

Marking, Assessment and Reporting Policy

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1 Policy Statement

Marking and Assessment take place for a number of reasons:

- To inform pupils and parents about the progress they have made and give guidance for future improvement — how to do better next time
- To assess for ourselves whether pupils have understood, remembered and learned that which we think we have taught them and to inform future teaching.
- To inform the pupil's next teacher how well a pupil has done, and what needs the pupil has.
- To measure progress over time.
- An opportunity to ensure continuity across sets/classes/year groups and Key Stages

It should also inform teachers' short and medium term planning, identify pupil's strengths and weaknesses and additional provision for Special Educational Needs, inform decision making process for subject development and help Report pupil progress to parents.

We set a variety of tasks, check they have been completed and measure how well they have been done. Written tasks may be homework, classwork or tests/exams. We quantify the success of written work by awarding it a mark or grade, indicating its quality. We suggest, by means of a written comment, how future improvement can be made.

We also make judgements about the oral contributions in class, including asking and answering questions.

2 Prep School (YR to Y6)

2.1 Recording and reporting

FOUNDATION

Recording: Teacher Baseline assessment; COPS (Cognitive Profiling System).

Reporting: COPs where there is concern.

A full report in the summer term covering all of the early learning goals in the foundation stage.

KEY STAGE 1

Recording: PUMA (Progress in Understanding Mathematics) and PIRA (Progress in Reading Ability) in PP2 & 3 along with a highlighted list of the texts that the pupils have read, teacher assessment of levels achieved by the pupils termly.

Teacher comments at Form Meetings are shared with Head of Prep School on a termly basis.

Reporting: A full report in the summer term. Parents Evenings take place during the Christmas and Easter terms. Pupils and parents help to compile "Records of Achievement" twice yearly.

KEY STAGE 2

Recording: Maths PUMA and English PIRA tests take place each term from Prep 1 to Prep 4. These include the production of Standardised scores that are tracked to monitor pupil progress.

Writing assessments are also completed termly.

Reporting: Summative reports are sent to parents in the Summer term in each curriculum area. Termly grades for effort and attainment are awarded from Prep 1 to Prep 4. Reports contain a profile of learning outcomes. Comments relate to the success with which these have been met as well as more personal comments. All continuous assessment scores are reported to parents.

Parents' Evenings take place during the Christmas and Easter terms.

2.2 Prep Department (Y3 to Y6) Grades

Grades are sent home on **Grade Sheets** by Birkdale Post throughout pupils' careers in the Prep Department (Y3 to Y6). Grades intended to enable individual target setting and to provide parents with a summary of progress or otherwise.

In **Prep 1 to Prep 4** both Effort and Attainment grades are given in every subject termly.

Effort Grades awarded as two different number grades for effort in: Written work and separately for Participation and Cooperation. Expected levels described as such:

Written work – takes care with presentation. Responds well to teachers' advice. Consistently focuses on the tasks set.

Participation/Cooperation – participates readily and positively. Works effectively with peers.

Grades will be awarded as follows:

- 1 **Excellent**
- 2 **Good**
- 3 **Inconsistent**
- 4 **Unsatisfactory**

Attainment Grades will be given, as well as Effort grades, for the range of subjects studied. Attainment grades reflect **academic achievement** in the subject in the following range:

- O Outstanding**
- E Exceeding**
- S Secure**
- W Working Towards**

All grades can be modified by a **+** or **-** sign. For example, S+ as an attainment grade would signify secure understanding moving towards exceeding expectations. An example Grade Sheet entry will look like the following;

Subject	Topic	Attainment	Effort (Written)	Effort (Participation and Cooperation)	Assessment mark	Birkdale Average	Standardised Score
Maths	Shape	S+	1	2	77	72	106

Teachers should

- Mark work/books regularly and promptly
- Give constructive comments for improvement

- Give praise for achievement
- Ensure that the planned learning objectives are assessed appropriately
- Use assessment to adjust planning or inform future planning
- Maintain a record of all assessments conducted with their pupils

Strategies

Teachers may mark oral work and performance.

