



Marking and Assessment Policy

Note: Homework for EYFS is set out in a separate policy

1. Introduction

The School believes that the way in which pupils' achievements are acknowledged and the nature of the feedback given to them should have a direct bearing on learning and improvement. Assessment and marking should provide constructive feedback to every pupil, focusing on their success and their improvement needs in relation to the learning intentions. This approach will enable pupils, through carefully thought out teacher comments, to become reflective learners and will help them to close the gap between current and desired performance.

2. Why Do We Mark & Assess?

Marking and Assessment take place for a number of reasons:

- to celebrate success and recognise, encourage and reward pupils' effort and achievement;
- to involve the pupils in the learning process;
- to indicate how the response to a task could be improved against learning intentions;
- to set future targets by identifying the next steps in learning;
- to improve a pupil's ability to review their own work;
- to promote a consistent approach to feedback by all staff.
- 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 give parents guidance on what has been learned, what has been done well, and what needs to be done to improve
- to inform the pupil's next teacher how well a pupil has done, and what needs the pupil has.

3. How do we mark and assess?

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.



Effective feedback should:

- always relate to the learning intention and the success criteria;
- be positive and constructive;
- involve the pupil at some level where appropriate;
- provide opportunities for the learner to improve their work;
- be differentiated according to the learning needs of individual pupils;

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.

1. 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.

2. 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.

3. 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).

Y3 to Y8 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:

- 5 Outstanding or very good work that is hard to improve upon
- 4 Good/quite good standard
- 3 Satisfactory standard
- 2 Below satisfactory
- 1 Unacceptable



Y9 to Y11 Pupils: Attainment should be awarded by a 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. Copying diagrams from a text book, for example, should be measured by effort not attainment. 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.**

Examinations/Tests

Examinations occur at least annually for each pupil. Y7 pupils are examined in Maths, English and French during the second half of the Christmas term in order to inform setting arrangements and also in the Summer Term.

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 Head of Curriculum, in order to build up a clear picture of a pupil's progress in a subject over time.

Y3 to Y8 Pupils: Examinations (and tests, where appropriate) will be given a percentage and should be graded A – E for the year group on the following scale:

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



Y9 to Y11 Pupils: Examinations are graded in line with external examinations. Y9-11 pupils are thus graded A* to G or 9 to 1 in line with GCSE examinations.

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. In general, reports are written at the end of each term, except the term in which a Parents Evening occurs.

Pattern of Grades and Reports

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
Reception	<i>P G</i>	<i>SR</i>	<i>P G IE</i>	<i>SR</i>	<i>FT G</i>	<i>FR</i>
Y1	<i>P G</i>	<i>SR</i>	<i>P G</i>	<i>A SR</i>	<i>FT G</i>	<i>FR</i>
Y2	<i>P G</i>	<i>SR</i>	<i>P G IE</i>	<i>A SR</i>	<i>FT G</i>	<i>FR</i>
Y3	<i>A* P G</i>	<i>Gf</i>	<i>Gf</i>	<i>A SR</i>	<i>G P</i>	<i>E FR</i>
Y4	<i>A* P G</i>	<i>Gf IE</i>	<i>Gf</i>	<i>A SR</i>	<i>G P</i>	<i>E FR</i>
Y5	<i>A* Gf</i>	<i>A P G IE</i>	<i>Gf</i>	<i>A SR</i>	<i>G P</i>	<i>E FR</i>
Y6	<i>CE Gf</i>	<i>A SR IE</i>	<i>G P</i>	<i>A Gf</i>	<i>G</i>	<i>E FR</i>
Y7	<i>Midyis IE Gf</i>	<i>A* SR</i>	<i>G</i>	<i>A P G</i>	<i>G</i>	<i>E FR</i>
Y8	<i>A* Gf</i>	<i>E SR</i>	<i>G IE</i>	<i>A P G</i>	<i>G</i>	<i>E FR</i>
Y9	<i>A* IE Gf</i>	<i>E P G</i>	<i>Gf</i>	<i>A SR</i>	<i>G RA</i>	<i>E FR</i>
Y10	<i>Yellis Gf</i>	<i>E P G</i>	<i>Gf</i>	<i>A SR</i>	<i>G RA</i>	<i>E FR</i>
Y11	<i>E P G</i>	<i>FR</i>	<i>E (Mo) P G</i>	<i>Gf</i>	<i>E</i>	<i>E</i>

