



ASSESSMENT, RECORDING AND REPORTING POLICY

ASSESSMENT

Assessment is an integral part of our teaching. It takes place both formally and informally. We have agreed whole school procedures and strategies which help ensure that this is done in an efficient and useful manner and in ways which help us to provide the most effective teaching for our pupils. The teachers have the primary responsibility for determining the criteria, making the assessments and recording attainment, although we seek to involve pupils in the assessment process where appropriate.

We aim to assess **all** aspects of our pupils' development as we believe that they are most likely to realise their full potential if we help and encourage them to recognise and value their non-academic as well as their academic achievements.

The purpose of our Assessment Policy is to formalise what we have agreed as a school in relation to:

- Why we assess pupils
- What we assess
- How we assessments
- How outcomes are recorded
- How and when we report and to whom

Meaningful Assessment

- Assessments help teachers measure learning and allow pupils to discover where they are excelling and how they can improve.
- Low-stake assessments give pupils a chance to practise new skills without fear of failure and provide the building blocks toward higher-stakes assessments, such as coursework or exams, while fostering academic integrity.
- Frequent, low-stake assessments are more effective for long-term retention than high-stakes assessments although we realise that these have a place in our assessment, recording and reporting processes.

The Aims

To provide teaching staff with a range of information to help them to:

- Assess each pupil's achievement
- To identify the future needs of the pupils
- Develop and review the effectiveness of schemes of work and ensure that they are appropriate to the needs of the pupils
- Encourage and challenge pupils and develop their skills and potential
- Plan future work to ensure progression

To provide pupils with:

- Low stakes assessments that allow pupils to make regular judgements about progress, accept mistakes and failure, address misconceptions and learn from questioning
- A means of checking their understanding about what is being learnt
- Feedback and guidance about their progress
- A means of celebrating their achievement
- Help to identify weaknesses and advice on means to improve their performance

To provide parents with:

- Information about achievements
- Information about progress
- The stimulus to encourage them to be involved in their daughter's education

Implementation

- Assessment should be constructive, encourage pupils and enable them to recognise their achievements
- Assessments should, whenever possible, be an integral part of the teaching/learning process
- A range of high-stake and regular low-stake assessment should be used
- Evidence is retained as appropriate to support recording and reporting
- Teachers make every effort to involve the pupils in the assessment process, whenever appropriate, so that they are aware of and understand the criteria by which their work is being evaluated and can participate in setting their own targets

ASSESSMENT AT JUNIOR HOUSE

Assessment is both summative and formative and must inform future planning.

Formal assessments are carried out termly in Reading, Writing and Maths each year and the results are collated and kept up to date by class teachers using progress trackers termly. Specifically performance data is collected at three statutory points; end of EYFS, phonics in KS1 and KS2 SATS

The other areas of our school Schemes of Work are planned as topics or units of work taught at particular times in the year or the Key Stage. Assessment of achievement related to such topics or units of work is undertaken during and/or at the conclusion of the topic or unit of work.

Aims and Principles of Marking

See Marking Policy (Appendix)

Analysis of Assessment

Assessment is analysed by the class teacher who meets with the Head of Junior House Faculty to discuss the progress of the children in their class. This is recorded on a class action plan.

ASSESSMENT AT SENIOR HOUSE

Formal assessment takes place by means of:

- 11+ Entrance examination
- Baseline assessments
- High-stake assessments carried out at regular points across the year (according to department needs)
- School examinations held in the autumn term for Upper Five, Spring Term for Upper Six and the summer term for pupils apart from Upper Five and Upper Six.
- Public examinations for Upper Five and Upper Six. These include controlled assessments and summative examinations at the end of their courses. Staff are asked to carry out an analysis of their results as part of their Departmental Review at the end of each academic year. Some Lower 5 and Lower 6 pupils may sit external exams at points throughout the year.

Analysis of Assessment:

- Assessment is analysed by the class teacher and subject leader who meet with the Heads of Faculties to discuss progress where appropriate intervention plans should be drawn up to close gaps. This analysis is shared with the Deputy Head at regular points across the year.

Where appropriate pupils should be given the opportunity to practise self-assessment and assessment of the work of other pupils.

