerging	0-50%	Great Concern
		D	Developing	51-90%	Concern
		S	Secure	90-99%	Close to
		S	Secure	100%	On Target
		M	Mastery	101%+	Above Target

Pupils upon entry to school will have an assessment profile of all of their taught subjects' Learning Pathway Steps and where appropriate assessment data will be used for their previous schools. This will be administered using Eddie and Annual Review/EHCP documents. The Admin Team will be responsible for supplying the Eddie data. However, all teachers should assess new pupils' Learning Pathway Step from the first half of the term that they enter the school. These Steps will be recorded at their point of entry on the Spreadsheet.

Additionally, the Spelling (Salford) and Reading Ages (Edinburgh), Numeracy Age (PUMA) will be tested and recorded on entry to the school and termly. Speech, Language and Communication (TALC) will be done at the beginning and end of the year. Staff are expected to use these assessments within their planning to support the teaching and learning of individual students.

The assessment co-ordinator will use these three appendices to keep staff, pupils, governors and other interested parties informed about pupil progress. Pupil names will not be used when reporting to governors or outside agencies.

Appendix One: Guidelines for Marking Pupils Work

2. Recording

a) Marking Pupils' Work

Pupils should always be clear about what is expected of them and have understanding of what is necessary to achieve success. Marking work provides pupils with positive feedback which both indicates attainment or achievement and suggests how improvements could be made. Please refer to the appendix for further guidance.

b) Recording systems

All subjects have systems to record pupil attainment using the Brick Wall Element of the Learning Pathways for their subject. These records should arise from routine processes of teaching, learning and assessing and should be manageable, concise and accurate. It is unlikely but it may be appropriate to use the 'p' scales for communication, numeracy, literacy and personal skills to record smaller steps in pupils' progress.

c) Coursework

At Key Stage 4, pupils' examination coursework will be collated and assessed in all examined subjects according to syllabus requirements.

d) Pupils Progress Files

The School retains copies of all certificates received during their time at the school to build up a profile of their achievement. The Progress File is a summative record of pupils' achievement and is collated in tutor lessons at the end of Year 11. Pupils draft a statement of Achievements, Experiences, Work Experience, college placements and a Personal Statement. It also consists of a statement of Achievements in Education written by subject teachers in consultation with pupils, and a record of attendance. Pupils are able to use the Progress file in college and training interviews before it is issued at the end of Year 11.

3. Reporting

Parents will receive a termly written report containing a summary of progress, including behaviour, special achievements etc, and particulars of progress in all subjects and activities studied as part of the school curriculum. The subject report should indicate pupils' strengths and achievements together with future learning targets.

Additionally, an End of Year Report will be administered to parents annually, this will give more detail on the achievements of the last year.

A parent/carer meeting is held at the beginning of the school year before the end of Autumn 1 to meet the tutor and discuss any concerns that have arisen, followed by another meeting during the Spring Term to discuss progress and areas for further support. Finally, a third meeting is held in the summer term to discuss achievements over the year. Parents are welcome to contact the school if they are concerned at any point during the academic year when an appointment can be made to discuss with these with the relevant member of staff.

Parents receive an Annual Review of the Education Health and Care Plan (EHCP) which reviews and sets new learning targets. This is discussed with the form tutor, member of SLT if required and other relevant professionals at an annual review meeting.

Review

This policy was reviewed in Autumn 2023 and approved by the Headteacher; it will be reviewed in Autumn 2025 or earlier if required.

Headteacher: Sonial Longstaff-Bishop

Date: 22 Sept 2023

Students work and the Marking policy – Teachers Guide (updated 21/11/16)

General:

1. All work MUST be dated; this includes work recorded in black books. It enables you to show progress over time presented in a measurement of time, without this you cannot prove how well students are doing.
2. Work presented should not be over reliant on the use of worksheets or 'over-scaffolding' e.g. tables already created for students/ worksheets. For more able students this is taking away the possibilities of improving independence. Scaffolding should form a part of your differentiation for students as they require it and according to their ability.
3. Marking Packs are available from the school office and should be used without fail. It is the responsibility of the teacher to let the office know when a new one is needed.
4. All work needs to be marked. Comments to be written at an appropriate level that allow students to understand bearing in mind their reading age.
5. Handwriting should be legible and Teacher spellings should be correct without fail
6. **3 stars and a wish** stamp to be used to inform students where to go next, the focus of these comments must be knowledge, skills and understanding. The 'wish' element should be a clear target on knowledge, skills or understanding.
7. **Great Improvement** stamp to be used to demonstrate where a student has acted upon advice and improved work.
8. Marking can include verbal feedback – sticker to be given.
9. Work to be marked with the students whenever possible.
10. Students MUST be given the opportunity to read and respond to feedback as a part of the lesson. It is best practice for the students to sign to say they have read the comments. You should then seek to confirm this target has been met in subsequent pieces of work and refer to this as a great improvement.
11. Where a student has had support this should be recorded on the piece of work.
12. Students are not allowed to draw on exercise books and any that are defaced must be recovered with the student during a payback.
13. Art, PE, Expressive Food Tech and Design Tech will use the 2 stars and a wish principle but the staff will either write these comments on an achievement sheet at the front of a file/ added to the sheet or using post it notes. These subjects will be marked without fail.

Spelling and Punctuation:

- * underlining will indicate a spelling or punctuation error to be checked by the pupil
- * underlining will indicate the location of the error within the work where possible
- * if spellings are corrected by the teacher this should be immediately above the word
- * asterisks will be used by teachers and pupils for correct placement of additional phrases or sentences
- * omissions will be marked with a ^
- * correct paragraphing will be shown by // and new lines by ll

Maths:

In addition to general comments detailed above:

- * ticks will be used to show work is correct and errors will be indicated by a cross, every sum must be checked and marked.
- * number reversals will be underlined

Other Curriculum Areas:

- * In written tasks related to subjects other than English, content will be marked but spelling and grammatical errors will be corrected as appropriate. This could and should include (and would be good practice) choosing a paragraph/section to mark errors on.

Guidelines:

1. Students are responsible for selecting the piece of work that demonstrates their progress in consultation with the teacher for that subject.
2. The student is responsible for discussing with staff, where possible, the improvements that this work demonstrates and what they would like to improve in the future.
3. The Teacher of each subject is responsible for ensuring the progress pages are completed every term.
4. The Teacher is responsible for annotating on the page the improvements, progress and next steps the piece of work demonstrates. 5. The progress pages will be shared once checked over by SLT with parents. Tutors will distribute these when told to do so by SLT.