

PRIOR'S FIELD SCHOOL

GODALMING SURREY

GSA BSA Girls' Boarding and Day 11-18

ASSESSMENT, MARKING AND REPORTING POLICY

Assessment refers to all those activities undertaken by teachers and pupils in gathering, recording and using information about the level of performance of individual pupils. It is part of effective planning, focuses on the pupil and recognises all educational achievement. Assessment encompasses responses to regular, ongoing work as well as to specially designed tasks. Prior's Field uses both summative and formative assessment as appropriate. Summative assessment is carried out periodically, typically at the end of a unit, to judge a pupil's level of performance and in end of year school examinations. Formative assessment encompasses activities undertaken by teachers and pupils which provide information to be used as feedback to modify teaching and learning activities in which pupils are engaged. Pupils are also encouraged to evaluate their own performance against previous performance, to inform their future learning.

Rationale:

This policy aims to ensure that pupils experience a variety of relevant assessment strategies to help them know how to improve and to ensure a consistency of approach across all phases of the school by setting out guidelines, common practices and procedures. Individual and group performance will be monitored and tracked by heads of department, heads of year, the Director of Studies and Deputy Head Curriculum.

The policy should

- Ensure continuity, progression and consistency of practice across the school which staff, pupils and parents can access and understand.
- Provide guidance on how assessment can be used to shape future learning and teaching.
- Enable an appropriate variety and balance of formative and summative assessment strategies to be used.
- Enable effective tracking and monitoring and therefore maximise progress for every pupil on an individual basis.

Department based student assessment:

Heads of Department are responsible for ensuring that continuity, progression and consistency of assessment, marking and reporting within their subject area across the school is achieved and that departmental policy is in line with this school policy.

Every subject teacher should mark and record pupils' progress on a regular basis. Every teacher should use a variety of methods including self-assessment and peer group assessment as well as teacher assessments. Assessments should take place in the short-term – oral feedback, homework, regular testing, in the medium term – end of term/topic/unit tests, prolonged coursework and also on a long-term basis – end of year, end of module examinations. Assessment should be diagnostic to establish what a pupil knows, understands, can apply, can do; summative to state what is known, understood, doable; formative to identify, plan and inform the next stage in the teaching and learning process. It should foster motivation, be sensitive and constructive, promote understanding of goals and criteria and support the learners. Assessment should include reporting in terms of relevant indicators of performance (eg attainment levels, GCSE grades, AS/A grades). MidYIS, YELLIS and ALIS scores are used, in conjunction with other data, to determine the level of achievement which can reasonably be expected and in helping to set targets for achievement.

It is crucial that assessment informs teaching and learning and that it targets individual pupils' learning needs.

Central monitoring of student achievement:

Heads of Department and Heads of Year should have an overview of progression and should ensure that assessment data is used to inform planning and development. Reporting grades are held within the school MIS system as are examination data which are extracted and analysed regularly. Heads of Year also monitor assessments across their year groups to identify and help plan for pressure points which may occur.

Record Keeping

A readily available history of each pupil's achievement and progress throughout the course of her school career should be available. Individual teachers must have ongoing and recent performance data. Departments devise and maintain methods for ensuring that data is kept and is available across the department to ensure progression from one teacher/year to the next. Basic expectations are name of pupil, title of work and level of success, thereby providing evidence of progress made.

The Head of Learning Support is also responsible for monitoring progress for pupils within his/her remit and for maintaining and distributing records of individual learning needs as appropriate. The Head of Learning Support is responsible for assessing the effectiveness of additional tuition provided in this area. The Exceptionally Able Coordinator is responsible for the provision for exceptionally able pupils and for evaluating its effectiveness. The Tutor for Scholars monitors enhancement programmes and makes additional provision for academic scholars by providing opportunities beyond the classroom which are challenging and stimulating. Heads of department are also responsible within their own areas for monitoring provision of stretch and challenge and catering for this through schemes of work. The Director of Studies is responsible for CATs, MiDYis, Yellis and ALIS data which is made available

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centrally to all staff for use in a variety of ways to inform assessment of progress and achievement.