RECORDING AT JUNIOR HOUSE

All assessment results are kept in the Staff Shared drive where they can be easily accessed for reference.

RECORDING AT SENIOR HOUSE

It is envisaged that individual departments will produce their own guidelines on methods of recording, examples of which will be included in the Departmental Policy Document. However, central data records are collated as well. It is important that methods of record keeping should be:

- Manageable
- Understandable to a variety of users
- Useable as a means of monitoring progress

Records will be kept as follows:

- Individual records of marks will be kept by individual teachers.
- Data is inputted termly by all staff onto the Assessment Spreadsheet for all the pupils they teach from KS3-KS5.
- Data intervention sheets are completed to record any underachievement and strategies being used to address this.
- CK provides records of each pupil's participation in extracurricular activities
- House points for academic work are recorded by staff via the House Point website

REPORTING AT JUNIOR HOUSE

- Formal written reports are issued in July and Parents' Evenings are timetabled in the Autumn term and Spring Term.
- Staff are available to discuss progress with parents throughout the year if necessary.

REPORTING AT SENIOR HOUSE

The aim is to convey information on progress and achievement to pupils and their parents. This will be done by:

- There are at least three reporting opportunities with parents each year. These are made up of long reports and parents' evenings.
- Some shorter, interim reports are also provided for certain year groups
- A system of action plans for the Lower and Upper Sixth are discussed in tutorials
- Academic Coaching when each pupil in Lower Five and Upper Five has an academic coach who they meet with and who emails progress to parents half termly

RECOGNITION OF ACHIEVEMENT

The successes and achievements of pupils are recognised in a variety of other ways:

- Displays of work in the classrooms and corridors are a means of sharing achievements with visitors to the school, parents, other pupils and staff
- Pupils' participation in assemblies
- Celebrate Success Assemblies in which pupils are presented with certificates for achievement and effort by their teachers. Pupils may bring in awards from outside of school to be presented in these assemblies too.
- House points are awarded to individuals for good work, behaviour, assistance and initiative. A House Point Cup is awarded termly in Junior House and annually in Senior House
- Recognition given for good attendance
- Positions of responsibility are awarded
- Annual awards made at the Annual Awards Ceremony
- Achievements recorded in the annual School Magazine and termly newsletter



FEEDBACK POLICY

RATIONALE

We recognise that marking and feedback to pupils, both written and verbal, are important aspects of assessment. Marking and feedback should be consistent, which may cater for different subjects and age groups of pupils in different ways, to be effective and efficient in promoting learning. We aim to consider the individuality of each pupil when marking, recognising that what is appropriate for one pupil may not be for another.

The pupils need regular and consistent feedback to indicate how they are doing and what the next steps in their learning should be. It can raise self-esteem, pupil expectations and increase motivation. It can ensure that there is regular dialogue between pupil and teacher. Marking should inform planning and improve teaching, learning and progress across the school.

AIMS

Marking and feedback at Westfield will be underpinned by the following three aims to be:

- Meaningful
- Motivating
- Manageable

IMPLEMENTATION AT WESTFIELD SCHOOL

All departments: The following strategies will be used across the school for all stakeholders of Westfield – pupils, parents and staff, to achieve the above aims and retain consistency as the pupils progress through the school.

- Feedback encourages a culture of success which promotes achievement, resilience and moves the pupils on in their learning. Feedback should include positive comments about successes in the work as well as constructive feedback about elements of the work which could be improved.
- Marking is kept up to date
- Time should be planned into lessons for pupils to reflect on marking and verbal feedback (where applicable) and respond as directed by the teacher.
- Marking shall relate to the learning objective(s) for the piece of work. Examples of success should be either ticked or highlighted whichever is appropriate.
- Since marking should be related to the learning objectives, it may not be appropriate to mark all aspects of the work.
- When verbal feedback has been given, VF should be placed in the margin where the intervention was given or at the end of the piece of work.
- Tests and assessment scores should be shared with pupils and opportunities for them to identify what went well and how to improve should be given.
- Feedback can support the setting of individual targets, involving the pupils as appropriate.
- Literacy and numeracy are embedded across the curriculum and should be considered when marking. Key subject and topic vocabulary should be corrected. Spelling corrections are adjusted appropriately for children with identified difficulties as appropriate
- Common errors in pupils' work should be identified and used to inform planning of future class discussions and/or lessons.
- Teacher written feedback should be undertaken in green pen. Supporting staff should give feedback in purple and initial the page/feedback as appropriate.
- Responses to feedback, editing and self and peer assessment from the pupils should be in red pen.