Records might include:

- Date records of hearing readers
- Highlighted level descriptors
- Mark books
- Highlighted lists of texts
- Department spreadsheets
- Photographs

Pupils' involvement in assessment

Pupils are routinely involved in the following ways:

- Work may be marked with the pupil for purposes of, clarification, extra explanation, extension and encouragement.
- Pupils may be encouraged to draft, edit and re-draft in order to develop self-correction and to promote improvement.
- Correcting of spellings using write/cover/rewrite/check method
- Completing their own Record of Achievement Log Books
- Commenting on their own work with the teacher
- Pupils are encouraged to Self-assess their own work and sometimes set their own realistic targets
- Pupils are encouraged to peer assess fellow pupils work and share advice for improvement.

Developing consistency

YEAR GROUP ASSESSMENTS

- PUMA, PIRA and other normative testing involves comparison between school sample and standardised national levels
- Comparisons between classes/sets in a given year group

SHARED MARKING

- e.g. English where one teacher marks all comprehension exercises in an assessment and another teacher the creative writing. This is shared between staff on rotation. See individual subject policies for other examples
- Shared inspection of individual portfolios and departmental folios.
- TRIALLING All new tests are planned, trialed and reviewed by all who teach them.

Using assessment data

BASELINE Informs individual and group targets for both support and progression

COPs Informs planning for use of reading scheme, highlights individuals for group and individual learning support

PROGRESS & CONTINUAL ASSESSMENT inform; setting arrangements, planning in the medium term, highlight INSET provision and indicate individual progression.

PUMA and PIRA Year Group papers offer a comparison with national trends and affords some measurement of value added performance.

Monitoring the policy

Subject Level Teachers discuss the relevant components of assessment in meetings with Curriculum Advisors.

Co-ordination Level Curriculum Advisors discuss findings and observations with HOP and DoS.

Middle management Level Group discussion and evaluation at “cabinet meetings” lead to decisions for the school which are shared and discussed again with all staff.

SMT review assessment policy on an annual basis.

2.3 Prep School Marking (YR to Y6)

AIMS

- To reinforce a consistent approach within the school when marking pupils’ work.
- To promote positive and practical marking, praising what is good and offering manageable and purposeful help to improve every child’s work.

Pre-Prep Marking (YR to Y2)

The objective is to provide a clear, simple approach so that children receive consistent feedback which they understand across the whole curriculum.

Wherever possible we try to talk through with the pupils the work that is recorded in their’ books; at this stage we feel giving verbal feedback is more meaningful to the children. We feel this is particularly important when significant errors have been made.

Where pupils’ work is seen to be correct or good points have been made, traditional ticks are widely used.

Very often in English and Mathematical tasks we also use ‘star’ and a ‘wish’ symbols to indicate ‘good points’ and ‘targets’/ ‘areas for improvement’

Throughout Pre-Prep, teachers use a variety of their own reward stamps and stickers to praise children’s work and show their pleasure for the effort that the pupils have applied to their tasks.

Prep Department (Y3 to Y6)

Marking of Spelling, Punctuation and Grammar.

The object is to provide a clear, simple, common approach so that children receive consistent feedback which they fully understand across the whole curriculum.

The following symbols provide a common framework for the marking of spelling, punctuation and grammar.

From Prep One the following are used;

sp	-placed in margin to indicate spelling mistake.
thier	-underline the part of the word misspelt.
O	-circle incorrect or inappropriate punctuation. Explain mistake in margin where appropriate.
a/lot	-slash used to indicate a space needed.

From Prep Three the following are added to the above;

We're going <u>their</u>	-underline wrong choice of word, poor phrasing, repetition or incorrect content.
gr	-place in margin and underline the grammatical error.
//	- to indicate new paragraph needed.

