

Assessment,
Marking &
Reporting
Policy



Hydesville Tower
School, Walsall

February 2016

ASSESSMENT, MARKING AND REPORTING POLICY

Aims of Assessment and Marking at Hydesville Tower School

To provide feedback to pupils on the progress being made and their level of understanding to enable pupils to know what they need to do to improve.

To encourage the setting of targets (by pupils and members of staff) for future work.

To inform teachers of the progress being made, the degree of understanding and mastery of concepts and skills.

A variety of assessments may be used by teachers. These may include:

- Summative assessment such as testing or work set to establish the degree of understanding.
- Formative assessment, such as discussion, questioning pupils, providing feedback verbally and through marking, target setting by teachers and pupils.

Assessment

Pupil progress across the school is monitored and tracked six times per year and recorded on the school database system. In Early years, individual Learning Journeys are used to record evidence relating to the 7 areas of learning as highlighted in the EYFS guidelines. In the Prep School data is recorded for Reading, Writing, Maths and Science. Baseline tests are taken at the start of Reception to establish an entry baseline. CAT tests carried out in Years 4 and 5 provide Key Stage 2 predictors and also to establish 11 Plus success rate. In addition standardised tests for Reading, English and Maths are administered at the end of the academic year. In the Senior School, pupil monitoring and use of MidYIS and YELLIS information is shared with staff regularly.

Using the school's database and network, information on school-wide assessments is stored and can be accessed by staff. This includes reference to previous reports and examination results. In addition, the performance of pupils is tracked from entry and discussed as appropriate.

Extensive use is made of data provided by the CEM centre. All pupils in Year 7 take the MidYIS examination and pupils in Year 10 will take the YELLIS examinations. The results of these tests are communicated to staff and form the basis for the creation of individualised 'Stretch Targets' for each subject area.

Target Setting

National Curriculum Levels are awarded to each pupil from Years 1 to 9 every half term. GCSE grades are used for Years 10 and 11, except for Maths and English in Year 10 where numerical grades are used (1-9). These levels are recorded in the school's database to allow for the tracking of an individual and/or group's attainment. Where targets appear unlikely to be met, it is expected that the school will adopt appropriate intervention strategies to ensure, as much as is possible, that this is rectified. Intervention has been built into the school timetable.

In the GCSE examination years subject specific grade targets are set for each pupil. Use is made of the MidYIS and YELLIS data as well subject staff's particular knowledge of a pupil. Targets are communicated to parents and referred to on reports and at other times as appropriate.

When full reports are completed, each pupil are provided with a suggestion for improvement from their subject teacher.

More generally, as part of the teaching and learning policy, setting of targets by staff, or pupils, following assessment of their work is encouraged.

For pupils not meeting their targets, the teacher will set interventions to raise the pupils' work to the expected level of performance. The predicted grades will also be monitored against the subject target grades and this will be appraised during the meetings.

Examinations

Marks are recorded for monitoring and comparative purposes. In addition, the Year 10 and Year 11 examinations are marked in accordance with the examination board criteria.

Marking

Marking is an opportunity for both teacher and pupil to assess and evaluate academic progress in a supportive, consistent and individually tailored context.

Marking should be calculated to:

- Develop pupils' knowledge, understanding, imagination and performance,
- Demonstrate to pupils the importance that teachers attach to their work.
- Monitor the progress of individuals, classes and Year Groups; alert teachers, subject leaders, pastoral leaders, SENCO and Heads of Schools to pupils' needs and difficulties.

Marking and feedback should be seen by pupils as a positive approach to improve their learning. Most work should be marked by the teacher. Where pupils assess their own or each other's work, through self- assessment or peer assessment, it should be monitored regularly. Clear strategies for improvement must be highlighted by the teacher. Pupils should be given time to reflect on written comments and targets during or after the lesson.

Work should be marked frequently and returned promptly. Pupils should understand the marking criteria and relevant codes/symbols.

Most work should carry a comment. This may be:

- Brief in the case of mechanical tasks requiring fixed responses,
- A congratulatory or encouraging sentence,
- A comment or target of specific advice on how to improve,
- An explanatory analysis of errors,
- A direction towards further independent research,
- An instruction to arrange individual tuition.

It should be possible for a pupil to understand where and how they have gone wrong and what they need to do to improve.

Pupils may also comment, drawing the teacher's attention to problems successfully overcome or to continued difficulties and uncertainties and be encouraged to set targets for future work.

Subject to the need to move on and not to demoralise, important and significant errors should be corrected by pupils. Corrections when required should be checked by the teacher.

In Early Years and the Prep School regular verbal feedback is used in addition to written comments as younger pupils may find it difficult to read comments. Marking could sometimes consist of brief marking whereby stamps or stickers are used. More in depth marking should take place regularly and related to the learning objective. This should be followed by a target set, clearly indicating ways to improve the standard of work.

In the Senior School, the subject teacher and Head of Department are responsible for the development, monitoring and consistent application of a departmental marking policy, which should include consideration of:

- Frequency,
- Use of comments,
- Marking of coursework and controlled assessments:
 - (i) Establishment of deadlines,
 - (ii) Interim assessment,
 - (iii) Extent of communication of information to parents and pupils,
 - (iv) Application of criteria externally determined by examination boards,
 - (iv) Maintenance of records,
- Use of individual pupil targets,
- Tracking of long-term progress,
- Use of worksheets with mark allocations,
- Standardisation of marks for comparative purposes where necessary for school assessment systems, internal examinations, setting and reporting,
- Other matters peculiar to individual departments or that may arise from time to time.