- Opportunities for self and peer assessment should be given regularly, as appropriate to age and subject.

MONITORING ARRANGEMENTS

- The Senior Leadership Team and Head of Faculties undertake regular lesson observations and work scrutiny.
- The analyses of these are shared with the Senior Leadership Team.
- Issues arising are addressed with staff individually and as whole staff professional development, where appropriate.

IMPLEMENTATION PROCEDURES IN EACH FACULTY

IMPLEMENTATION AT JUNIOR HOUSE

- The above strategies will be used in Junior House suitably adapted for the age and needs of the pupils in each class. For the younger pupils, feedback will be mostly verbal increasing their involvement with written feedback as appropriate.

EYFS

Each child's development level is assessed against the EYFS Development Matters on entry and regularly. This, together with regular informal (as well as planned) observations of the children, enable teachers to plan and implement differentiated, appropriate learning activities and experiences. Careful records are kept in order to share achievements and progress with parents and to inform future planning.

Early Years recording is in line with the Early Years Foundation Stage. At the end of Reception each child is assessed against the Early Learning Goals and the Foundation Stage profile is completed and reported to parents as well as to the LA, as requested. Staff completing the profile are moderated by the LA. Details of the Characteristics of Effective Learning are included in the school report. Each child's Profile, Characteristics, as well as more detailed information, is forwarded to the year 1 teacher to ensure continuity and enable further progress.

JUNIOR HOUSE

In Junior House pupil performance data is collected at three statutory points (end of EYFS profile, KS1 Phonics and KS2 SATS). Each term all year groups are assessment against Age Related expectations using Headstart and White Rose materials. Writing is assessed against Age Related expectations using moderation.

IMPLEMENTATION IN ALS

The focus of all marking and feedback provided in ALS is the tell pupils how well they have done (summative against curriculum / national / exam board standards) and what they need to do to improve further (formative).

In addition to this, marking in ALS is seen as integral to the building of positive pupil / staff relationships which allow for purposeful learning dialogues.

It is hoped that ALS marking and feedback will improve pupils' learning, raise self-esteem and develop self-confidence.

How will ALS marking and feedback look?

- Where appropriate, ALS staff will clearly indicate where work has been undertaken in ALS by writing 'Completed in ALS with [staff name]' on the work.
- ALS staff will offer continued, immediate, verbal feedback to steer pupils in the right direction. Verbal feedback, which is responded to immediately by the pupil, is the most common form of feedback.

- Where appropriate, written feedback will be recorded by ALS staff in purple in order to show class teachers where support has occurred. The level of support required / pupil independence will be clear through the annotations made.
- Where appropriate, support will include breaking down mark schemes and assessment criteria to ensure pupils' understanding.
- Working with pupils to create personalised resources designed to encourage independent learning and improved progress across the curriculum.

What will it achieve?

- Development of student self-esteem
- Improved outcomes and accuracy
- Assessment of how much has been understood
- Identification of pupils' strengths and weaknesses
- Clear monitoring of progress
- Provision of valuable feedback

IMPLEMENTATION IN SENIOR HOUSE

The marking of both written and practical work is an integral part of the teaching and learning framework within the Senior House. Marking across the Key Stages is both formative and summative, providing students with specific information which allows them to progress effectively.

LANGUAGE AND PERFORMING ARTS FACULTY

How will Languages and Performing Arts feedback and marking look?

The frequency of marking and feedback is determined by the need and adapted by circumstance, but will include examples of the following:

Type of marking and feedback	Primarily used for
Self assessment	Written work, practical work, speaking tasks
Peer assessment	Written work, practical work, speaking tasks
Verbal feedback	Written work, practical work, speaking tasks
Use of Housepoints to reward success	Written work, practical work, speaking tasks
Comments focused on targets and/or success criteria set	Written work, practical work, speaking tasks
High-stake assessment, using subject specific assessment objectives and grades	Written work, practical work, speaking tasks
Corrective marking to highlight any inaccuracies in written work	Written work

The Faculty aim to use the following key when providing feedback for extended written tasks:

✓	Correct / good point / well-written
S	Correct a spelling mistake
P	Correct punctuation
C	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
??	This needs to make sense / be clearer
T	You need to use the correct verb tense
<u>Underline</u>	This part needs rewording / rephrasing

What will it achieve?

