

Assessment and Reporting at Stoke College

Senior School

Much of what teachers do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgments are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve teachers and learners in reflection, dialogue and decision making.

Assessment should focus upon how students learn. The process of learning has to be in the minds of both learner and teacher when assessment is planned and when evidence is interpreted. Learners should be as aware of the “how” of their learning as they are of the “what”.

Setting, recording and returning work

Homework at Stoke College is seen as having three main functions – **Reinforcement** of the work covered in class, **Preparation** of work for the next class, and **Practice**, especially of examination questions.

The College has a contractual undertaking with parents to set a satisfactory amount of homework and failure to do so would jeopardize that contract.

Teachers should set homework as per the homework schedule attached to each year group timetable. In years 10 and 11 option teachers should set a minimum of one piece of homework each week, while core subject teachers a minimum of two. Science should set one piece per science – a minimum of three pieces per week.

It is required that unless a teacher only sees a class once per week then each student should have a minimum of one grade per week next to his/her name. It is understood that there are some times, for example when a group are doing an extended piece of coursework over a number of weeks, that a grade may not be possible. In these circumstances it is still necessary for teachers to record that they have seen and assessed drafts of the work.

Teachers should return homework to students ideally for the next lesson, and never later than one week after it was submitted.

Marking criteria

Teachers should make explicit to students the assessment objectives and marking criteria so that they are quite clear as to what they need to do to achieve a high grade.

In Years 7, 8 and 9 it is asked that if a piece of work is to receive a grade then that grade follow the scheme found on their interim reports. Letters correspond to effort levels and numbers to achievement levels.

Effort

- A = Excellent, reached full potential
- B = Good, no major shortcomings
- C = Adequate, could be improved
- D = Unsatisfactory, important shortcomings
- E = Unacceptable, major improvement needed

Achievement (compared to *rest of year group*) NOTE: THIS IS SUBJECT TO REVIEW AS OF 8/2011

- 1 = Significantly above average
- 2 = Above average
- 3 = Average
- 4 = Below average
- 5 = Significantly below average

It is noted that for bottom groups there is the possibility that continually receiving 4s and 5s (as they necessarily must for the majority of the time) can de-motivate. For work in exercise books it is therefore possible to mark A-E with no achievement grade, although we would ask that a record is kept of achievement by the teacher. For reports and half termly tracking number 1-5 MUST compare the student to the rest of the year.

Years 10 and 11 should receive grades which approximate to GCSE grades. There should be **no effort grade** on their work, although plainly the grade itself will reflect effort. These A*-U grades would correspond in some way to their likely performance at GCSE, but it is noted that it is extremely unlikely that students at the beginning of year 10 will be producing work of top grade GCSE level. Teachers should ask themselves the question **“If the student continues to produce work of this calibre then what grade is he/she liable to achieve in the final exam?”** There will plainly also be times, especially tests and exams, when a numerical mark is more appropriate.

Tracking of student progress occurs at departmental level (eg MaLT in the Maths department) and via three grades per student per subject per year submitted to the Director of Studies, once per term. The Director of Studies then aims to compare these grades to **baseline assessments** (MidYIS for years 7-11, sat in September) in order to identify under-performing students. All teachers are asked to insert MidYIS scores into their markbook next to each pupil they teach to allow them to identify students who could be performing at a higher level. Intervention with underperforming students occurs after their cases have been discussed at “Pupils of Concern” meetings which occur twice per term and during which strategies appropriate to the needs of the student are identified. School exam week occurs the week before the summer half term. Year 11 GCSE mock exams straddle Christmas.

