

Assessment and Marking Policy **reviewed Jan 2014 for review Autumn 2016**

Definition:

Assessment is the process of obtaining, analysing and interpreting evidence about the knowledge, skills and understanding of pupils. It can be used by teachers and students to show them where students are in their learning, and where they need to go next. Its purpose is to measure achievement, celebrate learning, diagnose problems, evaluate the quality and lead to the improvement of learning and teaching.

Summative assessment is used mainly to measure performance and is usually carried out at the end of a period of learning such as the end of year exams or an assessment task at the end of a unit of work. It normally happens after the learning has taken place, assists in measuring the learning and focuses on the outcome.

Formative assessment has more to do with assessment for learning. It is on-going and part of the daily process of learning and teaching. It supports learning through providing regular feedback relating to agreed success criteria, highlighting strengths and weaknesses and suggesting future learning priorities. It helps students gain an overview of their learning and encourages independence. The assessment process which we are encouraging at TGGS embraces both types of assessment and indeed frequently involves an overlap between the two.

Rationale:

Assessment is an integral part of learning and teaching and its purpose is to help each student achieve her full potential as a learner. Assessment must be approached in a positive light, giving pupils the opportunity to shine, challenging them to stretch their knowledge, skills, understanding and promoting their self-esteem. The purpose of this policy is to create a shared understanding among staff, students and parents of the principles of effective assessment and to encourage the implementation of a process of agreed standardised assessment in each department. Therefore each department's assessment arrangements should reflect the spirit and principles expressed in this policy.

Aims:

The aim of TGGS is to provide an environment that fosters academic achievement, personal development and caring attitudes. We believe this can best be achieved by developing **effective, self-directed learners**. The assessment policy will provide a framework for monitoring students' progress – this in turn will help to empower students and parents.

The assessment scheme will provide students, parents and staff with a uniform marking scheme which can be used across all departments and year groups. This marking scheme will work alongside the current reporting system. It will enable comparisons to be made between subjects and students and ultimately will aid student progress.

Objectives:

- To ensure that assessment is an essential and integral part of the learning and teaching process, clearly referenced in the schemes of work of all departments.
- To ensure that the outcomes of assessment inform future planning, leading to an improvement in learning and teaching.
- To identify the progress of each student through a range of assessment methods involving both formative and summative assessment.
- To celebrate the success of individual students in subject areas.
- To identify student weaknesses and to take remedial action through agreed learning and teaching strategies in each department.

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Objectives continued:

- To track the progress of each student through the central recording of the results of regular standardised 'Key Assessment' tasks in each subject.
- To provide parents with information about the performance of students on a regular basis and to enlist their support for their child's progress.
- To identify students underperforming across a range of subjects at an early stage and to take appropriate remedial action including pastoral and academic support.
- To encourage students to become independent learners through the practice of Assessment for Learning Strategies.
- The assessment scheme will provide guidance to staff on the methods for marking KS3 work. It will also provide guidance to students, parents and staff about the standard of work required. In turn this will enable students and parents to understand the significance of a particular mark achieved.

The Assessment Schedule:

