



ASSESSMENT, REPORTING and MARKING POLICY

Introduction

At Ysgol y Grango we believe that assessment, recording and reporting are central to effective teaching and learning.

Aims

The purpose of assessment is to improve performance as well as measure student progress, performance, skills and needs.

Effective assessment practices should:

help students and teachers to:

- identify what has been taught and learned
- identify strengths and areas for development

help teachers to:

- plan effectively for the next stage of learning
- identify students with ALN (including More Able and Talented students)
- provide information for target setting
- provide constructive and meaningful feedback to students
- recognise and celebrate student achievement

help the school to:

- ensure consistency
- develop smooth transition
- raise standards
- value and build on prior assessment of learners

Definition of Assessment

Assessment is a process which involves gathering information about what students know, understand and can do and using that information to promote learning. Assessment is a continuous process. Most day-to-day assessments are based on informal tasks and questions which prompt students to demonstrate their knowledge, understanding and skills. Other assessments are semi-formal such as class tests, or formal such as nationally-recognised qualifications.

In the past "teacher assessment" has been used in a generic way to describe these everyday assessments and the judgements made formally by teachers at the end of a Key Stage.

Ysgol y Grango is committed to developing effective use of both types of assessment as defined below:

Summative assessment

Summative assessment is carried out periodically to determine student knowledge and skill levels at a particular point in time. It can involve grading against criteria, recording attainment on entry and monitoring progress across a Key Stage, comparing attainment and



achievement against initial identified expected grades/levels e.g. those determined through a range of data including Fischer Family Trust and CATs.

This is Assessment **of** Learning.

Formative assessment

This is an intrinsic part of everyday classroom activities, providing evidence of what learning is taking place. It is the process of seeking and interpreting evidence for use by students and their teachers to decide where students are in their learning, where they need to go and how best to get there, taking into account previous rates of progress.

This is Assessment **for** Learning (often referred to as A4L)

A4L gets straight to the heart of good teaching by:

- helping teachers to help students to take the next steps in their learning
- helping students to help each other to take the next steps in their learning
- helping students to help themselves to take the next steps in their learning

A4L is founded upon the following 10 principles. It:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners to know how to improve
- develops the capacity for self [and peer] assessment
- recognizes all educational achievement

Policy Elements

- Procedures
 - > School management of assessment
 - > Sharing and use of assessment data
- Recording
- Reporting
- Responsibility and Accountability
- Monitoring and Evaluation

Procedures

School management of assessment

- The Headteacher will ensure that the school meets the statutory assessment requirements.

- All students in their final year of Key Stage 3 must be assessed through teacher assessment in all core and non-core subjects (English, Mathematics, Science, Welsh Second Language, Modern Foreign Languages, Design Technology, Information Technology, History, Geography, Art, Music and PE). In order to fulfill statutory requirements, end of key stage teacher assessment must include:

For subjects with a single attainment target:

- an **overall subject level**.

For subjects with more than one attainment target:

- a level **for each attainment target**
- an **overall subject level**

Teachers should aim to reach a rounded judgement based on knowledge of how the student performs across a range of contexts over a period of time and is considered against adjacent level descriptors to ensure that the level assigned is the closest match.

Teacher assessment should be based on existing evidence of attainment and not on the basis of any projections of students' future performance.

Learning Leaders must ensure that robust procedures are in place to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptors.

All members of the department should have a shared understanding of national curriculum levels achieved through internal standardization and moderation of agreed reference sources. These should be drawn from students' work, and reflect the full range of attainment within the school.

- Cluster group meetings for Key Stage 2 and 3 transition are firmly in place and supported by the LA and GWE.

Implementation of the cross-phase standardization process is as follows:

- There is a clear expectation that all departments will assess regularly and that progress will be reported termly for parents through the screening process.
- Detail on progress and attainment will be communicated to parents and carers at annual Parents' Evenings.
- Schemes of work will include agreed assessment opportunities to ensure consistency.

Sharing and use of assessment data

- The effective use of data is essential for the monitoring of standards.
- Prior attainment data will be available through Fischer Family Trust. Data providing a measure of developed ability and reasoning will be available through CATs scores, Schonell Spelling, NFER Comprehension and Reading Age. Staff should use this data to inform teaching and learning.
- The above data will be used to inform and aid expected grade/level setting.
- Data will be shared with students and used to help set expected grade/levels.
- Progress information (identifying target levels (KS3)/grades(KS4), strengths and areas for development) will be collected centrally and shared with Lead Learners and Tutors to inform and monitor progress and to enable realistic targets to be set and to help prioritise future action.
- Students need to be involved in the monitoring of their own learning, checking progress against targets and deciding future actions.
- Assessment data will be used to inform interviews at Key Stage 4, with Learning Coach, Progress Leader or Senior Leadership Team.
- KS2 assessment data is shared where available with staff in the term preceding transfer to assist continuity between the two Key Stages.

