



Assessment, Target Setting, Reporting and Marking Policy

Rationale

Assessment is integral to effective teaching and learning and must focus on helping students to learn. Its purpose is to inform students, parents and teachers about progress. Effective assessment must strike at the heart of raising achievement and is a key factor in challenging underachievement

A calendar of assessment opportunities, data collection and reports is compiled for each academic year to ensure an even spread of formative and summative feedback.

Progress, Targets and Tracking

We expect all students at The Elmgreen School to progress 2 National Curriculum Levels between Key Stage 2 and Key Stage 3. Detailed below are the systems that we have agreed upon to effectively monitor progress, target intervention and inform relevant stakeholders.

Baseline Data

The KS2 results for each student will be used to arrive at an Average Points Score (APS) for each student. This APS will be converted into an attainment level. For the purposes of target setting and ensuring progress, NC Levels are divided into 3 sub-levels, a,b and c. Levels are This APS will form the basis for how the student should progress during their time at The Elmgreen School.

The DfES state (June 2007) that students should progress 9 points or 5 sub levels between KS2 and KS3. At The Elmgreen School we expect students to progress 2 sub levels in Year 7, a further 2 sub levels in Year 8 and 2 final sub levels in Year 9 as an absolute minimum. This is easy to remember as 2:2:2.

We are committed to maximising the value added achievement of all of our students and look to extend progress at all times.

Tracker

The Elmgreen School Tracker is set up in such a way as to enable Teachers, Tutors, Students and Families easy and ready access to how students are progressing.

Once baseline data is established, the tracker will be updated 6 times during each academic year. Please see the [Assessment Calendar](#) and the [Assessment Calendar Task List](#).

Teachers are expected to record 3 ATL scores during the year; one per term.

Teachers are expected to record 3 attainment level scores during the year, one per term.

These scores are recorded on each department's mark book. The data manager will collate data for the tracker from this source

Reports to Tutors

After each data collection, the school data manager will produce a report to Tutors to update them on each of their students' progress.

The report will be in table form. It will detail an ATL score and Attainment Level score for each subject.

The Attainment Level result will be compared to each student's prior attainment and will be colour coded, using a traffic light system, on the report to make progress instantly clear to tutors and students.

Results in **RED** indicate that attainment is more than 1 sub level expected progress.
Results in **AMBER** indicate that attainment is 1 sub level below expected progress.
Results in **GREEN** indicate that attainment is on target to make expected progress.
Results in **GOLD** indicate that attainment is exceeding expected targets.

Tutors are expected to work with all students to reflect on these results during Personalised Learning Lesson time. Go here for more advice on how to use this data with students.

All staff are expected to encourage students to get into the **GOLD** section.

Principles of Assessment

Formative assessment is used to:

- Identify a base line and potential levels of achievement
- Identify students' strengths and areas for reinforcement and development
- Inform regular dialogues between teacher and learner about progress
- Provide teachers with information on which to base their long and short term lesson planning for individuals and groups of students

Summative assessment is used to inform:

- Students, teachers and parents about students' current levels of attainment
- Decisions about progression between Key Stages and into further and higher education
- Curriculum planning across the school
- School self-evaluation and performance management
- Plan and implement intervention strategies
- Provide teachers with information on which to base their long and short term lesson planning for individuals and groups of students

Both formative and summative assessment allow:

- Comparison between a student's current and previous levels of achievement
- Comparison between one student and another

- ❑ Comparison between the achievement of the student and groups of students across subjects

Key Elements of the Policy

- ❑ Tracking
- ❑ External Assessment
- ❑ Internal School Assessments
- ❑ End of Project Subject Based Assessment
- ❑ Attitude to Learning Scores
- ❑ Marking
- ❑ Student Self-Assessment
- ❑ Reporting
- ❑ Target-Setting

Assessment for Learning

The most important function of assessment is to assist learning. Assessment which does this is commonly referred to as 'Assessment for Learning'. A review of research by Paul Black and Dylan Williams has shown that assessment, carried out in certain ways, can raise the achievement of all students and particularly lower-achieving students. Moreover, the raising of standards is achieved by students developing the skills and attitudes which enable them to take responsibility for their own learning and enable them to become lifelong learners.