- Students should be set 'Regular' class and homework – please see further information below about this.
 - In addition to 'Regular Work' (RW) there will be a minimum of 3 pieces of 'Key Assessed Work' (KAW) set by each department, every academic year for KS3. This will provide students with a summative grade for their work. Please see further information below about this.
 - There will be sanctions for students who do not complete work in a satisfactory manner and on time.
 - Parents will receive one grade sheet and one written report per year. Parents will be invited to attend one parents evening where there will see individual subject staff.
 - Students in years 7-11 will sit internal examinations in each subject formally, once per year. Students in year 9 will also sit GCSE Citizenship external examination. Internal timetables will be put on the school website. Parents will be formally notified of results of internal examinations.
 - Students in year 11 will sit GCSE external examinations during May and June of each year. External timetables will be put on the school website. Parents will be formally notified of results of examinations.
 - Students in years 12 and 13 will sit internal examinations occasionally during lessons and will also sit GCE external examinations during January, May and June of each year. External timetables will be put on the school website. Parents will be formally notified of results of examinations.
 - Students in years 7-11 will participate in 'mentoring' with their tutor over the course of the year.
 - Staff should use assessments to monitor student progress and where necessary should follow guidelines in the staff handbook to deal with unsatisfactory student progress.
 - Staff should keep records of all assessments in KS3. Details of KAW should be used within departments to aid student progress.
 - In addition to the internal assessments outlined above, baseline assessments (e.g. MIDYIS etc.) will be conducted for the appropriate year groups.
 - A summary of this policy should be available on the school website for students, parents and staff.
 - The staff intervention calendar indicates when staff need to take action regarding students' progress e.g. reports, inputting examination results etc.
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Marking Scheme:

KS3 Regular Class and Homework (RW) - *Desirable:*

- Commendations and merits may be provided at department's discretion for RW.
- This regular work has a greater degree of flexibility attached to it and as so staff may wish to set and mark in a variety of ways, however to ensure consistency across the school staff are encouraged where possible to follow the advice for KAW. It is not necessary to provide guidance on learning skills and effectiveness with RW.

KS3 Key Assessed Work (KAW) – *Essential:*

- Departments should decide how many pieces of KAW there will be for years 7, 8 and 9 – this will vary depending on subject needs but a minimum of 3 per year should be assessed.
- Departments may decide whether KAW will be class or homework or a combination of the two. This should enable department a degree of flexibility. KAW should not be extra to current subject provision, but instead key areas of current provision will be monitored formally.
- KAW should be individual pieces of work which will be marked using the 2013 marking scale and descriptors. The GCSE grade descriptors have been used at KS3 for KAW to give an indication of the GCSE grade a student might attain provided that current progress and attitude to learning are maintained.
- The work should be worthwhile and should demonstrate the student's ability in a subject, over a range of knowledge and skills
- Staff may continue to set regular work alongside and around KAW.
- Staff should use the whole school spelling and correction policy when marking KAW.
- All KAW should be marked using the 2013 marking scale A*-D.
- Staff should provide students with an effectiveness grade for all KAW (similar to reports).
- Staff should provide written feedback for KAW and should aim to highlight one specific learning skill to improve upon with subject specific targets (similar to reports).
- KAW should be standardised across departments.
- The marks from KAW will be collated within departments and data may be used to forecast GCSE grades. This in turn will complement the reporting system using GCSE grades, effectiveness grades, and learning skills.
- Staff should be aware of students with special educational needs and should mark work accordingly (further guidance is available from the SEN Department.)

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Marking Scheme Continued:

KS3 - General:

- Rewards may be provided for RW and KAW at the teachers' discretion.
- Ticks, short comments, underlining etc. are all acceptable forms of marking which could be used when marking RW and KAW.
- Staff should use exemplar material wherever possible to show good practice.
- In KS3 the marking scale has 5 areas to allow for clear differentiation of students achievements (A* - D).
- In KS3 academic departments have provided subject specific criteria for each grade on the marking scale. This should indicate the type of achievement associated with each grade on the scale. The subject specific scales will be available to students on the school website, displayed in teaching rooms and/or in class workbooks etc.
- GCSE grade descriptors have been used at KS3 to give an indication of the GCSE grade the student might attain provided that current progress and attitude to learning are maintained.
- Students achieving a grade B or below for KAW in KS3 should be advised how to improve.