It is recommended that the marking of spelling should be limited to a maximum of six spellings per piece of work of which up to three are rewritten by the pupil using the Write- Cover- Rewrite- Check method to promote the learning of spellings.

The children are given time to carry out corrections on receiving their book or are encouraged to achieve this by the next lesson, whichever is appropriate to the given subject.

Any pupils work marked with the child is noted at the end of the work with MWP (Marked With Pupil).

Children are encouraged to re-read their own work, marking errors using pencil, especially when drafting work.

Comments

A key aspect of marking is the feedback given to the pupil. Comments should be positive and constructive, providing advice on how to improve if appropriate. Learning objectives and learning outcomes generally form the basis of comments. Key "Target Points" are used to address any specific problems, by writing T with the appropriate comment next to it at the end of the piece.

"Target Points"	- helpful advice or short follow-up task at the end of a piece of work to help the pupil improve either a specific skill or general work.
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2.4 Prep School (YR to Y6) Homework policy

Homework tasks should;

- Extend learning taken place in the classroom through additional reading or written tasks.
- Consolidate and reinforce skills, knowledge and understanding learnt at school.
- Prepare pupils for the next step in their learning through reading or research.
- Exploit resources for learning found at home.

- Encourage pupils to develop self-discipline, good study habits and skills of independent learning.
- Develop an effective partnership between the school and parents/carers through the learning of the pupil.

Type

Homework may take the following forms;

- Research and finding out information.
- Preparing for oral presentations.
- Practical tasks.
- Reading.
- Written assignments.
- Learning/revision.

It is important to aim for quality rather than quantity.

Homework should;

- Have a clear focus and time guide.
- Be varied.
- If it a project based task, be accompanied by a project outline with guidelines and advice.
- Be linked to the teachers short term planning.
- Provide an opportunity for all pupils to succeed
- Be manageable for pupils, parents/carers and teachers

The following timescales for homework provide a guide not an exact measure. If the task is taking much longer than prescribed or completed successfully well within time could parents are encouraged to notify the appropriate teacher.

	Amount	Distribution
PP1 to PP3	4 X 15 minutes per week	PP1 – Reading/phonic packs X2 Topic homework sent on seesaw X 1 PP2 -3 Reading X3 extra books sent for the weekend. Maths sent on seesaw X1 Recap and key skills practice is encouraged as optional homework.
P1 and P2	4 X 20 minutes per week	Prep 1 - 3 X English, 1 X Maths Prep 2 – 1 X English, 1 X Maths, 1 X Science, 1 X Humanities.
P3 and P4	5 X 30 minutes per week	1 X English, 1 X Maths, 1 X Science, 1 X Humanities, 1 X RE/MFL.

Regular reading is additional to these homework tasks.

Learning Support Homework

Learning support pupils may also receive specific tasks to complete at home to support their development in numeracy or literacy.

Reading

In Pre-Prep 1 and 2 pupils learn to read at their own pace through a series of structured reading programmes. This includes regular reading as a homework task with the help of parents including practice of high frequency words, this is continued in Pre-Prep 3. Within the Prep Department children become increasingly independent in their reading. We monitor this through the use of the reading record where we hope to see evidence of regular reading of fiction and non-fiction texts. Throughout the Prep Department we hope pupils are reading often especially sharing their reading with parents.

Advice for helping young readers

- A few pages read well is better than volumes read poorly.
- Explore the whole story for comprehension of the plot – fun quizzes or predictions as to how the plot may unfold are good strategies.
- Share some of the reading – your son may enjoy hearing you read and this adds value and importance to the skill of reading. It also promotes a sense of enjoyment and fun.

Role of Parents

Parents should support their child's homework by;

- Providing an appropriate place for their child to complete homework tasks.
- Supporting the value of homework and its role in their child's learning.
- Encouraging and praising their child when homework is completed.
- Supporting their child throughout the task without completing it for them.