Research suggests some particular strategies, and provides references to other sources of information, as well as including checklists for reviewing practice. Research shows improving learning through assessment depends on five key features:

- ❑ Effective feedback to students;
- ❑ Active involvement of students in their own learning;
- ❑ Adjusting teaching to take account of the results of assessment;
- ❑ A recognition of the profound influence assessment has on the motivation and self esteem of students, both of which are crucial influences on learning; and
- ❑ The need for students to be able to assess themselves and understand how to improve.

Please go [here](#) for further advice on how to integrate successful Assessment for Learning practices into your planning and delivery, and [here](#) for a model of assessment for learning in action.

Students will receive regular feedback and short and medium term targets from all teachers.

In the core subjects of English, Mathematics and Science, students will receive formative comments every two weeks. In Foundation subjects, students will receive formative comments every three weeks.

These comments will include 3 bullet points

- A positive, specific response from the teacher about the work marked
- An immediate, short term target for the student to act upon to improve their work
- A medium term target to instruct the student about what issues/skills to focus on in the coming weeks

At this stage exercise books/folders should be marked up to date by the teacher. There are many ways to manage the upkeep of marking for students' work books. Please see the section on [marking](#).

This stage could be referred to as 'marking in the middle' – students are likely to gain much more from formative comment making and target setting made by the teacher during the project scheme of work, that have such comments restricted to the end of a project. Targets made at the end of a project might well refer to skills not to be used during the next project. Teachers should find it useful to 'mark' or make comments as much as possible during tasks, in the classroom, or in the students'

work book, rather than wait until the end of projects. Please go [here](#) for more helpful Assessment for Learning practice and advice.

Attainment Levels should not be used at this stage. Good Assessment for Learning practice indicates that the use of levels/grades in the middle of projects is counter-productive and does not impact positively on attainment.

At this 'marking in the middle' stage teachers should also give an Attitude to Learning score.

Attitude to Learning Scores

Each teacher will give all students an attitude to learning score when marking work on the two or three week cycle when making the summative assessment for learning comments. These scores alert the student to the teacher's view of the effort they are making in their studies. These scores will be collated on the student tracker and reported to Tutors on a half-termly basis and sent home on a termly basis.

A letter grade will be used to record this information. Letters have been chosen that do not confuse with GCSE grades or NC Levels, as below

M	Maximum effort to achieve
H	High effort to achieve
S	Satisfactory effort to achieve
X	Insufficient effort to meet target level

Data - Tracker

A database of all student prior and current achievement is kept on the portal. Details of some of the data available is detailed below.

CATS

When students join The Elmgreen School, their prior attainment at KS2 tests will be recorded on the tracker. In addition they will sit an on-line CATs test during the first term at The Elmgreen School. The results of this test will be immediately distributed to teachers as a means of understanding each student's verbal, non-verbal and numerical reasoning. This test provides a visual representation of each student's preferred learning style. It is worth noting that teachers should not confine all their teaching strategies to suit the results of this test. All students need to continue to develop their other learning styles.

Reporting

Rationale

Schools communicate with parents in many ways about the curriculum and the achievements of their children. At The Elmgreen School these can take the following forms:

- ❑ Written reports
- ❑ Individual Academic Review Days
- ❑ Informal discussion at the Personalised Learning Lesson or end of the day
- ❑ Interviews called to resolve an exceptional situation
- ❑ Written comments on pieces of work which are taken home
- ❑ Wall displays around the school
- ❑ Certificates of commendation
- ❑ The Student Planner

All of these forms of communication share the same function and they are intended to inform, involve and motivate students and their parents.

Reports to Families

[At 3 points in the year](#), the school data manager will produce a report to families to update them on their child's progress.

The reports will be based on the collection of ATL and NC Level scores collected from subject teachers.

The first report to families will detail ATL scores.

The other 2 reports will detail both ATL and NC Levels.

Tutors will be expected to record a comment on each report to record their view on each student's progress.

Tutors will be given the reports to check and send home with each student.

Each time a report to families is prepared the Tutor must contact the family to ensure that the report has arrived home and to deal with any issues arising from the report. Tutors should deal with any specific questions relating to specific subject performance, and if necessary refer to the subject teacher or facilitate a conversation or meeting between the family and the subject teacher. A termly subject surgery is also available for parents.

At least one of the 3 reports to families must result in a personal meeting between the Tutor and the parent/care of each student. Tutors are free to make these meetings at a convenient time for them.

An audit of family responses to the structure of reporting and the quality of information received and action taken will be undertaken on a regular basis by the member of ST responsible for assessment and reporting in order to ensure quality and to inform future developments.