- Development of technical accuracy in written work
- Effective monitoring of progress
- Short and long term opportunities for students to respond to feedback

- Improved learning and achievement
- Focused target setting
- Informed, proactive planning
- Increased student self-esteem

STEM FACULTY

Marking and Feedback is an essential part of the teaching and learning process within the STEM faculty. Its purpose is to assess each pupil's current knowledge and to identify the next steps needed for them to move forward with their learning. Marking and Feedback should give pupils clarity on how their work can be improved/the areas they need to practise further. It should also inform teacher planning. Feedback should take place regularly and should form a positive and constructive on-going dialogue between teacher and pupil.

Types of feedback & marking

Marking & feedback in the STEM faculty is predominantly formative, providing advice for the pupil about how to improve. However, some marking will also provide a grade or numerical score from High-stake assessments, so pupils are clear what level they are achieving versus national benchmarks and what they need to do to move up to the next level.

A variety of different types of marking & feedback are used across the faculty. These are described below and the regularity with which they occur is defined at the end of each section:

1) Teacher verbal feedback during lessons

Teachers will 'informally' assess work as they move round the classroom during a lesson and give constructive, formative verbal feedback to pupils. This might involve identifying errors & addressing misconceptions, or suggesting things that could be included to improve the work.

Regularity: *During almost every lesson (not during tests etc.) but not necessarily to every pupil in every lesson.*

2) Teacher marked written work

Teachers will collect and mark written work on a regular basis (see below for regularity). Work will be returned to pupils with comments about what was good about the piece of work and how it could be improved/what their next steps in learning are (e.g What Went Well (WWW), Even Better If (EBI) style comments). For some pieces of work a grade or mark will be provided (see use of grading below), however, as research tells us that providing grades often distracts pupils from reading feedback, grading should be kept to a minimum, particularly at KS3, apart from during formal tests and exams (see next section).

Teachers do not need to write detailed corrections, particularly if the same mistake occurs several times, and can instead review the question with the whole class when the work is returned. Pupils will be given lesson time to review the marked work and to make corrections/reflect on their areas of improvement. In Maths this reflection & response should be recorded on homework review stickers. In Science it should be recorded on the review sheet provided by the teacher (this may be an end of topic review, or an investigation sheet for example).

Regularity:

Maths department – one piece of work per week for KS3 & KS4 and one piece per topic at A-level. Pupil reflection & response homework stickers must be completed at least once a fortnight.

Science department – a minimum of one piece of formally marked written work every half term across KS3, KS4 and A-level, with pupil reflection and response formally recorded. Teachers may mark more regularly than this, but this gives staff the flexibility to do longer projects or practical work, or to wait to the end of a topic to review learning if they feel it is more appropriate.

Use of grading:

Maths department – KS3 & KS4 homeworks are not graded and formative comments only are provided by teachers, apart from for U5 revision sheets where a percentage will be given for each sheet. All Maths A-level homeworks will be given a percentage and a grade (A-E).

Science department – KS3 work will not usually be graded but formative comments will be provided. Most KS4 & KS5 work will be given a percentage and/or grade but on some work comments only will be provided (dependent on the nature of the activity).

3) High-Stake Assessments - Teacher marked tests and exams

Teachers will set and mark formal written tests/exams at least 3 times a year in the STEM faculty. Feedback will include a grade or mark which makes it clear how they have performed versus national benchmarks (Grades for KS4 & A-level and assessment tracking grades 1-9 for KS3). Feedback will also include guidance about the positives on the test and the topics/areas that require further revision & improvement (this may be in the form of a traffic light style question analysis). Pupils will be given lesson time to reflect on their test performance and must complete a written 'Learning Review' sheet which helps them to identify their areas of improvement (examples available but staff can use their own proforma if they prefer).

