Godolphin School

Assessment and Marking Policy

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Review by   Deputy Head Academic

ASSESSMENT AND MARKING POLICY

Assessment is an essential part of teaching and learning. It is a means by which pupils and teachers gain an insight into the learning achieved and to enable future progress. Marking identifies progress made as well as highlighting areas for improvement.

ASSESSMENT POLICY

Assessment should be carried out regularly and should be diagnostic (focus on what a pupil can or cannot do), formative (to decide on what a pupil needs to do next to improve) or summative (to sum up a pupil's progress so far, in order to inform parents of progress made). Assessment can be based on a variety of evidence and it is recognised that not all work needs to be formally assessed.

Measuring progress

Godolphin facilitates baseline assessments in conjunction with the CEM centre. At 11+ students sit the Midyis tests; at the start of their GCSE year, all students sit the Yellis test; and all Lower Sixth students take the Alis test. The results of each test are disseminated internally to Heads of Department and subject teachers who use them in conjunction with their own marks to record and monitor progress.

Yellis and Alis results (and Midyis only for summer exams where the data are reliable enough so as to warrant it) are used internally to monitor performance in assessments and track progress and are used for analyse the results of public examinations, mock examinations and in some end-of-unit assessments. They are used to aid target setting throughout the school and to help forecast and predict public examination grades at GCSE and A level.

This is achieved by using a combination of Tracks in Schoolbase and using Excel spreadsheets to code results red/amber/green vs CEM test scores. Test scores (in mock and summer exams) are compared against CEM test scores and further internal analysis is undertaken following public examinations so as to provide HoDs and subject teachers with value-added data for their students at an individual and departmental level.

Analysis of the performance of EAL, SEND, G&T students vs the rest of the cohort is undertaken following public examinations in terms of value added/progress. Students' boarding status is also analysed, although initial results suggest little relationship between boarding status and either progress or grades achieved.

Examination results and value-added are tracked over the years in each department using a combination of CEM-produced graphs and internal analysis. Any causes for concern are dealt with by the Academic Deputy.

An internal analysis of grades achieved at Science at GCSE by students who went on to take the subject at A-level has been undertaken and will be updated annually; this is useful progress data to inform options choices at A-level; it creates a bespoke set of chances graphs for Godolphin.

Example of progress tracking spreadsheet produced and used internally following public exams:

Boarding Status	Average GCSE Points	SEND, EAL, AGT	Art	Biology	Business Studies	Chemistry	Chinese	Italian	Russian	Economics	English Language	English Literature	Food Technology	French	Further Mathematics	Geography	German	History	History Of Art	Latin	Mathematics	Music	Physical Education	Physics	Psychology	Religious Studies	Spanish	Average Progress
S	7.9	AGT				A*								A*						A*	A*			A*				0.2
MWB	7.9	AGT											A	B													B	-0.1
S	7.5	SEND	A*	A													B											1.6
MWB	6.5			B								A											A					1.2
S	7.2			B																				B		B		-0.1
FB		EAL		D			B									C						B						-1.7
FB				A		A	B			B												A						0.3
MWB	7.9	AGT	A	A																		B						0.5
S	7.7	AGT	A			B																A						0.4

Good assessment practice should:

- provide information to pupils, colleagues and parents

- assist the pupil in the learning process

- enable pupils to reflect on their learning in order for them to identify their areas of strength and areas for improvement

- monitor pupil progress and inform future planning of teaching

- compare a pupils' present performance with their previous performance, in order to gauge progress and set targets

- recognise and reward good work through commendations

MARKING POLICY

Pupils and parents are informed of the school marking policy at the start of the academic year and when reports are sent home. Work can be marked in a variety of ways including teacher led, self-assessment, peer assessment or oral feedback. It may be presented through various learning activities and in various situations. It is acknowledged that not every piece of work will be awarded a grade and there may be circumstances when a comment will suffice – we recognise the value of comment-only marking insofar as focussing the student on the comments on how to improve the work, rather than being fixated on the grade awarded. It is clear that scores and grades will be appropriate as well and so this policy allows for flexibility over awarding grades, scores or comment-only marking.