Lead Tutors will also carry out audits of family responses and inform the member of ST responsible for assessment and reporting of any issues that should inform future developments.

Departmental Mark Book

Each Department is free to collect any amount of useful data it wishes to from subject teachers. The data that they choose to collect should allow teachers and subject leaders to interrogate the data in such a way that they can understand the attainment target/subject skills trends of progress in their department. An 'question level' recording of data can enable subject leaders to target intervention more successfully and have a clear understanding of progress in their subject area.

Each Department will consult with the ST member responsible for assessment and reporting at the beginning of each year to establish the column headings it requires on their Departmental Mark Book. These may refer to Attainment Targets or Project Titles.

Each Department is expected to have a common column in their mark book where the teachers can record the 3 Attainment Level Scores and the 3 ATL scores. These scores will be collated from the Departmental Mark Book by the Data Manager.

Reports to Tutors and Families will be produced each term.

Subject Leader Analysis

Subject leaders will be presented with reports at the end of each of the 6 terms. These reports will categorise the progress of each student in each cohort into the 4 colour coded groups. This will allow subject leaders to visualise progress in their subject areas.

In addition a breakdown by teaching group will be produced to allow subject leaders to compare progress between classes.

The member of ST responsible for assessment and reporting will work with the subject leaders and an outside critical friend for each specialist subject to help moderate work and develop progress.

Subject Leaders will be expected to use this data to drive their ongoing subject development plan and intervention strategies with a view to ensuring the progress of all students in their department area.

Subject Leaders and subject teachers are expected to liaise with Tutors and families to ensure the progress of all students. They should enlist support of all appropriate adults in order to maximise the progress of all students in their subject care. Concerns should be communicated at the earliest opportunity to the Tutor of each student.

Curriculum Contact

Subject teachers and families like to have the opportunity to communicate about specific subject progress. As such one Wednesday afternoon each alternate term will be dedicated as a Subject Surgery.

This time is available for subject teachers and families to make formal appointments to meet to discuss the progress of students in their subject care. Appointments should be made at least one week in advance. Subject teachers should use any available time in this time allocation to telephone the families of those students that are doing well and make a positive contact.

Assessment of Learning

External Assessment Procedures

The use of standardised externally set and validated forms of assessment are important in establishing students progress in relation to National expectations. The following externally accredited forms of assessment are used across the school:

- ❑ National Curriculum Key Stage 2 [baseline data from feeder primary schools] and Key Stage 3 SATs and teacher assessments
- ❑ NFER CATs tests undertaken in the Autumn Term for Year 7
- ❑ QCA progress and optional tests in English and Mathematics in Years 7 and 8

Internal Review Assessments

Key Stage 3

- ❑ Current Attainment
- ❑ Minimum expected Level at the end of the Key Stage
- ❑ Attendance
- ❑ Punctuality
- ❑ Effort
- ❑ Attitude & Behaviour
- ❑ Independent Study
- ❑ Personal Organisation
- ❑ Presentation
- ❑ Percentage attendance
- ❑ Number of sessions late

Current Levels of Attainment

These are given on the basis of Levels gleaned from end of project assessment tasks that have been marked against National Curriculum criteria. They are fine graded Levels that use a Level number and a letter a,b or c.

National Curriculum Levels at Key Stage 3

Attainment should be shown as a National Curriculum Level [1 to 7], subdivided where appropriate by the use of a, b, c to denote attainment at the upper or lower range of the level respectively. [e.g. 4, 5a or 3b.] For students whose attainment level lies outside the expected range or disappplied the appropriate codes should be used. [e.g. D-Disappplied, Working towards level 2.]

Minimum Expected Levels/Grades

Baseline data is used to generate Minimum Expected National Curriculum Levels based on student's prior attainment. This data is available for all students on the portal. These are used to inform:

- planning
- target-setting
- termly benchmarking of progress via progress reports or Academic Review days

They are generated from prior attainment data using the following:

Years 7 - 9:

- Key Stage 2 SAT's and use of the DfES Autumn Package graphs
- Year 7 CAT's results give minimum expected levels for Key Stage 3 SAT's and preferred learning style information

The above data is shared with families and students at Academic Review days and reports home.

