REIGATE GRAMMAR SCHOOL

Assessment and Marking Policy

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Assessment

Assessment is integral to the process of teaching and learning. To achieve this, it should be a positive activity, encouraging pleasure and progress in learning. It helps us identify individual progress, students who require stretch and challenge, and those who might need extra support or specialist help through our Learning Support department. Feedback to students needs to be formative and encouraging, clearly identifying how they can improve. Wherever appropriate, students should be involved in the assessment of their own work.

Why do we assess?

Students need to know:	Where they are in their learning Where they are going in their learning How to get there
Teachers need to know:	Where students are in their learning What to do about helping them progress

How do we assess?

- When teachers assess work, they should give feedback in green pen (**G**reen for **G**uidance).
- When students assess either their peer's or their own work, they should give feedback in red pen (**R**ed for **R**eview).
- When students display progress by responding to feedback or improving/redrafting their work, they should do so in purple pen (**P**urple for **P**rogress).

Formative Assessment

Assessment is formative only if the information fed back to the student is used by the student in making improvements. Formative assessment must include a recipe for future action.

Classroom assessment should include:

- Wide range of questioning styles
- Feedback to support students
- Sharing success criteria with students – the steps to success
- Peer and self-assessment

Formative assessment of students' work should take place frequently and include meaningful targets in order that students engage with their work and know how to improve their learning. It should avoid comparisons with other students, as individuals can only accept and work with this feedback provided they are not clouded by overtones about ability and competition.

When work is **formatively assessed** then **comments alone** should be given.

Formative assessment opportunities are best planned collaboratively across each department to agree common aims and success criteria in advance of teaching each section of work.

Summative Assessment

Summative assessment data that supports formative use is an essential part of the process. Teachers need to know about their students' progress and difficulties with learning so that they can adapt their planning to meet the needs of each individual student.

Summative assessments can take the form of a common task assessed by the teacher or end of unit test, but each activity must be the same for the whole year group (with the possible exception for banded subjects). The type of assessment task will vary depending on the nature of the subject, the unit of work or the skill being assessed and variety is encouraged. Departments will record an outcome for each student to a centralised department database **and share individual outcomes with each student**. The end of year exam forms the final and most formal summative assessment, but departments may embed a further limited number of formal assessments at pre-planned points in the year. All other forms of assessment must be purely formative.

We are aiming to assure the quality of learning while it is happening rather than after it has finished and enable Heads of Department and Heads of Section/Year to monitor the progress of all students and to intervene where necessary.

Each department will keep a centralised tracking database which utilises the following colour system for each student:

Purple: Current attainment is likely to result in expectations being exceeded.
Green: Current attainment is likely to result in expectations being met.
Red: Current attainment is unlikely to result in expectations being met.

Assessment should be broken into three core parts, each of which needs to be planned and appear in lessons.

1. **Assessment for learning:**

   Formative assessment – comments given to improve oral presentations or essays, filling gaps in knowledge or skills gaps gauged from summative activities, individual and group feedback in lessons, peer and self-assessment activities.

   Assessment for learning spells out students' strengths and gives personal and pertinent advice in order that students may continue to make progress.

   Lesson sequencing and planning must allow students to revisit skills which they have applied to an activity to demonstrate the improvements which they have made.

2. **Assessment of learning:**

   Summative assessment – end of unit tests, past exam papers, outcomes of essays or activities.

   Assessment of learning gauges where students are in their learning and which skills have been mastered or not. This summative assessment would be used in a half termly progress check.

3. **Assessment as learning:**

   Assessment as learning is about reflecting on evidence of learning (e.g. plenaries). This is part of the cycle of assessment where students and staff set learning goals, share learning intentions and success criteria and evaluate their learning through dialogue and self and peer assessment.