Developmental marking

Having fulfilled our contractual obligation to parents there are plainly more formative practices that, apart from other considerations, prevent “grade hunting” on the part of the students. The purpose of marking is to recognise achievement, and, above all, to indicate to students how they can improve in the next piece of work. The written comments on a piece therefore need to be both detailed and encouraging. The ideal is to append a **positive comment, a suggested improvement and a way to make that improvement.**

It is good practice, when handing work back, to sit down with the student and explain how the work relates to the student’s overall progress. Ideal practice would entail the rest of the class being occupied with an academic activity while each student receives individual feedback on his/her work. It is also good practice to have a record of the comments you have made in order to see whether the student is heeding the advice. This is accomplished more easily with exercise books than files as a progression in marks and comments is more clearly visible to teacher and pupil.

It is noted that having students assess their own work as well as each other’s is particularly effective in areas in which there may be no definitive correct answer – first draft of GCSE coursework for example.

Assessment and planning

It is noted that the manner in which some departments assess students do not transfer readily to other departments – there is only a little to be gained in terms of improved learning by asking students to mark each other’s vocabulary tests even though there are plainly time saving benefits. Some mechanisms of assessment do not fit some subjects at all.

All departments are required to produce their schemes of work for the beginning of each September term. It should be explicit within these schemes how and when work is to be assessed. In order to do this some thought must have been given to how each module is to be *taught*. Accordingly every department should produce a **Departmental Statement on Learning** (see attached examples).

Differentiation and assessment

Developmental marking is seen as having differing function depending upon the subject being taught. Plainly it is very hard to mark a piece of Mathematics homework in the same way as a History essay.

Consequently the College has done much professional development focused at evolving best practice in three curriculum areas: Languages and Humanities; Maths, Science and IT; and Art, PE, DT and other subjects with predominantly practical components. Differentiation and assessment are seen as inextricably linked in all three groups.

Languages and Humanities

Differentiation by outcome is regarded as valuable, particularly with the Humanities and Languages curricula for years 4 to 8.

Positive aspects of differentiation by outcome include:

- Confidence building for lower ability pupils who are given the “same” task as those perceived to be of higher ability
- Allows positive peer influence through discussion, shared exploration etc
- Encourages independence and initiative through more open-ended tasks

Best practice in supporting differentiation by outcome would include:

- Explicit and differentiated success criteria
- Extensive verbal feedback
- Clear teacher knowledge of individual pupil capacities, what their next steps should be and when they are met
- The College’s developmental marking policy means that tasks differentiated by outcome result in personalised “next step” marking which adds an element of differentiation by task to the following piece of work set

Maths, Science and ICT

Differentiation is identified as occurring in several formats within these departments including:

- Setting and Grouping within classes

- By outcome with open tasks
- By task (e.g. must/should/could)

Developmental marking in these subjects involves:

- Corrections, owing to the right/wrong nature of the subject
- Immediacy of verbal feedback to ensure pupils do not compound errors by repetition
- Homework that reinforces work done in class
- Work that is more explorative and investigative in nature

The Maths and Science departments use regular testing to track pupil progress and set targets. In the senior school the Maths department creates a developmental cycle of target tests and target setting which is then supported by Conquer Maths. This is a positive example of knowledge of pupils' capabilities and the next step process.

Practical Subjects – Art, PE, DT etc

Differentiation was identified as occurring in several formats:

- By outcome with open tasks
- By task through varied activities and through roles within teams on shared tasks
- By use of pupils as experts to demonstrate etc

“Developmental marking” occurs during practical sessions often in the form of verbal feedback and skills demonstrations. Written developmental marking is given predominantly on tasks such as analyses, evaluations and research.

Assessment for Learning (A4L)

It is vital that each scheme of work has within it the flexibility to allow **assessment to influence future planning** of what is taught next. After all it is rarely useful to move on unless the work just covered is understood – if it is not then it may be necessary to revisit it and deliver it another way that may yield better results. It is strongly suggested that at least one week per term is set aside for divergences from the scheme without jeopardizing coverage of the syllabus.

Staff have spent much development time looking at the possibilities of **Assessment for Learning (A4L)** as an all encompassing approach to assessment. We have arrived at a consensus that A4L has much to offer the classroom teacher and is of great relevance to the pupils' view of their own learning, but we do not demand that every lesson take as its starting point the tenets of A4L.