Marking

Aims

For students,

- ❑ To inform them of their progress and motivate them to improve their performance;
- ❑ To help them identify the criteria by which their future progress can be measured;
- ❑ To develop their ability to accept criticism and praise in order that they can reflect more effectively on what they have learned;
- ❑ To equip them with the skills of constructive self-criticism so that they can become effective independent learners.

For teachers,

- ❑ To inform them of the progress that students are making;
- ❑ To diagnose individual learning needs;
- ❑ To evaluate the impact of the teaching on students' knowledge, understanding and skills;
- ❑ To become reflexive practitioners;
- ❑ To reinforce expectations and students' sense of purpose.

Principles of effective marking

Effective marking takes a variety of different forms depending upon the demands of the particular pieces of work and schemes of work over a period of time. The principles, which follow, are intended to provide a framework by which staff can plan and evaluate their practice in marking students' work. It:

- ❑ Provides constructive feedback which helps students to understand what they have achieved and what they need to do next;
- ❑ Encourages student engagement through questions which are followed up;
- ❑ Provides opportunities for students to mark their own and others' work;
- ❑ Focuses explicitly on learning intentions as the criteria for success;
- ❑ Engages with subject-specific knowledge, understanding and skills and not just with effort and presentation;
- ❑ Supports consistently high expectations of the quality and presentation of students' work;
- ❑ Is focussed and targeted in order to make it meaningful for the student and manageable for the teacher;
- ❑ Is prompt and regular in all classes and all subjects;
- ❑ May include both written and verbal feedback;
- ❑ Sets specific targets or next steps;
- ❑ Is legible and is expressed in clear language appropriate to the needs and abilities of the individual student;
- ❑ Feeds into the planning of future teaching activities.

Guidelines for good practice in marking

- Individual or pair marking or editing for special features of content or presentation, prior to the work being handed into the teacher;
 - editing or correcting of particular features in part of the work before asking Students to self-mark the remainder for the same errors;
 - focussing marking on a single feature, which had been made explicit to the Students in advance;
 - sharing exemplar material with the whole class to model the expected outcomes;
 - collating common issues that arise from a set of marking and sharing these with the class or groups of students via teacher-prepared sheet, notes on the whiteboard rather than writing detailed comments on all work individually;
 - oral feedback, providing immediate acknowledgment of work done, quick targeted intervention and an opportunity to share strategies for improvement at the relevant time.
 - Marking written work without the student present may involve more detailed teacher comment.
 - It is important that time is given in the following lessons for students to read and assimilate this feedback.

The Elmgreen School Marking Policy – Daily Practice

Attainment

- Assessment criteria for key assessments are published in student-friendly formats. Pupils know exactly what they need to do in order to achieve their target levels or grades.
- NC levels/GCSE grades are awarded and recorded for key assessment pieces and for substantial pieces of work where appropriate – at least once per half term.
- Learning targets (or progress targets) are regularly set - at least once every two weeks in foundation subjects and at least every three weeks in non-core subjects. Targets should be linked to NC criteria.

Attitude to Learning Scores

- Teachers award and record **effort to achieve** on a 5 point scale.

M	Maximum effort to achieve
H	High effort to achieve
S	Satisfactory effort to achieve
I	Insufficient effort to meet target level
X	Completely unacceptable

- We should continue to use the same symbols in the interests of consistency.
- Books are marked at least once every 2 weeks in core subjects and every 3 weeks in Foundation subjects - an effort to achieve grade allocated.

How work is annotated

- Teachers should indicate to students what a task is going to be marked for – relating to Learning Objectives of unit or lesson and assessment criteria of task.
- Marking is not about correcting. Teachers highlight errors: pupils correct them.
- Correction time needs to be built in to class and homework routines.
- Teachers should not feel that they have to mark every spelling and punctuation error.
- There is, however, a set of baseline literacy expectations that all staff need to mark for. These are full stops and capital letters, the 100 basic spellings (see below), and paragraphs.
- Teachers should also mark subject-specific spelling errors (key words or target vocabulary).
- When whole-school literacy targets are set, teachers should mark in support of those.

A Marking Code

- // Start a new paragraph here
- P Check your punctuation
- C Check if you need a capital letter or not
- SP If a word is circled, your teacher has corrected the spelling for you
- If a word is underlined means that you must check the correct spelling yourself

definate to show exactly where a spelling error occur

you^oll to show a punctuation error

we went ^ shops to show a word is missing

/ Something is missing here – develop this further

? This doesn't make sense

* This means that a comment is written elsewhere

✓ You have made a good point!