In summary:

Subject teachers must:

- Share success criteria for learning;
- Ensure that clear objectives are understood by the class;
- Plan opportunities for the different assessment types;
- Ensure that a wide range of questioning styles is used to develop learning;
- Feedback targets both written and orally;
- Ensure that assessment for, and assessment as, learning is visible throughout each lesson;
- Model answers to scaffold student understanding;
- Build in opportunities for peer and self-assessment.

Heads of Department must:

- Model the above standards plus ensure that all members of the department follow this model for Teaching & Learning. In addition:
- All schemes of work have built in objectives, outcomes, and assessment for learning opportunities;
- All members of the department regularly discuss, share, moderate and monitor assessment activities;
- When appropriate intervention strategies are applied for underachieving students, Heads of Section/Year are informed;
- The strengths of each teacher, in terms of assessment, are used to set Performance Management targets.

Marking

This whole school assessment and marking policy aims to promote consistent standards of marking and common methods from one teacher to another and from one department to another. The following must be adhered to:

- Marking needs to be regular (every three to four teaching periods) up-to-date, and promptly returned to pupils;
- Marking should include various forms of self and peer assessment;
- Teachers will share success criteria with the students;
- Feedback to students must include formative comments on how to improve work. Clearly defined success criteria should be used as reference (**WWW: what went well; EBI: even better if**);
- Practical, project-based subjects should have regular feedback through marking, even if a whole project may extend over a lengthy period of time;
- Marking in all subjects should include the students' quality of written communication;
- Check that late or incomplete work has been done;
- Student files should be taken in periodically to ensure that they are well organised.

For **First and Second Form**: Based on success criteria, teachers record a level or mark in their mark books ***but will not*** put these marks on the students' work. Feedback to the students is formative and takes the form of comments only. Marks are given to students for the summative assessment tasks only.

For **Third to Sixth Form**: Success criteria are based on GCSE/IGCSE or A Level mark schemes which are shared with students. Many tasks will require ***formative feedback*** and for these teachers record a grade (A* to E), or a mark based on exam board mark schemes, in their mark books but do not give this grade to the student. Grades/marks are given to students for the ***summative assessment*** tasks only which may become more frequent as a student moves through the GCSE years and into A Level. Therefore, Third Form marking may be predominantly formative, comment only feedback whereas Fifth Form and above will be given more frequent summative tasks and grades as well as formative feedback.

For **all year groups**, numerical results or grades from summative assessments are recorded in a departmental centralised spreadsheet for tracking purposes. In addition, teachers record additional information in their mark books. All this will help to provide accurate information to parents at reporting time, as well as helping with short term planning of lessons.

Marking for Literacy

Standard codes are used across all subject areas to promote a common approach to the marking of spelling, punctuation and grammatical errors. Codes will be placed in the margin or on the line, with the word circled where relevant.

- Sp = for spelling error
- C = capital letter missing
- P = Other or missing punctuation needed
- // = new paragraph needed
- ^ = word or letter missed out
- ~~[squiggly line]= phrase is unclear

Students are encouraged to reflect on and learn their corrected literacy errors, via allocated subject time. Literacy targets are valid goals for student-led target setting.

Other subject-specific symbols may also be used by individual departments. It is important that students know whey mean. Current codes include:

- fbw = find a better word
- wt = wrong term used
- kw = use more key words correctly here
- exa= Give an example to support your answer
- st = use a clear structure
- exp = Give a reason to support your answer

- L = link your answer to the question
- T= tense error

Over correction is best avoided as it can be counterproductive. SEN advice recommends no more than five literacy corrections per page.

Assessment and Marking for pupils with SEND including pupils with English as an Additional Language (EAL) for subject teaching

Pupils who need extra support in accessing the curriculum and their learning (including those with EAL) have this taken into account in the assessment of their progress. This consideration extends to all forms of assessment. For example, assessment criteria may be adapted so that they are tailored to educational need. Teachers can use the SEND 'snapshots' on best practice and guidance on how to enable pupils with SEND and EAL to access the learning and the assessment of that learning.