

Marking and Assessment Statement

FREQUENCY OF REVIEW:	Every two years
RATIFICATION:	July 2016
REVIEWED BY:	the Local Governing Body
APPROVED BY:	the Board of Trustees
DATE OF NEXT REVIEW:	July 2018 unless there is a material change
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At Oldbury Wells School we value the importance of effective assessment and feedback. Research has shown that good quality feedback can allow students to gain up to '8 months of learning' (Education Endowment Foundation). The primary audience for our assessment is the student as when this is effective it pinpoints what students can do well and informs good teaching and learning.

It is an essential tool for **teachers** bringing about:

- Good or outstanding lessons.
- Effective planning for the class/groups and individuals. For example it diagnoses problems in learning. What a student's strengths and weaknesses are and their level of mastery.
- Effective evaluation of the learning that has taken place.
- Opportunities for differentiation within groups for pupils of all abilities.
- Improvements in literacy across school.

Ultimately it supports the learning model of Assess – Plan – Teach.


It is an essential tool for **students** bringing about:

- Effective learning and good/outstanding progress
- Engagement and motivation
- Improvements in students understanding and achievements
- Effective responses by students to improve their work and progress.

We believe that across **all key stages**:

- There should be a good mixture of assessment tools incorporated into teaching and learning activities and planning. Formative assessment tasks (those that take place during the learning) and summative marking tasks (formal end of unit tests or exams) all have a role to play. **All** feedback within these assessments should result in students knowing what they have done well, how they can improve and **where necessary** how they can act upon the advice given. This is because pupils that receive good quality positive feedback are more able to respond and make good progress. Any peer or self-assessment should also follow this format.
- Books should be marked frequently enough to support the cycle of teaching – **Assess, Plan, Teach**. As a minimum books should be checked every six lessons. This is because frequent marking allows pupils to know how they are doing, but also aids teachers in planning effective interventions or learning experiences. Regular feedback also maintains good standards and expectations.
- We believe that peer and self-assessment is fundamental to students learning effectively. Metacognition and self-regulation can lead to gains of 8 months learning (Education Endowment Foundation) and allows students to take more responsibility in responding to feedback.
- Students should be given time to respond to marking. In this school we believe that a highlighter pen should be used sometimes as a trigger to inform the students of any required actions, improvements or corrections. (**Highlighted marking**)

1. We believe that 'highlighted marking' will be used **most** times a teacher marks. By having a common method it promotes coherence for students to understand that a response is required and that students should reflect and act upon the feedback given.
2. We acknowledge that departments have different methods and that the requirements of assessment can change between subjects. Therefore the format of assessment may differ between subjects. For example Mathematics use a traffic lighting system for end of unit tests, Art use stickers, English have double sided books and Science use stickers. These formats may differ but they will state what a pupil has done well, how they can improve and any required pupil responses will be highlighted in pen to guide students.
3. We believe that the time taken to respond to highlighted marking (DIRT – Dedicated Improvement Reflection Time) needs to be proportionate to the needs of the pupils and the mastery of the concept/subject content. The student response could be included as part of a starter/plenary activity or form part of a home learning task, but should never impact on the pace of teaching or learning.
4. Assessment has an important role to play in the promotion of whole school literacy. Therefore **all** assessed work should identify literacy corrections. Teachers should identify the errors in the work using highlighter pens where students need to correct. The following notations should be used:

Notation	Meaning	Notation	Meaning
SP	Spelling mistake – x3 write out three times	P	Punctuation error
CL	Capital letter needed	 Underlined & Highlighted	Re-read doesn't make sense
//	New paragraph needed	H	Homophone
T	Incorrect tense used	^	Missing word

Teachers should aim to correct a **maximum of 6** literacy errors in any assessed piece of work to ensure that pupils are not demotivated by too much pen. This is because all teachers have a role to play in the delivery of literacy. Every teachers marking must contribute to improving literacy.

- Marking should be constructive. Positive language should be used at all times to motivate students of all abilities. An effective method here is to apply WWW & EBI with any responses action points highlighted.
- Formative assessments do not always require a grade. This is because grade sets and excessive marking remove the quality of feedback that pupils receive. When feedback is selective and effective it provides greater opportunity for reflection and supports progress.