Quality Written Feedback

Teachers should vary the range of feedback given in order to maximise the potential for students' engagement and progression- please see the range of examples to illustrate the methods we could employ which include

- Useful assessment marking in the middle of tasks
- Engaging maintenance marking
- Quick marking that can still engage
- Maintenance marking

Marking should influence our planning for a particular class. As such marking must take place at least every two weeks for core subjects and every three weeks for Foundation subjects.

At these points an Attitude to Learning score should be given. Please see Attitude to Learning section [here](#).

Planning should take into account the demands of marking. i.e. having all of our classes doing extended writing in the same week will not make marking efficient.

Peer and self assessment should be a regular part of the marking process.

Teachers should make the most of opportunities to maintenance mark student's work books or folders as they go along ways of maintenance marking as we go along - every time we speak to a student in class for example.

Teachers might find it useful to mark in short bursts - i.e 5 books in a marking session.

Homeworks can be varied to avoid them only producing blocks of writing. Setting varied homework tasks is to be encouraged: e.g., editing work already produced, using a different colour pen to highlight corrections; annotating a piece of text for key words/information; independent research using the internet; produce a poster/cartoon strip to explain key learning point to a younger age group; interviewing family/peers for views on particular issue; independent reading, verified by parental signature.

Marking is one part of our assessment for learning strategy that goes along with other strategies, such as verbal assessment and instant marking in the middle of tasks – verbally or in writing.

Go [here](#) for examples of how to vary and use quality written feedback.

Spelling

Correcting spellings

Use the **Look, Cover, Write, Say, Check** method:

***Look** at the word;

***Cover** the word;

***Write** it out;

***Say** the word;

***Check** that it is right.

High-Frequency Words

A Basic Sight Vocabulary - (The Dolch Word List)

A a about after again all always am an and any are around as ask at ate away	B be because been before best better big black blue both bring brown but buy by	C call came can carry clean cold come could cut	D did do does done don't down draw drink	E eat every	F fall far fast find first five fly for found four from full funny	G gave get give go goes going good got green grow	H had has have he help her here him his hold hot how hurt	I I if in into is it its
J jump just	K keep kind know	L laugh let light like little live long look	M made make many may me much must my myself	N never new no not now	O of off old on once one only open or our out over own	P pick play please pretty pull put	Q	R ran read red ride right round run
S	T	U	V	W	X	Y	Z	

said	take	under	very	walk		yellow		
saw	tan	up		want		yes		
say	tell	upon		warm		you		
see	thank	us		was		your		
seven	that	use		wash				
shall	the			we				
she	their			well				
show	them			went				
sing	than			were				
sit	there			what				
six	these			when				
sleep	they			where				
small	think			which				
so	this			white				
some	those			who				
soon	three			why				
start	to			will				
stop	today			wish				
	together			with				
	too			work				
	try			would				
	two			write				

Dolch Word List

The Dolch words are the 220 most frequently found words in books that children read. These words are usually learned in primary and junior school; students who learn these words have a good base for beginning reading. Many of these words cannot be sounded out because they do not follow decoding rules, so they must be learned as sight words.

A,B,C

D,E,F

G,H,I

J,K,L

N,O,P

R,S

T

a	did	gave	jump	never	ran	take
about	do	get	just	new	read	tell
after	does	give	keep	no	red	ten
again	don't	go	kind	not	ride	thank
all	done	goes	know	now	right	that
always	down	going	laugh	of	round	the
am	draw	good	let	off	run	their
an	drink	got	light	old	said	them

and	eat	green	like	on	saw	then
any	eight	grow	little	once	say	there
are	every	had	live	one	see	these
around	fall	has	long	only	seven	they
as	far	have	look	open	shall	think
ask	fast	he	made	or	she	this
at	find	help	make	our	show	those
ate	first	her	many	out	sing	three
away	five	here	may	over	sit	to
be	fly	him	me	own	six	today
because	for	his	much	pick	sleep	together
been	found	hold	must	play	small	too
before	four	hot	my	please	so	try
best	from	how	myself	pretty	some	tw
better	full	hurt		pull	soon	
big	funny	I		put	start	
black		if			stop	
blue		in				
both		into				
bring		is				
brown		it				
but		its				
buy						
by						

call

came

can

carry

clean

cold

come

could

cut