Role of the Homework Diary

Teachers setting homework should;

- Write homework on the board giving pupils time to copy the instruction into their diaries.
- Follow the accepted format for homework instructions i.e.

MONDAY

HISTORY – Complete questions 1,2,3a and 3b page 27 on Tudor schools.

HAND IN WEDNESDAY.

- Check homework has been entered into the diary accurately by all pupils.

Parents should;

- Check diary to see that the pupil is completing the correct task.
- Sign the homework diary when the task is complete.
- Write a note to the teacher if there are any concerns about the homework.

Pupils should;

- Enter the homework from the board accurately into the homework diary.

- Have homework diary available and check the task at the beginning of the homework period.
- On completion of the homework show parents the completed task and gain their signature in the diary.
- Hand in homework to the teacher at the agreed time for correcting/marking.
- Hand in homework diary to the Form Tutor when required.

Monitoring and Evaluation of Homework

The Director of Studies will routinely check pupil's books to monitor frequency and quality of homework and homework diaries for frequency, accuracy and monitoring of diaries by Form Tutors. Form Tutors will check homework diaries daily from PP1 to P2 and weekly in P3 and P4.

3 Senior School (Y7 to Y13)

3.1 Homework

The homework timetable is produced on an annual basis. It is organised to ensure that the total amount of time that pupils spend on homework increases steadily as they progress through the school. The following timescales for homework provide a guide not an exact measure. If the task is taking much longer than prescribed or completed successfully well within time could parents are encouraged to notify the appropriate teacher.

S1	30 minutes per subject with 60 minutes allocated for science
S2	30 minutes per subject with 60 minutes allocated for science
S3	40 minutes per subject
S4	1 hour per subject
S5	1 hour per subject
L6	3 hours per subject
U6	5 hours per subject

Nature of homework

Homework should be carefully considered tasks that will aid learning. Whilst homework can take a variety of forms, written work should be set and marked at least once a fortnight. Written homework in Art and Music is less frequent, the onus being on developing practical and research skills in the earlier years.

1. Deadlines

Deadlines for completion of homework should be sensibly set and adhered to by staff, with appropriate sanctions for pupils who fail to meet these deadlines. Pupils' time management is an issue that is addressed by pastoral staff.

2. Grading

Homework should be graded for attainment and effort. Effort grades are awarded on the basis of the school's Effort Grade for Homework Criteria (listed below).

S1 to S3 Pupils: Attainment marks should be awarded on a five point scale as summarised below. Heads of Department should 'flesh out' these descriptors appropriately to their own department's requirements. A summary of departmental attainment mark descriptors should be stuck into each new exercise book or into the front of the pupil's textbook, so that pupils and parents are aware

of what attainment marks mean. Because attainment marks are awarded for a particular piece of work, pupils in any set should be able to score high attainment marks on any work they are given.

Attainment Grading for Homework:

A	Outstanding or very good work that is hard to improve upon
B	Good standard
C	Satisfactory standard
D	Below satisfactory
E	Unacceptable

S4 to U6 Pupils: Attainment should be awarded by a letter or number grade corresponding to external examination grades.

Written homework should be awarded an effort grade (assessing such skills as presentation, etc.) or an attainment mark or both, as appropriate to the piece of work. Both effort and attainment should be assessed and recorded on a regular basis.

Effort Grading for Homework:

O Outstanding/Excellent

Develops work independently in the light of research and advice. Demonstrates a wider interest in the subject. Pride taken in presentation of work. Personal best for the pupil.

V Very Good

Work is well presented and it is evident that much time and care have been devoted to it. Will persevere with a problem until it is resolved.

G Good.

Shows evidence of time, care and effort appropriate to the task.

S Sufficient

The minimum effort required to avoid being asked to repeat the work. Improvement is expected in line with comments made by the teacher.