- Marking and assessment should not be a timewasting exercise for the teacher but should be seen as essential in providing effective feedback and supporting planning. The expectation is that not all tasks will be marked. This is because pupils need to make progress between assessment points and act upon the feedback given to ensure they master key concepts or skills. Any marking has to be done on the basis that it will be acted on which helps with selecting what and how much to mark. Extended retrospective marking can be utterly pointless if a student is never going to act on the comments. The three Ms should always be applied. Is the marking - Meaningful, Manageable and Motivating?

Summative assessment and progress tracking

- Departments should be selective in the key assessment activities that take place. These should be carefully planned for to balance teachers' workloads and be reflected in any departmental assessment plans/schemes of work. Careful planning of these summative assessments into the school calendar would support departments in the data capture process and manage workload.
- In this school we believe that summative assessment should be linked to the assessment calendar to support tracking, but with careful long term planning this should avoid the need for duplication of workload.
- Summative assessments (tests, mock exams or a key task) should allow teachers/parents and pupils to measure progress against targets and draw conclusions about the level of their work. Any feedback on these should be consistent with the rest of this Statement. Be positive, state what the student has done well, what do they need to do to move forward and if there any improvements to be made. (Highlighted)
- Summative assessments must take place at least once every half term these will inform data captures and be tracked against targets. This is because students' progress should be tracked to ensure quick and effective interventions can be put in place and where necessary achievements can be celebrated.
- Summative assessments should be standardised in departments and marks recorded centrally so that information put into data captures is accurate and reliable. Departments are advised to maintain an assessment file that shows evidence of standardisation, assessment grids and good examples of assessed work at various levels.
- All departments should provide students with clear assessment criteria at all key stages 3-5 so that pupils are aware of what they need to do to make progress. Each subject lead is responsible for the creation of assessment grids. These show the big picture and provide students with the opportunity to master skills and subject content. Assessment objectives should be at the core of students work and be based upon exam board descriptors at both A-level and GCSE. These are worked backwards to reflect the requirements of the national curriculum and the fundamental learning objectives between key stages. This is the big picture.

- Where summative feedback has been issued pupils should be given a fine level based on the 9-1 assessment grids or a grade based upon A-level or other exam board descriptors. A “+” e.g. 4+, indicates that the student is working at the top of the level, hence indicating “mastery” of that level, a number alone indicates they are “secure” at that level, whereas a “-“, indicates a student “emerging” into that level.
- To ensure that the new grading criteria accurately reflects the 9-1 levels of the newly implemented or forthcoming subject curriculums, all departments have produced documents that map the previous statement standards or assessment objectives onto the new 9-1 assessment criteria. These should be considered as the big assessment areas for each subject. These will be used to help guide teachers and should be reviewed as new exam qualifications are approved.
- For vocational and BTEC qualifications teachers must ensure that they adhere to the awarding bodies’ regulations when providing feedback. For example, some qualifications do not allow the use of feedback on any work that is submitted. However, where it is permissible, the Oldbury Wells Marking and Assessment Statement should be used.
- To give a quantifiable value to students’ progress and to accommodate the school data management system (SIMS), numerical level values based upon the 9-1 criteria will be entered at each data capture. These will in turn be uploaded onto the “4 Matrix” data analysis system, where student progress can be tracked and subsequent interventions implemented. (see table 1)

Table 1

NC KS2 Level	GCSE 9-1 equivalent	GCSE A*-G equivalent
	9.9	
	9.5	
	9.2	
	8.9	A*1
	8.5	A*2
	8.2	A*3
	7.8	A1
	7.5	A2
	7	A3
8a	6.5	B1
8b	6	B2
8c	5.5	B3
7a	4.9	C1
7b	4.5	C2
7c	4.2	C3
6a	3.8	D1
6b	3.6	D2
6c	3.2	D3