Underneath are the central characteristics of A4L:

ASSESSMENT FOR LEARNING:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self assessment
- Recognises all educational achievement
(Assessment Reform Group, 2002)

There are a number of assessment practices which foster the behaviour noticed in studies of schools which have successfully adopted A4L. These include:

1. Explicit learning objectives
2. Explicit success criteria
3. Involving pupils in peer and self assessment
4. Providing feedback which leads to pupils recognising the next step
5. Providing oral feedback that is positive AND specific

6. Questioning that leads to deeper reflection – increased thinking time - “pose, pause, bounce”
7. Providing written feedback that indicates if the pupil is on the right track, encourages them to correct their work, suggests a way to improve their learning and a way to think through the answers for themselves
8. Promoting confidence that every pupil can improve
9. Providing time for students to assess what they have learned
- 10 Using summative assessment formatively - scaffolding

The question that needs to be in every teacher’s mind if s/he is taking on board these principles is **“In what way is what I am about to do going to increase the student’s learning?”** In other words – What will the students have learnt and how will they have learnt it? If the answer to those questions is “The French for cat is chat” and “Because I told them it is” then the teaching probably does not contain any of the elements of A4L and we would say that the learning is unlikely to be of a high order.

Reporting

The primary role of reporting to parents is to ensure that family and school have a clear and consistent view on how best to further the education of the child. It is plainly a time when warnings over underachievement and praise for excellence can be issued, but more importantly it is an opportunity for teachers to signpost suggested strategies that will enable the child to achieve more.

The first line of contact for the parent is the homework diary. It is therefore essential to the progress of the child that this document is scrupulously maintained. To that end we ask that tutors check and sign every homework diary in their class once a day. The signature is evidence that we have checked to see if the student has written down all his homework, and so if a tutor suspects that a student has not then that student must not be allowed to leave without completing this process accurately. Plainly this check becomes more necessary with those students who exhibit difficulties with organizing their work. Parents are also expected to sign their child’s diary once a week to guarantee that they are in contact with the school. For the length of homework set for each night please see Homework Policy. If any teacher wants to report a concern or praise some work to parents then

the homework diary provides the ideal medium to do so. The homework diary should contain a slip of paper on which are found the **academic targets** to be set by the tutor.

Students can expect 2 interim reports and 2 full reports per year. Interim reports contain effort grades (A-E) and achievement grades (1-5) in line with the criteria published on page two of this document. The numerical grades are to reflect the achievement of the student relative to her/his peers and are to be seen as indicators of performance issued by professionals. The reports are of course designed to have a motivational function, yet the grades are to reflect genuine achievement. For full reports we ask that teachers use the standardized formats available on the staff room computers. Full reports should contain as much **data** as your department feels is beneficial (exam and test scores, average homework grades etc), **praise** if possible, areas in which the students could improve and **suggestions of how they could make those improvements**. It is never appropriate to make personal/unprofessional comments of the kind "Student X is lazy" – if the student is having trouble completing homework assignments in enough depth then it is up to his teachers to suggest a strategy to enable him to improve and practical ideas about how to make this improvement to occur.

ASSESSMENT IN THE PREP SCHOOL

FORMAL ASSESSMENTS are time tabled throughout the academic year. These assessments are entered into:-