Regularity: *Minimum 3 tests/exams per year, however teachers can set additional formal topic tests if they wish.*

Use of grading: *All tests should be graded based on KS3 tracking grades 1-9, GCSE grades 1-9 for KS4 and A-level grades A-E for KS5.*

4) Self-marking

Pupils mark their own work during a lesson using answers/solutions/assessment criteria provided by the teacher. This might be written work, practical work or an informal test. This process allows the pupil to identify and learn from their own mistakes. After marking, pupils should be encouraged to write corrections and to identify their areas of improvement. This is a key skill for pupils to develop and by sixth form, pupils should be marking much of their work in this way, so they are well prepared for university life.

Regularity: *During most lessons for KS3/KS4. A-level students are expected to direct their own study outside lessons and should be completing and self-marking textbook/exam style questions after each lesson.*

Pen colour & Notation

In line with the whole school policy, all teacher marking should be done in **green pen**, with pupils writing corrections, improvements & reflections in **red pen**.

If verbal feedback is given, **VF** should be written in **green** in the margin on the piece of work. Note that in Science often verbal feedback will be given on improvements to practical experiments – this does not need to be formally recorded but will be monitored during lesson observations.

Literacy & Numeracy

Formal teacher written marking should highlight key spelling mistakes and grammatical errors. Particular attention should be paid to errors in spelling of key words and subject specific vocabulary. Basic numeracy errors/misconceptions should also be highlighted. If these occur in Science and result from a major misconception, staff can send pupils to maths plus at lunchtime to address.

Monitoring

The STEM HoF will monitor implementation of this policy by carrying out lesson observations and work scrutiny. Any issues or areas for improvement will be discussed individually with staff and if necessary, support through professional development will be provided.

HUMANITIES FACULTY

Types of feedback & marking

Formative and summative can be used together or separately.

Formative: Guidance on how to make progress offered.

The following codes will be used by the teacher and will be in the student's book in the inside front cover (along with the summative grading).

WWW =	What went well
EBI =	Even better if
CF =	Challenge factor
SPAG =	Spelling, punctuation and grammar
Double tick =	Something you did well in your work
! =	Something you need to correct
? =	A question you have to answer
VFG =	Verbal feedback given (include date)
SA =	Self Assessed (pupil has marked work herself)
PA =	Peer Assessed (peer has marked work)

Examples of Formative marking

WWW: you analysed the reliability of the sources very successfully, Sam.

EBI: How could you link this to the concept of propaganda?

CF: is there a theorist you could link to these ideas?

Summative: The awarding of a level or grade at the end of the work.

Key Stage 3 class work should be marked according to the scale below:

	Grades	
Well above expected progress	8 and 9	This is an excellent work which exceeds the requirements. The work will show flair and independent thinking.
Above expected progress	6 and 7	This is very good work which meets all of the requirements. The work will be well written, accurate and detailed.
At expected progress	5	This is good or sound work which meets most of the requirements. The work will show good understanding.
Below expected progress	3 and 4	This is satisfactory work which meets some of the requirements. The work will show some evidence of understanding, there may be one of the following - mistakes/not enough relevant detail/something missed out.
Well below expected progress	1 and 2	This is weak work which meets few of the requirements. The work will lack evidence of basic understanding and/or a combination of mistakes/not enough relevant detail/something missed out.

High-Stake Assessments in KS3

These should be assessed using the progression grids and used to inform the end of term numerical marks that are entered on SIMS.

For Key Stages 4 & 5, GCSE, AS and A level grades will be used which are subject specific.

Assessments in KS4 & 5

For GCSE, Cambridge Nationals, Cambridge Technicals, AS and A level, grades will be used which are subject specific.

PE FACULTY

This policy sets out the procedures to ensure a consistent and impactful approach to Effective Marking and feedback. Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Types of feedback & marking

Four types of marking and feedback occur during teaching and learning in Physical Education:

1. Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis.
2. 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
4. Self-assessment and peer assessment of the attainment and success of a piece of work or performance

Effective feedback

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Feedback should be positive, specifically identifying what has been done well.

Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment / peer assessment. This is often given verbally as it is more relevant for practical situations.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking.
- Address/explore misconceptions.
- Pick up errors if apparent.
- Address incomplete work and presentation issues.
- Focus a need for practise – e.g. naming bones and muscles, learning equations, spellings.