NC KS2 Level	GCSE 9-1 equivalent	GCSE A*-G equivalent
5a	2.9	E1
5b	2.8	E2
5c	2.6	E3
4a	2.4	F1
4b	2.2	F2
4c	2	F3
3a	1.7	G1
3b	1.5	G2
3c	1.1	G3
2a	0.9	
2b	0.8	
2c	0.6	
1a	0.5	
1b	0.3	
1c	0.1	

- We firmly believe in pushing students to achieve their potential. Under the previous grading criteria any student who had a Key Stage 2 level of 4b or lower was expected to make the government bench marked 3 National Curriculum Levels of progress. Students who had a Key Stage 2 level of 4a or better were expected to make 4 National Curriculum Levels of progress. These high expectations will continue under the new GCSE grading criteria, ensuring that the more able students are stretched to their potential and that the less able have aspirational targets which accommodate their ability. (see table 2)

Table 2

NC KS2 Level	GCSE Old A*-G target	OWS 9-1 Target	GCSE Old 3LP A*-G target	GCSE 9-1 equivalent 3LP target
8a				
8b				
8c				
7a			A*1	8.9
7b			A*2	8.5
7c	Equivalent to 4LP		A*3	8.2
6a	A*1	8.9	A1	7.8
6b	A*2	8.5	A2	7.5
6c	A*3	8.2	A3	7
5a	A1	7.8	B1	6.5
5b	A2	7.5	B2	6
5c	B1	6.5	B3	5.5
4a	B3	5.5	C1	4.9
4b	C1	4.9	C2	4.5
4c	C3	4.2	C3	4.2
3a	D1	3.8	D1	3.8
3b	D2	3.6	D2	3.6
3c	D3	3.2	D3	3.2
2a	E1	2.9	E1	2.9
2b	E2	2.8	E2	2.8
2c	E3	2.6	E3	2.6
1a	F1	2.4	F1	2.4
1b	F2	2.2	F2	2.2
1c	F3	2	F3	2
	G1	1.7	G1	1.7
	G2	1.5	G2	1.5
	G3	1.1	G3	1.1

- The ends of Key Stage 3 targets (end of Year 8) are set in proportion to the students overall Key Stage 4 targets. (See table 3). The students, who are on target at the end of Key Stage 3 should, if they maintain their levels of progress, achieve their Key Stage 4 target. Students who are not on target will be highlighted for the purposes of intervention.

Table 3

NC KS2 Level	GCSE 9-1 equivalent	End of ks2 target (Y8)	GCSE 9-1 equivalent
6a	3.8	8b	6
6b	3.6	8c	5.5
6c	3.2	7a	4.9
5			
5a	2.9	7b	4.5
5b	2.8	7c	4.2
5c	2.6	6a	3.8
4a	2.4	6b	3.6
4			
4b	2.2	5a	2.9
4c	2	5b	2.8
3a	1.7	5c	2.6
3b	1.5	4a	2.4
3c	1.1	4b	2.2
2a	0.9	4c	2
2b	0.8	3a	1.7
2c	0.6	3b	1.5
1a	0.5	3c	1.1
1b	0.3	2a	0.9
1c	0.1	2b	0.8

These students will be expected to make between 1.5 to 2 levels of progress on the new GCSE 1-9 scale

These students will be expected to make between 1 to 1.5 levels of progress on the new GCSE 1-9 scale

These students will be expected to make between 0.5 to 1 levels of progress on the new GCSE 1-9 scale

Reporting home to parents - Data Captures and Full Reports

- We strongly feel that, to ensure accuracy in the reporting system, summative assessment as well as formative assessments should be used in our communication with parents. Each data capture will have the following information for each subject.
 - Subject name
 - Subject teacher
 - Target grade
 - Current working at grade
 - Latest assessment or mock grade (as relevant)

Full reports will also contain a written comment addressing how the student is progressing and giving suggestions on how to make further progress.

- In addition the student's pastoral welfare (ATL – Attitude to Learning) will be reported, by means of percentage attendance for the year thus far, behaviour, effort and the quality of their home learning. The behaviour, effort and the quality of their home learning are reported using a 1-5 scale.