Teachers should make an intelligent judgement of the most effective balance between the proportion of time spent on marking and on other important teaching techniques.

Further information and details are outlined in the Prep School and Senior School Marking Policies.

Homework

Homework is an essential part of every pupil's education and it plays a crucial part in ensuring a successful and happy school career.

The Purposes of homework

- To develop in pupils independence and personal responsibility for learning.
- To promote partnership between pupils, staff and parents.
- To reinforce and consolidate classroom learning.
- To prepare for future class work.
- To learn, revise and review work already covered.
- To provide opportunities for individual research.
- To promote enjoyable and purposeful learning at home through an interesting variety of achievable tasks of different levels.
- To encourage pupils to engage in a degree of self-assessment regarding their understanding and progress of work done in school.

The Role of Pupils

To take responsibility for homework, to value it as a part of the learning process and to reflect on their progress. A Pupil Planner is issued to pupils in Years 1 to 11.

- Pupils should listen carefully to instructions.
- They should note down these instructions clearly (teachers should provide support for Key Stage 1).
- It is their responsibility to ensure that they understand what is expected of them and to consult the teacher before the completion date if they are experiencing difficulties.
- They must ensure that they have the resources needed to complete the homework.
- Homework should be carried out to the best of their ability.
- Homework should be completed by its deadline.

- Pupils should plan ahead and prioritise in order to meet deadlines.
- If pupils are absent, they are responsible for seeking the advice of the teacher in order to make up all essential work missed.
- Pupils should be aware of the School Homework Timetable and remind teachers to set homework if necessary.

The Role of Staff

All Teachers

- To set homework as prescribed by the agreed Homework Timetable for each area of the School.
- To act in line with School and, where appropriate, departmental marking policies.
- To ensure that homework is set in reasonable time before the end of the lesson. If unable to do so, homework should be communicated to the class teacher/Form Tutor.
- To ensure that pupils clearly understand the task, the completion date and the arrangements for handing in the work.
- To give an appropriate response to completed homework within a reasonable time.
- To ensure that tasks set are achievable in the time allocated and appropriate for a pupil's ability.
- To encourage pupils to reflect for themselves on the purposes of the homework they do and how well they have done it.
- To maintain careful, ongoing records for each pupil regarding completion, achievement, absence and late submission.
- To recognise and reward outstanding work and take appropriate action for late or poorly completed homework.
- To liaise with form tutors/class teachers when pupils are producing late or substandard homework.
- Staff should inform their pupils at the start of the year what to do in the event of homework not being.

Class Teachers/Form Tutors

- To alert staff to any relevant home or personal circumstances, which might affect a pupil's ability to do homework.
- To assist pupils in developing positive attitudes, better organisation and time management.
- To liaise with the Head of pastoral/Heads of Schools about pupils who are having difficulties with homework.

Pastoral/SENCO

- To work with Form Tutors and Class Teachers in order to help and support pupils who need to overcome persistent and serious difficulties.
- To respond to general queries and concerns from parents, liaising with form tutors/class teachers and Heads of Schools and passing on to them specific queries, as appropriate.
- To liaise with the parents of pupils who have serious homework problems.

Head of Senior School, Head of Prep School, Head of Nursery & Assistant Headteacher

- To be responsible for the school policy and its communication to various parties.
- To take appropriate action in support of staff in the case of pupils with serious homework problems.
- To ensure that departmental policies are in line with the school policy and are being effectively implemented.

The Role of Parents

- To provide conducive surroundings
- To ensure that homework is completed on time.
- To ensure that enough time is provided to complete the homework set.
- To monitor the average amount of time spent on homework and to check that this is broadly in line with the school guidelines for the year group.
- To check and sign pupil planners on a weekly basis.
- To inform the school immediately, by telephone or letter, of any circumstances which make it difficult to complete homework.
- To contact the school with any concerns.

Further information and details are outlined in the Prep School and Senior School Homework Policies.

Reporting and Parents' Evenings

Full School Reports are issued once a year for all pupils in the school. In addition, progress grades are provided termly in the Senior School.

Parents' evening is an opportunity for teaching staff to report to parents on their child's progress. In the Nursery and Prep School, parents' evenings take place every term. In the Senior School, for years 7-9 one meeting is planned in the academic year. For Years 10 and 11, two parents' evenings take place throughout the year.

In addition, Year 7 pupils also have an induction meeting scheduled for the autumn term. Year 9 pupils have an 'Options Evening' which is supplemented by a parents' evening. The purpose is to provide guidance on pupils' suitability on their choice of subjects. A Target Setting meeting also takes place in the Senior School for years 7-10 which gives teachers the opportunity to discuss pupil progress and target setting.

Arrangements for the reporting schedule and parents evenings are communicated to staff and communication is made with parents via the website and letters.

Appropriate guidance to staff on the criteria and how to complete the various reports is provided by the Assistant Headteacher.

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