In common good practice, marking should:

- be in line with the **school / departmental** mark schemes. (Work by First to Third Years will be marked using the A-D scale for attainment. Work by Fourth and Fifth Years will be marked using the GCSE scales of attainment as appropriate for that subject (i.e. 9 - 1 or A*-G), and that done by students in the Sixth Form by the A-level scales (A*-U). The scale for Engagement outlined below is used throughout the school and across all years.)

- be purposeful, legible and consistent and easily understood by pupils, parents and teachers

- help to raise standards and expectations by offering helpful advice on how to improve

- be applied to work that is set which should then be returned promptly to students

- be regular while at the same time not proving to be a burden for staff

- be recorded to help inform pupils and parents

- be monitored by Heads of Department to ensure consistency and to aid internal moderation when appropriate

- include reference to spelling, punctuation and grammar, (refer to the Literacy Policy and literacy marking grid, which also appears in the student diaries and in classrooms)

Departments carry out a book scrutiny at least twice a year, focussing on different key stages. Heads of Department will carry out regular work scrutinies to ensure consistency of marking, setting of prep etc. The SMT conducts work scrutiny once per term and selects a cross-section of students by their EAL/G&T/SEND status from each year group in the school.

Assessment / Reporting Criteria

Attainment Grades in the Sixth Form

A* A   B   C   D   E   U   AS/ A2 level grading system

Grade descriptor for parents to accompany reports:

The grade awarded indicates the current level your daughter is working at.

Attainment Grades for Fourth and Fifth Years

A* A   B   C   D   E   F   G   U   GCSE grading system

9 8 7   6 5 4   3   2   1   new GCSE grading system

NB A grade 5 in the new system is approximately equivalent to a high grade C / low grade B in the system which is being phased out

Grade descriptor for parents to accompany reports:

The grade awarded indicates the current level your daughter is working at.

Attainment Grades for First, Second and Third Years

GRADE	CRITERIA
A – EXCELLENT	• **Outstanding** work, showing **excellent** evidence of accurate and appropriate knowledge, understanding and skills. • **Excellent** evaluative content shown where appropriate. • **Excellent** use of subject specific and extended vocabulary. • **Strong** evidence of independent work / thought
B – GOOD	• **Good** work showing evidence of accurate and appropriate knowledge, understanding and skills, with some minor gaps. • **Good** evaluative content offered where appropriate. • **Good** use of subject specific and extended vocabulary.
C – MODERATE	• **Moderate** work showing **some** evidence of accurate and appropriate knowledge, understanding and skills, but with some major gaps. • **Some** evaluative content offered where appropriate. • **Some** use of subject specific and extended vocabulary.
D - UNSATISFACTORY	• **Inadequate** work showing little or no evidence of accurate and appropriate knowledge, understanding and skills. • **Little or no** use of relevant evaluative content offered. • **Little or no** use of subject specific or extended vocabulary • **This level of attainment is a cause for concern.**

Engagement grades for all years

GRADE	CRITERIA
a - EXCELLENT	• **Always** displays a positive attitude to learning and responds to advice • **Consistently** produces work which reflects excellent effort • **Always** has the correct equipment and contributes positively to lessons • **Always** meets deadlines • **Regularly goes above and beyond what is expected of them**
b - GOOD	• **Often** displays a positive attitude to learning and **usually** responds to advice • **Regularly** produces work of representing good effort • **Usually** has the correct equipment and normally contributes in lessons • **Regularly** meets deadlines
c - MODERATE	• **Sometimes** displays a positive attitude to learning and **sometimes** responds to advice • Usually produces work of an acceptable standard; sometimes work can be scrappy or incomplete. • **Sometimes** contributes in lessons • **Occasionally** fails to bring the correct equipment • **Occasionally** fails to meet deadlines
d - UNSATISFACTORY	• Rarely displays a positive attitude to learning and **seldom** responds to advice • Work is **repeatedly** below a standard that is acceptable for this student • **Regularly** fails to bring the correct equipment and **rarely** contributes to lessons • **Often** misses deadlines • **This level of effort is a cause for concern**