



# Assessment and Marking Policy



Reviewed	May 2018
Reviewed	September 2023
Next Review:	September 2024
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+ and 13+ 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, and PowerBI to code results red/amber/green vs CEM test scores and to visualise trends. 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.

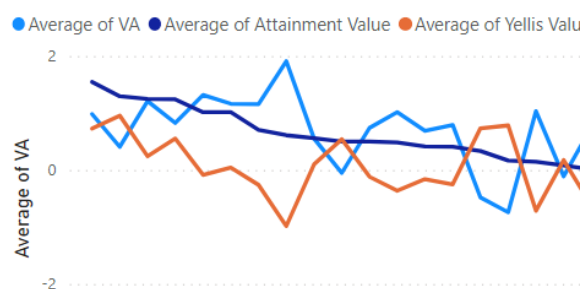
Analysis of the performance of EAL, SEND, G&T students vs the rest of the cohort is undertaken following public examinations in terms of value added/progress. Students' boarding status is also analysed, although initial results suggest little relationship between boarding status and either progress or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

Example of progress tracking spreadsheet, and PowerBI output produced:

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

Average of VA, Average of Attainment Value and Average



Art	Biology	Chemistry	Classical Civilisation	Computer Science	Drama	English Language	English Lite
8	6-5	6-5				6	6
7	8	7				8	6
7	8	8				7	7
7	7	5				7	6
6	4-3	4-3				5	5
7	4-3	4-3				7	5
6	6-5	6-5				5	6
7	4-4	4-4				5	4
7	7-6	7-6				6	6
6	6	5				7	6
8	8	8				6	7
7	7	5				6	5
6	3-3	3-3				4	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, 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.)
- provide useful information on which a student could act to improve
- be purposeful, legible and consistent and easily understood by pupils, parents and teachers
- 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)

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

<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>AS/ A2 level grading system</b>
<b>Dist</b>	<b>Merit</b>	<b>Pass</b>					<b>BTEC/Level 3 grading system</b>
<b>D1 D2 D3</b>	<b>M1 M2 M3</b>	<b>P1 P2 P3</b>					<b>Pre-U grading system</b>

Grade descriptor for parents to accompany reports:

The attainment grade awarded indicates the current level the student is working at, compared to A-level / BTEC level criteria on the material that has been taught to date.

#### Attainment Grades for Fourth and Fifth Years

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

Grade descriptor for parents to accompany reports:

The attainment grade awarded indicates the current level the student is working at, compared to GCSE level criteria on the material that has been taught to date.

#### **Note:**

- A strong GCSE student in Fourth year could achieve a grade 8, even though they have not yet been taught or tested on the most complex material if they are learning material well at GCSE level, and demonstrating appropriate skills *for what they have been taught*.
- This is consistent with A\* or 9 *not usually being available in the first year of study*, because of the level of synoptic, complex or detailed knowledge that those grades require.

## Attainment Grades for First, Second and Third Years

GRADE	CRITERIA
A – EXCELLENT	<ul style="list-style-type: none"> <li>• <b>Outstanding</b> work, showing <b>excellent</b> evidence of accurate and appropriate knowledge, understanding and skills.</li> <li>• <b>Excellent</b> evaluative content shown where appropriate.</li> <li>• <b>Excellent</b> use of subject specific and extended vocabulary.</li> <li>• <b>Strong</b> evidence of independent work / thought</li> </ul>
B – GOOD	<ul style="list-style-type: none"> <li>• <b>Good</b> work showing evidence of accurate and appropriate knowledge, understanding and skills, with some minor gaps.</li> <li>• <b>Good</b> evaluative content offered where appropriate.</li> <li>• <b>Good</b> use of subject specific and extended vocabulary.</li> </ul>
C – MODERATE	<ul style="list-style-type: none"> <li>• <b>Moderate</b> work showing <b>some</b> evidence of accurate and appropriate knowledge, understanding and skills, but with some major gaps.</li> <li>• <b>Some</b> evaluative content offered where appropriate.</li> <li>• <b>Some</b> use of subject specific and extended vocabulary.</li> </ul>
D - LOW	<ul style="list-style-type: none"> <li>• <b>Inaccurate or underdeveloped</b> work showing little or no evidence of appropriate knowledge, understanding and skills.</li> <li>• Relevant evaluative content is <b>very basic or not present</b>.</li> <li>• Subject specific or extended vocabulary is <b>inaccurate or not present</b>.</li> </ul>

In each year group the following percentages should get each different grade. This can be easily reported in schoolbase per group (use the “manage and print” button in the report writer), or centrally for each subject, HoDs have this data for the current academic year so far.

Attainment Grade	% in a cohort
A	30-50
B	30-50
C	5-20
D	0-5

## Engagement grades for all years

GRADE (either a-d or 4-1 depending on year group)	CRITERIA
a – EXCELLENT (for checkpoints and reports)  4 – Frequently Excellent (for reviews)	<ul style="list-style-type: none"> <li>• <b>Always</b> displays a positive attitude to learning and responds to advice</li> <li>• <b>Consistently</b> produces work which reflects excellent effort</li> <li>• <b>Always</b> has the correct equipment and contributes positively to lessons</li> <li>• <b>Always</b> meets deadlines</li> </ul>
b – GOOD (for checkpoints and reports)  3 – Always Good (for reviews)	<ul style="list-style-type: none"> <li>• <b>Often</b> displays a positive attitude to learning and <b>usually</b> responds to advice</li> <li>• <b>Regularly</b> produces work representing good effort</li> <li>• <b>Regularly</b> has the correct equipment and normally contributes in lessons</li> <li>• <b>Regularly</b> meets deadlines</li> </ul>
c – MODERATE (for checkpoints and reports)  2 – Below Expectations (for reviews)	<ul style="list-style-type: none"> <li>• <b>Sometimes</b> displays a positive attitude to learning and <b>sometimes</b> responds to advice</li> <li>• Usually produces work of an acceptable standard; sometimes work can be untidy or incomplete.</li> <li>• <b>Sometimes</b> contributes in lessons</li> <li>• <b>Often</b> fails to bring the correct equipment</li> <li>• <b>Often</b> fails to meet deadlines</li> </ul>
d – POOR (for checkpoints and reports)  1 – Significant concern (for reviews)	<ul style="list-style-type: none"> <li>• Rarely displays a positive attitude to learning and <b>seldom</b> responds to advice</li> <li>• Work is <b>repeatedly</b> below a standard that is acceptable for this student</li> <li>• <b>Regularly</b> fails to bring the correct equipment and <b>rarely</b> contributes to lessons</li> <li>• <b>Often</b> misses deadlines</li> <li>• <b>This level of effort is a cause for concern</b></li> </ul>



**Notes on engagement grade use:**

The “a” is accessible for all students, and a lot of students might be expected to achieve it, it represents completing everything expected of a student, and doing so at their best level of ability. Tutors would praise students for achieving “a” grades.

The “b” is a good level of engagement, students, and parents should be pleased, but recognise that there is room for improvement. Tutors would praise students for “b” grades, but may discuss potential improvements in some areas.

The “c” grade is a worry, and suggests to parents that the student should be altering their engagement. Tutors would mention “c” grades in discussions to highlight concerns.

The “d” grade prompts significant comments on checkpoints, and should concern parents, tutors will need to address any “d” grades with students.