Pupil's Profiles

Class assessment sheets

The assessments are :-

Standardised scores in Reading, Spelling and Maths

SAT's levels

CGP assessments

Gillham & Hesse Number Screening

Suffolk Reading test

Young's Spelling test
PIPs Baseline Assessment

Prep School Assessment Calendar

	Autumn Term	Spring Term	Summer Term
Reception	e profile Learning journey	e profile Learning journey	e profile Learning journey
Year 1	2nd week - testing in Reading & Spelling - results recorded as standardised scores 3rd week in November - a piece of independent writing - assess. given in NC Levels	6th week - a piece of independent writing - assess. given in NC Levels	6th week - a piece of independent writing - assess. given in NC Levels
Year 2	2nd week - testing in Suffolk Reading & Spelling - standardised scores 3rd week in November - ind. writing - assess. given in NC levels. Reading conference	6th week - a piece of independent writing - assess. given in NC Levels	6th week -SAT's Eng writing & Maths Reading conference
	1/3 week - SAT's Maths, Writing 3/5 week. Suffolk Reading test Spelling, standardised	6th week-a piece of independent writing. Assess. given in NC Levels.	6th week -Optional tests in Eng Writing & Maths 8th week - Suffolk

Year 3	<p>scores 3rd week in November- ind. writing - assess. given in NC levels. Reading conference Penultimate week - CGP Maths</p>	<p>Penultimate week - CGP Maths</p>	<p>Reading test & Spelling - standardised scores Reading conference Penultimate week - CGP Maths</p>
Year 4	<p>1/3 week - SAT's Maths, Writing 3/5 week - Suffolk Reading test Spelling - standardised scores 3rd week in November- ind . writing - assess.given in NC levels. Reading conference Penultimate week - CGP Maths</p>	<p>6th week-a piece of independent writing. Assess. given in NC Levels. Penultimate week - CGP Maths</p>	<p>6th week -Optional tests in Eng Writing & Maths 8th week - Suffolk Reading test & Spelling - standardised scores Reading conference Penultimate week - CGP Maths</p>
Year 5	<p>1/3 week - SAT's Maths, Writing 3/5 week - Suffolk Reading test Spelling - standardised scores 3rd week in November- ind. writing - assess.given in NC levels. Reading conference Penultimate week - CGP Maths</p>	<p>6th week-a piece of independent writing. Assess. given in NC Levels. Penultimate week - CGP Maths</p>	<p>6th week -Optional tests in Eng Writing & Maths 8th week - Suffolk Reading test & Spelling - standardised scores Reading conference Penultimate week - CGP Maths</p>
Year 6	<p>1/3 week - SAT's, Maths, Writing 3/5 week - Suffolk Reading test Spelling - standardised scores 3rd week in November- ind. writing - assess.gGiven in NC levels. Reading</p>	<p>6th week-a piece of independent writing. Assess. given in NC Levels. Penultimate week - CGP Maths</p>	<p>6th week -SAT's in Eng Writing Maths 8th week - Suffolk Reading test & Spelling - standardised scores Reading conference</p>

	conference Penultimate week - CGP Maths		Penultimate week - CGP Maths
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CONTINUOUS ASSESSMENT is carried out throughout the academic year. It is implemented in many different forms.

Formative assessment in Maths(KS2)

Written comments on pupil's work

Weekly table tests/star cards(YR 4,5,6)

Weekly spelling tests and periodic SAT's spelling tests

Assessments on timed class work

Homework

Peer assessment

Oral question and answer

Observation

Photographic assessment

Written and marked assessment on extended work

Science test after each unit

MONITORING OF ASSESSMENT -is regularly carried out after each set of formal testing. The results are scrutinised and at a staff meeting the teachers identify pupils over whom they have concerns and pupils whose tests results show they are needing extra support or who are achieving very high results.

Children whose results are in the bottom 20% percentile are entered on a **SMART (Small Achievable Realistic Targets)** form .

Children who are achieving in the highest percentile are entered on a **STRONG (STRetching Our Naturally Gifted)** form.

The parents are informed of these results and monitoring is put in place.

PREP. SCHOOL, STOKE COLLEGE MARKING POLICY

AIMS:

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

OBJECTIVES:

- To acknowledge effort and attainment.
- To provide constructive feedback.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's performance against stated learning objectives.
- To ensure a consistency of approach throughout the whole school.