Effort

Grade	Meaning and criteria
1	Outstanding - takes pride in the work they produce and their learning. Gives full effort in all lessons and pushes to achieve their potential
2	Good - gives full effort in most lessons, hence consistently producing work of a good standard.
3	Satisfactory - produces an acceptable standard of work without the need for constant reminders
4	Unsatisfactory - although work is attempted it is regularly not to the standard expected for someone of their ability, and/or the level of presentation and care taken is not acceptable. (Unsatisfactory if constant reminders are required to lift the standard of their work up to satisfactory)
5	Poor - work is consistently not completed to the standard expected or asked for. This includes inability to follow the basic instructions such as work rate, presentation etc. that they are given.

Behaviour

Grade	Meaning and criteria
1	Outstanding student is polite and helpful to everyone in the class. They set a positive example on behaviour, causing no distractions and are always ready to work. Students always come with the correct equipment and are ready to work.
2	Good - student does not cause or get involved in behaviour that is disruptive to the class. They follow instructions without the need for constant reminders about low level disruptive conduct and do not argue with the teacher. Student's organisation ensures that they are ready to work.
3	Satisfactory - generally the student does not cause or get involved in behaviour that is disruptive to the class. Occasional reminders on low level disruptive conduct are required, but are heeded by the student. Students nearly always come with the correct equipment and are ready to work. <i>If a student has to be sent out of class more than once, or walkabout is called during the reporting period, then they should not be graded as satisfactory in terms of behaviour.</i>
4	Unsatisfactory - low level disruption and the need for the teacher to tackle this behaviour happen quite frequently. Sanctions/praise given to the student only produces a short term improvement of the student's behaviour. The behaviour of the student requires that they are sent out of class on more than one occasion, or walkabout is called during the reporting period. Students often come to class without basic equipment, pen, pencil, ruler...
5	Poor - the behaviour of the student is regularly below the expectations of the school. Low level disruption habitually occurs and higher level disruption requires the student to be removed from the class or walkabout called on more than one occasion. Students habitually come to class without the basic equipment, pen, pencil, ruler...

Home Learning

Grade	Meaning and criteria
1	Outstanding - Home Learning is always completed to a high standard and handed in on time.
2	Good - Home Learning is always completed to an acceptable standard and almost always handed in on time.
3	Satisfactory - Home Learning is nearly always completed (one missed in the reporting period should be the limit), but there can be variability in the standard produced.
4	Unsatisfactory - Home Learning is regularly not completed, or completed to a standard that is not acceptable. Detentions may be required to get the home learning done.
5	Poor - Home Learning is often not completed, or completed to a standard that is not acceptable. Detentions are often required to get the Home Learning done.

Analysis of Data Captures

- After every data capture the information will be analysed to track the progress of that cohort. The Assistant Headteacher (AH) in charge of data will lead this process and advise Heads of Department (HOD), Heads of Year (HOY) and the Intervention Group (IG) on the performance of the students. An overall summary of progress will be supplied to SLG.
- The school uses the “4 Matrix” data analysis package to help with tracking student and cohort progress. All teachers have been given training on the most relevant aspects of the package, in addition the HOD have had more thorough training to help assess the performance of groups and classes within the cohort. The AH guides and supports HOD throughout the process

Process of analysis

- The AH will analyse and provide the HOY with data relating to the behaviour, effort and home learning of the cohort.
- The AH will input the relevant data into the 4 Matrix data system.
- The AH will analyse the data for the whole cohort and groups within the cohort, reporting to SLG and the IG.
- IG group will look at intervention in terms of individuals and groups within the cohort. This information is shared with all teachers
- The AH will distribute the relevant information to Cluster leads and HOD, and support them as necessary.
- Departments will use departmental time to update their intervention lists and put in place the necessary measures.
- HOD will check on the progress of classes and groups (Disadvantaged, MAP...)
- Cluster leads and SLG line managers will quality assure the process.

In addition, all departments will have a departmental spreadsheet. These spreadsheets will contain information of the 'groups' within them (see below) plus the grades / marks of key assessments. Department leads will be actively encouraged to supplement and adapt their spreadsheets to aid departmental tracking and intervention as necessary.