U Unsatisfactory

Reasons for this include: insufficient work / incomplete work, care not taken in presentation. **Work should be repeated.**

3.2 Examinations/Tests

Examinations occur at least annually for each pupil. In the first few weeks of the Christmas term S1 pupils sit the MidYIS assessment and S4 pupils the Yellis test. This analyses their ability in mathematics, literacy and other key skills. The results are used to identify strengths and weaknesses in pupil performance and set targets for attainment. S1 pupils are then examined in Maths, English and French during the second half of the Christmas term in order to inform setting arrangements. L6 pupils complete assessments in all subjects in November, in preparation for target setting, as well as taking end of year internal examinations in June. S5 pupils sit mock examinations in January whilst U6 sit mock examinations after February half term in order to

effectively prepare them for summer external examinations. S1-S4 and L6 sit end of year examinations at the beginning of June to assess their progress across the year.

Additional tests are set by staff, as appropriate, in order to measure progress and improve understanding. Common departmental tests are valuable to gain insight into the relative performance of pupils in different groups/sets. Appropriate records of examination and test marks should be retained by the teacher, the Head of Department and the Deputy Head (Academic), in order to build up a clear picture of a pupil's progress in a subject over time.

S1 to S3 Pupils: Examinations (and tests, where appropriate) should be graded A – E for the year group on the following scale:

A	Excellent/very good
B	Good
C	Satisfactory
D	Weak
E	Unacceptable

S4 to U6 Pupils: Examinations are graded in line with external examinations. S4/5 pupils are thus graded 9 to 1 in line with GCSE examinations (although anything below a 3 is very exceptional); L6 are graded A to U in line with A Level examinations and U6 are graded A* to U.

Consistency within Departments, between Departments and from Year to Year

Heads of Department are responsible for ensuring consistency of marking and assessment of their departmental staff. To help this process, all HoDs should see samples of books in their department on a regular basis.

The Deputy Head (Academic) should inspect samples of sets of books periodically across the year, without advance warning, as a further means of quality control.

3.3 Half-Termly Grades

Attainment and effort grades are published at the end of the last week of a half term. These grades take into account the progress of the pupil throughout the half term, and include class performance and homework. Half-termly grades are also awarded as part of a report.

S1 to S5 Pupils: An attainment grade and two grades for effort are awarded, one for class performance and one for homework (expect PE where there is no homework grade and PSHE where there is only an effort grade). Grades are not awarded during the first half term for S1 pupils, giving them time to settle into the school. The homework effort grade is awarded using the descriptors already listed. The class performance effort descriptors are below.

Attainment grades should be awarded across the year group. In S4 and S5 these reflect the present standard of work at this particular point in the course (9 to 1).

In S1 to S3 there is a need to be encouraging, particularly with the weaker pupils. The A-E scale as described above is used.

6th Form Pupils: A similar system applies in the 6th Form, where an attainment grade (called Quality of Work) and two effort grades (Classroom Contribution and Study Skills) are given. The Quality of Work grade will be given as an A Level grade and reflects the present standard of work at this particular point in the course. A* grades are not awarded in the L6 as it is felt that pupils have not

have not studied long enough to realistically achieve at this level; A* grades are awarded to U6 pupils.

Classwork Contribution includes enthusiasm, punctuality and coming prepared to lessons. Study Skills includes meeting deadlines, effort shown in homework, time management and seeking help where necessary.

Staff comments on the grade sheets should be given where necessary and should be succinct (180 characters). Explanatory comments are necessary where a low effort grade has been given; comments are helpful where the pupil's work has exceeded the teacher's expectation (for praise) or been significantly below that expectation (for improvement).

The **first set** of L6 grades will not contain a Quality of Work grade and will be published in the last week of the first half term. Comments should be made if a pupil is causing concern with regard to their general aptitude for studying a particular subject. Following November Assessments, test results will be sent home to parents. Pupil Overall Grade Ranges (OGRs) or long term targets will be set at this point.