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Marking Scheme Continued:

The 2013 KS3 Assessment Scheme and Descriptors:

Attainment Grades:	Subject Specific Descriptors:	Rewards / Sanctions:	Effectiveness Grades / Descriptors:
<i>Grades, descriptors, rewards and sanctions for Key Assessed and all other class or homework</i>			<i>Effectiveness grades for Key Assessed work only</i>
A*	Academic subjects have provided their own written descriptors for each grade.	Rewards at discretion of teacher	<p>1 – Excellent:</p> <p><i>The student is an extremely effective learner</i></p> <p>2 – Good:</p> <p><i>The student is an effective learner</i></p> <p>3 - Room for Improvement:</p> <p><i>The student needs to improve several learning skills</i></p> <p>4 – Unsatisfactory:</p> <p><i>The student needs to improve most learning skills</i></p>
A		Rewards at discretion of teacher	
B		Rewards at discretion of teacher	
C		Work to be improved in own time / sanction at discretion of teacher	
D↓		Work to be re-done / formal sanction	

KS3 Marking Examples:

Regular work (RW): **A*, A, B, C, D + a comment, where appropriate.**

Staff should provide students with a grade where possible. They may supplement this with a comment in verbal or written form which should provide some encouragement as well as targets for improvement.

Key Assessed Work (KAW): **A*, A, B, C, D + 1, 2, 3, 4 + comment. (E.g. A*1 A2, B2, C3, etc.)**

Staff should provide students with a grade, effectiveness grade and a written comment. The comment should provide some encouragement as well as targets for improvements and where possible should link to the schools learning skills.

Review:

This policy was revised in January 2013 by Miss Z Beard and SLT.

Homework Policy

Aim:

To provide a framework for the effective setting and completion of work as an integral part of the learning process.

Rationale:

Homework is defined as the time students spend outside the classroom in assigned learning activities. TGGs believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge.

Homework serves to develop regular study skills and the ability to complete tasks independently. TGGs further believes completing homework is the responsibility of the student, and as students mature they are more able to work independently. Therefore, parents play a supportive role through monitoring completion of tasks, encouraging students' efforts, and providing a conducive environment for learning.

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the TGGs staff to assign relevant, challenging and meaningful homework tasks that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, develop skills in addition to completing unfinished classwork, and developing independence.

Actual time required to complete homework will vary with each student's study habits, academic skills, and chosen subjects – a guide has been provided for students.

Roles and Responsibilities – Staff:

- Teachers should ensure that the homework has a clear purpose, is challenging and is an extension and consolidation of classroom learning. In addition it should help students develop their learning skills.
- The load and timing of demand is balanced as far as possible to limit cross-curricular influence.
- Key Assessed Work (KAW) should be set by each subject (minimum of 3 pieces per year). It should be taken into account that extended pieces of work require more time. Information on KAW should be available on the school website for students and parents.
- Guide-lines should be given as to the approximate amount of time to be spent on a homework task.
- Students should not be overburdened at the weekend or at a holiday period.
- Students should be allowed adequate time to record homework in their Planners.
- Clear explanations regarding the nature of the homework and the day/date for when it is due should be given.
- Teachers should demand a high standard of presentation.
- Teachers should ensure that all Regular Work (RW) is assessed e.g. peer assessment, verbal feedback, class review, written feedback etc. More information can be found in the Marking Policy.
- Teachers should ensure that all KAW is assessed using the 2013 Marking Policy.
- Collection of homework should cause minimum disruption to class teaching and could be through teacher, monitor or pigeon holes etc. It is advisable to collect in homework during a class activity to minimise disruption.
- Students' written homework should be marked on a regular basis. Teachers' comments, written or oral should be constructive and designed to support student learning.

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Roles and Responsibilities – Staff continued:

- In order to have a positive impact on students' learning, homework will be marked according to departmental policy.
- Teachers should record students' failure to complete homework and should follow the schools guidelines for late work - please see table below.
- Homework should be given regularly to all classes – timetables will be drawn up for year 7 & 8 form groups and year 9 teaching groups.
- Departments should engage in standardisation procedures across KS3 for KAW
- Departments should engage in standardisation procedures in KS4 and KS5.