GENERAL PRINCIPLES:

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning intention/curricular layered targets and comment on previous attainment within the context of the learning intention/curricular layered target;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

GENERAL PRACTICES:

MATHEMATICS:

- The grade of 1, 2 or 3 will appear alongside the teaching objective/title.
- Children write the digital date.
- Children copy from the board the learning objective/title for the lesson (KS 1 “can...etc”, KS2 “I will learn to...etc”).
- Marking will be line with the general principles above.
- Correct work should be ticked.
- Mistakes should be identified clearly by crosses, question marks or circling.
- Crosses should not be used if the whole exercise has been done incorrectly.
- Reversed digits will be brought to the child’s attention.
- Correct nomination of units should be emphasised (i.e. 21cm. / 100ml. / 34kg. etc.)
- Children must follow agreed procedures on presentation (see below)
- The grade of A, B or C will appear at the bottom of the child’s work.

SPELLING:

- Errors should be underlined (only the part of the spelling that is the error – not the whole word).
- At KS1, the corrected word should be written above the error.

- At KS2, the corrected word should be written in the margin or beside it.
- High frequency words should be corrected.
- Spelling should be marked “sensitively” so as not to discourage or dishearten children.

WRITING:

Any piece of writing, regardless of its curriculum source, that has as its key objective the development of a writing skill will be marked as follows:

- The date, title/learning objective will be written at the top of the work (sometimes by the teacher for less able or younger pupils).
- The work will be marked using the agreed marking codes/symbols.
- The “A” for effort will appear at the bottom of the piece of work.
- The “1” for match of the work to the objective will be written beside the actual written objective/title.
- Should a child get a “3” or a “4”, then a target will be written by the teacher.

CODES/SYMBOLS

sp – spelling
p – punctuation

gr - grammar
// - new paragraph

PRESENTATION:

- Pencil will be used for all mathematics and any drawing.
- Pencils will be used by years R to 3 for everything else.
- Number work will adhere to one digit one square rule.
- For number work, the date will be “digital”, for everything else it will be “written”.
- Date, title/learning objective will be underlined at KS2.
- All KS2 classes will use line guides for unlined paper.
- Felt pens/wax crayons will not be used in children’s books.

ORAL FEEDBACK

We recognise the importance of children receiving oral feedback. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important in the early years and KS1, where children may be unable to read a written comment. The feedback for older children will be mostly in the lesson time. In exceptional circumstances it will be done on a one to one basis out of lesson time. This approach may be more appropriate in Humanities lessons, especially when project work is produced, with a final comment and grade/mark.

MARKING IN THE FOUNDATION CLASS

In Wren class, the teachers focus on giving oral feedback to the children but may write a comment with the child. Teachers also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile.

MONITORING THE MARKING POLICY

Curriculum co-ordinators will monitor books once a term. Feedback and support is then provided to staff.

The Early Years and Foundation Stage

The EYFS use the Early Year Foundation Tracker system to record the progress of each child in six areas:

Personal social and emotional development

Communication language and literacy

Physical development

Creative Development

Problem solving reasoning and numeracy

Knowledge and understanding of the world

The progress of each child is assessed weekly so as to enable the planning of the next week's lessons to go ahead.

Each of the six areas above are divided into between three and six sub-areas, all of which are formally assessed between the 30th and 50th

month and again between the 40th and 60th month of the child's development. For example Problem solving, Reasoning and Numeracy is divided into Numbers as labels and for counting, Calculating, and Shape, space and measures. Consequently there are 56 formal points of measure during the Early Years.

In addition the Early Years Profile is completed by June 30th of each child's final year in EYFS. This provides 117 points of measure and it is passed on to the Year 1 teacher as well as the local authority as required.

Parents receive a report which assesses their child's progress against the Early Learning Goals. An opportunity is immediately given to discuss the findings in the report with parents. If at any stage a parent requests it a copy of the EYFS profile will be provided.

Reviewed August 2011

Next Review August 2012