Recording

Recording of student progress and assessment information should:

- be purposeful and manageable
- reflect performance in a variety of assessment tasks
- give accurate, up-to-date information on a student's progress
- be reliable and valid
- be ongoing, building on prior attainment
- enable reporting across a range of student achievement.

Each department should retain a sample of evidence for external moderation.

Reporting

- Three times a year the school will provide parents and carers with a grade report, which includes information on effort and progress in relation to subject targets.
- An annual Parents' Evening will be held to provide an opportunity for parents and carers to discuss their child's progress with individual subject teachers and form tutors.
- A written tutor report will be sent out to parents and carers with the screenings once per year.

Responsibility and Accountability

- The Governing Body is responsible for ensuring that this policy is communicated to the whole school community.
- The Headteacher will:
 - identify which students should be assessed at the end of Key Stage 3
 - provide opportunities for departmental standardization and moderation within the school calendar

- ensure that the overall subject levels for each core and non-core subject, based on teacher assessment of attainment targets, are finalized and recorded
 - ensure that all these students have teacher assessment levels recorded for the attainment targets in all subjects with more than one attainment target
 - remind teachers of their contractual duty to administer the assessment arrangements.
- The Ysgol y Grango consortium will:
 - ensure that **for each core subject** cluster group meetings for Key Stage 2 and 3 transition include robust arrangements for standardization of samples of students' work selected by the cluster group
 - ensure that good practice within the cluster is identified, shared and built upon to set an agenda for improvement which reflects local circumstances and needs.
 - Curriculum Leaders will ensure that:
 - robust systems and procedures are in place to support accurate and consistent teacher assessment
 - these systems and procedures are focused on internal standardization and moderation
 - teachers within the subject have a shared understanding of national curriculum standards based on a selection of learners' work
 - there are arrangements in place so that teachers moderate end-of-key-stage assessments for selected individual learners, and apply the outcomes from this internal moderation prior to finalizing all students' end-of-key-stage attainment
 - Priorities for development will be identified and INSET needs will be prioritised based on evaluation of the assessment processes and feedback from external moderator reports.
 - The Curriculum Committee of the Governing Body will keep this school assessment policy up to date through a bi-annual review.

Monitoring and Evaluation

- Departmental procedures for ensuring consistency in Teacher Assessments (KS3) will be monitored through discussion at line management meetings
- Feedback from external moderator reports will be discussed at Senior Leadership Team line management meeting.
- Reports provided by external moderators (KS4) will be discussed with Curriculum Leaders
- The Curriculum Committee of the Governing Body will review the policy bi-annually.

Ysgol Y Grango Assessment and Marking Policy

What? When? How?

Teachers Guidelines

What?

- Identified extended task - E.g. extended writing, design and reflection, investigation write up, controlled assessment task
- All **independent** written tasks
- Homework
- Class notes

When?

- Identified extended task – once every half term
- All independent written tasks – once every half term
- Class notes – once every half term (in conjunction with other written tasks)
- Homework – every 3 weeks

How?

- Identified extended writing;
 - detailed marking using the **literacy** guide provided (see table 1)
 - marked against set **success criteria**
 - using AfL formative assessment techniques identify/write down at least 1 positive subject specific feature of the task as a **positive comment**
 - identify/write down at least 1 subject specific **target for improvement**
 - presentation and effort can be assessed using the bilingual comment bank (see table 2).
- All independent written tasks;
 - marked for literacy using the guidelines provided (see table 1)
 - presentation and effort can be assessed using the bilingual comment bank (see table 2).
- Class notes – there is no requirement to mark in detail written class notes
- Homework – this can be marked using a range of methods including; self-assessment, peer assessment, direct marking from Moodle, again presentation and effort can be assessed using the bilingual comment bank (see table 2)
- **With all types of marking, pupils must be given lesson time to reflect on targets set and complete spelling corrections**

Table 1 – Literacy Marking Guide

Symbol	When Used
¶ or [New paragraph or new line
	Spelling mistake (subject specific or high frequency words) <ul style="list-style-type: none"> • Set 1 – correct themselves • Set 2 – 4 – teacher to correct in the margin and pupil to write it out 3 times, at either the end of the piece of work or on spelling page at the back of the book
_____	Wrong tense or word
~	Sentence unclear or doesn't make sense
^	Word missing
=	Missing punctuation (capital letters, full stops, apostrophes, commas, question marks, speech marks etc.)

Table 2 – Bilingual Comments

Bendigedig	Brilliant
Da Iawn	Very Good
Da	Good
Iawn	Satisfactory / OK
Angen Gwella	Needs to Improve



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