Roles and Responsibilities – Students:

- Students produce work that is commensurate with their final target grades.
- Homework should be done in an environment suitable for study.
- A reasonable amount of time should be spent on homework and research. Students will be given a homework timetable to follow (in years 7-9). They will receive homework every night from Monday – Thursday. They will also be expected to complete some work at weekends. It is the students' responsibility to find adequate time for this. Departments have provided a guide to homework times:
- Details of homework should be noted in the Planner twice including the day/date for when it is required and when it is going to be completed.
- The student Planner should be taken home each evening and consulted before starting homework.
- All homework, whether written or learning, must be completed for the day required.
- Homework missed due to absence should always be completed (students should negotiate with staff).
- Students should take pride in the quality and presentation of their homework. It should be dated, with the title or precise nature of the work provided and underlined. Bibliographies and sources should be provided where appropriate.
- When homework is completed, students should check their timetable for the following day and ensure that the appropriate books are in their schoolbags.
- Students should do their best to complete all homework. They should seek help from subject staff, departmental help sessions or sixth form mentors on the bus if necessary in advance of a deadline.
- It is the pupil's responsibility to ensure that all school work missed due to out-of-class activities is completed.

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Roles and Responsibilities – Parents:

- Parents should facilitate their daughters homework as much as they are able e.g. monitor, provide the right environment and take an interest.
- The Planner should be checked regularly and should be used as a means of communication with the teacher/tutor.
- Parents should contact the student's Tutor or Head of Year where there is a general cause for concern regarding homework.
- Parents should contact individual subject staff or Heads of Department where there is a subject specific cause for concern regarding class or homework.
- Parents will be contacted where their child's standard of homework or failure to do homework is causing concern.

Student Support:

Students can seek support in a variety of ways at school:

- Staff, both within and outside of lessons.
- Departmental help sessions.
- Departments with open access.
- Tutors.
- Heads of Year.
- Sixth form mentors – 'bus scheme'.
- Year 12 mentors.
- SEN department.

Sanctions:

- Students who do not hand in, are behind with, or produce inadequate homework should catch-up through lunchtime and after school sessions until complete. Catch-up will take priority over other student activities. Privileges such as participation in entertainment / Brittany / Activities days / sporting activities may be withdrawn; HoD will be informed if there is a failure to comply. Parents should be informed through a standard set of procedures – please see below.
- It is expected that students take responsibility for their own work, so we encourage students to discuss homework problems with staff rather than relying on a letter or phone call from parents – parental involvement does not necessarily mean that a student will be 'let off' a piece of work – this is up to the discretion of the member of staff.
- In addition to the standard procedures we are trying to promote an ethos of good manners, courtesy and politeness. In order for this to take effect there has to be a degree of flexibility when a piece of homework is missing. It is at the teachers' discretion to decide whether or not to accept late work. Factors to consider may include warning time given for late work and manners used at time of asking. It would be advisable for students to see teachers the day before a lesson.
- Departments may use their own sanctions in addition to those outlined below.

Homework Policy

Sanctions continued:

The following procedures should be followed if a student fails to complete homework or produces unsatisfactory work:

1. Homework missing or unsatisfactory standard – whatever reason (without prior acceptable apology)	<ul style="list-style-type: none">• Subject staff to use stickers to record lack of homework in the planner which parents will acknowledge by signing.• Tutors will monitor the planners and will report issues to HoD / HoY as appropriate.• Students will then go to the study centre during lunchtimes until the task is complete and will hand in completed work when specified by the subject teacher.
2. Three offences in a single subject or non-compliance with above.	<ul style="list-style-type: none">• HoD to see student• Standardised letter from HoD goes home.
3. Subject teacher still has concerns about quality or production of homework	<ul style="list-style-type: none">• HoD passes concerns in written form to HoY via a referral form.• HoY instigates progress review and possible progress book with student.• If single subject issue HoD takes further action with parents.• If multiple HoY takes further action with parents.
4. No response to letter or change in behaviour.	<ul style="list-style-type: none">• Parents Invited in to see HoY and/or SLT.

Review:

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