Key:

G	Grade	E	Examinations
FR	Full Report	A*	Assessments in M, E, F.
SR	Short Report	CR	11+
RA	Revision Advice	A	6 th Form Assessment
P	Parents Evening	FT	Form Tutor/Parents Evening

4. Consistency within Departments, between Departments and from Year to Year

Heads of Department/Faculty 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 Head of Curriculum should inspect samples of sets of books from time to time, calling them in without advance warning, as a further means of quality control.



5. SUMMATIVE ASSESSMENT TASKS

- Through PIPS, GL Assessments, MidYIS and YELLIS we assess each boy's underlying verbal, numerical and spatial abilities at regular intervals and we use that information in the educational stage which follows to look at progress to date and as a predictor of future success in external examinations such as the 11+ and GCSE.
- Boys sit Baseline PIPS tests at the beginning and end of Reception
- From Year 1 onwards boys sit GL Assessments in English, mathematics and science (Years 6-9) and they also sit Cognitive Ability Tests (CATS)
- Boys sit the MidYIS test at the start of Year 7 and anyone joining the school into Year 9 will take the test when they join the school. All boys sit YELLIS tests at the start of Year 10.
- Boys of all ages are given termly assessment tasks throughout the year. These usually take place in October, December, February and May (End of year examinations). These are as follows:

EYFS:

Nursery: Assessment is ongoing in all key developmental areas in the form of the EYFS profile and learning journeys

Reception: Baseline Assessment takes place in September and Follow-Up in the summer Term. Assessment is ongoing in all key developmental areas in the form of the EYFS profile.

Pre-Prep (KS1):

Years 1 & 2: Assessment tasks are set in English, mathematics and science.

Prep (KS2):

Years 3 & 4: Termly assessment tests are set in English, mathematics and science.

Years 5 & 6: Termly assessment tests in English, mathematics and science. At the end of the autumn and summer terms boys are assessed in all subjects.

Lower Seniors (KS3):

Years 7 to 8: Termly assessments within all subjects.



Upper Seniors (KS4):

Years 9 to 11: Tasks are set in all subject areas that boys have chosen as GCSE options.

- Boys in KS2, KS3 and KS4 are set examinations at the end of the school year to encourage them to revise the material that they have been taught during the course of the year, and to prepare them for the process of sitting external examinations when the time comes.
- Boys in Year 11 are also given a 'mock' examination for GCSE in the spring term. This replaces the assessment task which would usually be set at that time of year. Similarly, any boy in Year 5 who is going to sit the 11+ transition tests has practice papers to get them used to the format of the test and the environment in which they will be sat.

6. Staff Responsibilities

Headmaster and the Senior Leadership Team

- Be familiar with current national developments relating to assessment and marking and disseminate relevant information to subject teachers and other colleagues.
- Facilitate staff development opportunities to discuss assessment, recording and reporting.
- Support, monitor and evaluate assessment, recording and reporting within the School.
- Carry out regular work scrutiny and give feedback to members of staff on how they can develop the quality of their marking.
- Ensure that all staff understand and implement the marking policy so the quality of feedback that the pupils receive is consistent throughout the School.

All Teachers

- Implement the marking policy within their class or subject.
- Ensure pupils have the opportunity to respond to written comments or verbal feedback.
- Monitor and assess pupils' written work on a regular basis, following up as necessary.

December 2019

Review Date: September 2020

Signed: _____ **Headmaster**

Signed: _____ **Chairman of Governors**