Effort Grading for Class Performance:

O Outstanding/Excellent

Contributes well in class and is keen to know more about the subject. Prepared to ask questions and act on advice. Keen to participate in discussion. Very perceptive at listening and responding to others. Happy to evaluate own work and develop it in the light of further research and advice.

V Very Good

Contributes well in class and shows enthusiasm and a willingness to learn. Will persevere with a problem until it is resolved, asking for help when necessary. Supportive of peers. Can need encouraging to review own work but responds well to guidance. Works effectively in a group and is keen to communicate.

G Good

Is attentive and will contribute in lessons. Contributes sensibly to group work. Prepared to ask for help to clarify understanding. Needs prompting to do extra work/review his/her own work, but develops this with help.

S Sufficient

Will contribute in lessons if prompted. Lacks confidence. Generally able to work on his/her own without supervision. Sometimes contributes in group situations. Does not often ask for necessary help to clarify understanding.

U Unsatisfactory

Classwork is rarely completed to an acceptable standard. Unable to work constructively either alone or in a group without frequent supervision. Displays an indifferent/negative attitude towards learning and is unresponsive to help and guidance. Intervention will be in place for any pupil approaching this stage.

3.4 Reports

Reports are an important means of communicating the progress of a pupil to his/her parents in a detailed manner. Staff comments on reports should be designed to inform parents (and pupils) of

the work covered, the progress made and the ways in which performance could be improved (targets) [See **Report Guidelines**]. Reports include attainment and effort grades (to the above standards), and, where appropriate, examination marks and grades.

3.5 Pattern of Grades and Reports

The grade and reporting schedule is reviewed annually and published to parents and staff at the start of the school year. The current schedule is as follows:

Year Group	Christmas Term		Easter Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
S1	<i>FT</i>	<i>E* P</i>	<i>G</i>	<i>R</i>	<i>G</i>	<i>E G</i>
S2	<i>G</i>	<i>P</i>	<i>G</i>	<i>G</i>	<i>G</i>	<i>E R</i>
S3	<i>G</i>	<i>G</i>	<i>G</i>	<i>P</i>	<i>G</i>	<i>E R</i>
S4	<i>G</i>	<i>P</i>	<i>G</i>	<i>R</i>	<i>G</i>	<i>E P</i>
S5	<i>G</i>	<i>R</i>	<i>E P</i>	<i>RA</i>		
L6	<i>FT G</i>	<i>A P</i>	<i>G</i>	<i>R</i>		<i>E P</i>
U6	<i>FT G</i>	<i>R</i>		<i>E P</i>		

Key:

G Grade

R Report

RA Revision Advice

P Parents' Evening

E Examinations

E* Examinations in M, E, F.

A 6th Form Assessment

FT Form Tutor/Parents' Evening

3.5 UCAS Reports

The Director of Sixth Form is responsible for compiling all UCAS and Oxbridge reports, drawing on information which is collated/co-ordinated by the Heads of 6th Form and form tutors. Such reports are crucial to the future careers of our Sixth Formers. The full co-operation of Subject Tutors and Form Tutors is essential in the compilation of a thorough, positive and supportive report. The pro-forma issued to staff on behalf of each pupil should be completed in detail and on time to provide the service our Sixth Formers require in the competitive business of entry to institutions of Higher Education. Sixth Form Tutors should apply the published guidelines for writing UCAS references.

4 Review and Development

4.1 Procedure

This document, together with the effectiveness of its procedures, is reviewed annually by the Deputy Head (Academic) SS, the Directory of Studies PS, Head of Pre Prep and the Senior Management Team and as events or legislation change requires.

4.2 Links with other Policies

This policy should be read in conjunction with the following documents:

Teaching and Curriculum Policy
More Able Pupil Policy
Careers Policy
Equal Opportunities, Equality and Diversity Policy
Behaviour, Sanctions and Rewards Policy
Health and Safety Policy
Curriculum Documents and Subject specific planning strategies