Statement on Reporting

The school reporting system is used by all departments: see Appendix 2.

The school uses a combination of written and verbal reporting systems for parents and pupils at specific, coordinated times of year. Full reports are sent home twice a year to every year group and progress reviews are sent home twice a year to First – Fourth Form and once a year for Fifth – Sixth Form. In addition, verbal reports are made annually at parents' evenings for every year group. Heads of Department, form tutors and Heads of Year monitor progress of all pupils regularly and will contact parents to discuss any issues along with strategies to improve or cope should a concern arise.

Statement on Marking

The school's approach to marking reflects the statements on assessment as set out in this policy. Marking is a means of assessment and should be carried out regularly to encourage and inform progress. Written and/or verbal feedback through or about marking should be made informing pupils how to improve. Marking criteria should be clear and, as appropriate, provided to pupils. Departments establish consistent, clear standards required for different levels using a range of techniques including internal moderation and exemplar work. In addition, each department formulates its own policy to reflect the overall aims of the schools' assessment, marking and reporting policy. Departments should use a variety of marking strategies (grades, PF levels, marks, comment only etc.) as appropriate, but these should be clearly understood by pupils and used consistently across the department.

The key aim is to ensure that pupils have a realistic sense of their own progress and an understanding of what steps they must take next in order to improve.

Evaluation

Heads of Department, Heads of Year, the Director of Studies and the Deputy Head Curriculum should assess the effectiveness of this policy regularly via feedback from pupils, parents and staff. Departments should review their own departmental policies annually.

Next review date: Spring 2010

APPENDIX 1: Assessment Strategies

ASSESSMENT POLICY

APPENDIX 1

Examples of Assessment for Learning Strategies used in different sections of the school
(different phases and departments will have specific approaches)

- Self assessment of classwork and homework
- Peer assessment of classwork and homework
- Must, Should, Could strategy for differentiation
- Use of examination board criteria by pupils for assessing own work and work of others
- 'rich' questioning: open-ended, 'basketball' game among pupils not 'tennis match' teacher – pupil; multi-person answers, increased time for thinking about answers.
- End of topic/unit tests (summative assessment) used in formative ways
- Peer coaching
- Hands down approach
- Use of lesson time
- 'Traffic light' pairing
- Extended peer marking
- Written pupils feedback commenting on teacher feedback
- Mentoring of junior pupils by senior pupils
- Comments, rather than grades with younger pupils
- Focus, in the marking, on a particular aspect of homework (sometimes, for example it may be approach not to mark spelling)
- Use of 'thumbs up/down' for instant feedback
- Marking with pupils

APPENDIX 2: Reporting Criteria

Lower School (First - Third Form)

Attainment Grade	Descriptors
A*	Outstanding – exceptional work going considerably beyond the requirements of the task set.
A	Excellent – work of a very high standard containing only minor errors.
B	Good – work meets the requirements of the task. A good standard but with some errors.
C	Satisfactory – Errors may be common and understanding basic, although work is complete.
D	Weak – application to the question and level of detail are poor.
U	Unacceptable – work must be completed again.

Effort Grade	Descriptors
1	Good – pupil has put in their best effort for this piece of work.
2	Satisfactory – pupil has done what is asked of them.
3	Poor – some parts of the task are incomplete, rushed, or are lacking in detail.

Upper School (Fourth - Fifth Form)

Grades awarded for attainment, Current Working Grade, will be based upon GCSE assessment criteria and will be 'predictive'; this is the grade a pupil could expect to achieve if she continues to work and progress at the present level. Work is assessed grades A*-G and U. Effort grades are numerical according to School Assessment Policy shown above.

Sixth Form

Grades awarded for attainment, Current Working Grade, will be based upon AS and A2 level assessment criteria and will be 'predictive'; this is the grade a pupil could expect to achieve if she continues to work and progress at the present level. Work is assessed using grades A-E, and U. Effort grades are numerical according to School Assessment Policy shown above.

In addition, PF levels –related to National Curriculum levels - are given in the First-Second Forms with two key assessment points reported internally per year