Groups

Data will be made available to all staff on the SIMS, 4 Matrix and department spreadsheet so they are aware of students who can be categorised in the following groups:

- Disadvantaged/Pupil Premium
- Special Educational Needs and disabled pupils
- Boys
- Girls
- Low, middle and high ability still required
- Gifted & Talented
- English as an Additional Language
- Minority ethnic pupils (including Gypsy, Roma and Traveller children)
- Looked After Children
- Free School Meals
- Year 7 Catch-Up Group

The Marking and Assessment Statement has been adopted by the Board of Bridgnorth Area Schools' Trust.

Signed _____ Dated _____

Chair of Trust Board

Signed _____ Dated _____

Headteacher

Appendix 1 Roles and Responsibilities

Students:

Take time to understand and act on advice given through assessment and reporting

Strive for success

Enjoy success

Respond to highlighted marking

Parents / Carers:

Take an interest in and respond as needed to assessment information, including reports

Praise or give guidance

Liaise with the school over any arising issues

Class Teachers:

Reflect on the principles of Assessment for Learning and apply them to lesson planning and delivery

Regularly mark and assess students' work in line with this Statement and departmental policies, taking care to give helpful verbal and written feedback (after every 6 lessons as a minimum)

Keep records of effort grades and students' levels and grades according to this Statement and departmental policies, recording at least one summative mark each term on a shared departmental spreadsheet. One each half term if contact time with student is increased, for example, Maths or English. Complete the necessary columns on the SIMS spreadsheet for each data capture and full report by the calendared deadline.

Evaluate and use assessment data to inform teaching, narrow the gaps and track the progress of individuals.

Set on-going, specific, individual targets for students, to aid progress and review these

Praise and reward students' efforts, using house points and commendations where appropriate

Monitor the progress of students where there are concerns and plan interventions

Contact parents/carers where there are concerns about a student's progress **or** significant improvement is noted

Share concerns with Subject Leaders and Form Tutors where issues cannot be resolved

Take part in moderation exercises

Report on progress and attainment as required

Ensure that marking is – Meaningful, Manageable and Motivating.

Subject Leaders:

Ensure that Schemes of Work include key assessments (not necessarily at the end of topics) which fit into the departmental and whole school data capture process.

Arrange moderation and mini-moderation sessions

Monitor the implementation of the Statement through work and book sampling, classroom observation and sampling, SIMS mark sheets / departmental data base and reports to parents as part of departmental self-evaluation

Evaluate and use data about attainment to inform departmental planning and to respond to underperforming groups – ensuring we track how we are ‘narrowing the gaps’ for groups and individuals with direction from Assistant Headteacher in charge of data.

Contact parents/carers where class teachers still have concerns about a student’s progress **or** there has been significant improvement

Share concerns about students with Tutors and Year Heads where issues have not been satisfactorily resolved

Set up suitable intervention programmes for students who are underachieving and for groups / individuals identified as lower performing. Also lead departmental responses to raising attainment of groups.

Year Tutors:

Keep an overview of the progress of all students in relevant years, identifying groups and individuals, sharing this information and coordinating responses to interventions designed to ‘narrow the gap’.

Monitor students where there is widespread concern about progress across the curriculum and keep in close contact with parents/carers. Contact where there is significant improvement

Make internal or external referrals for students where appropriate, to further investigate underachievement or to support intervention and improvement

Following reporting arrange celebration assemblies to reward achievement based on effort grades.

Tutors:

Keep an overview of the progress of all students in the form in a tutor folder.

Praise students who achieve good effort grades or other recognition

Be aware of students and groups who are underachieving and offer coaching and support

Liaise with class teachers and the Year Tutor if you have concerns about a student’s progress

Leadership Team:

Monitor and evaluate the effectiveness of overall arrangements, including this Statement, to support continuous student progress, its assessment and reporting to parents; through sampling, classroom observations and line management arrangements, as part of whole school self-evaluation

Provide training opportunities to embed the principles of this document

Offer guidance and support to departments and to Year Tutors where students are underachieving

Be involved in celebrating success