



# ASSESSMENT & REPORTING POLICY

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Signed on behalf of Governing Body

Reviewed  
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ALL SAINTS CHURCH OF ENGLAND ACADEMY, PLYMOUTH  
Pennycross, PLYMOUTH PL5 3NE

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

## Introduction

It is important that our Whole Academy Assessment Policy is consistent with the aims of the Academy. To that end our policy should help us ensure that we 'give students of both genders, from all racial backgrounds, the opportunity to achieve the best of their ability', and that 'it values the best efforts of all our students'.

It is of overriding importance that assessment at All Saints Academy should motivate students and enable and encourage them to achieve to the best of their ability.

## Aims

Why Assess?

- To provide feedback for students
- To increase student motivation
- To identify strengths and weaknesses
- To show progress
- To assist evaluation of teaching methods and materials
- To provide information for other teachers and parents
- To enable students to form a judgement about the quality of their work
- To assist moderation of standards across classes
- To motivate both teachers and learners through success in achievement
- To meet legal requirements

## Purpose

Why a Whole Academy policy?

All departments have an assessment scheme tailored to the requirements of their subjects. The purpose of the Whole Academy policy is to provide a framework in which the common elements in department policies can be explored and our statutory obligations can be met. The aim is to provide, both to students and to parents, feedback on a child's performance in the Academy that is both consistent and coherent.

**Effective marking across the Academy needs to:**

- be integral to the teaching and learning process
- be consistent, realistic and valid
- reflect good practice that is currently in the Academy
- be supportive to students and motivate them to improve
- be understood by students, parents and teachers
- be manageable by teachers

# Procedure

## Whole Academy Marking Policy

### Aims:

Work will be marked and feedback given in order to:

- inform learning
- motivate the student by expressing encouragement and giving praise
- celebrate the student's attitude to learning and achievement
- monitor progress in current work, drawing attention to specific literacy errors, and correcting them for future reference
- reassure the student that he/she is making progress
- enable teachers to evaluate their own effectiveness

### Guidelines

Teachers will be responsible for ensuring that:

- students' work is marked on a regular basis and returned promptly. Staff are required to mark work using the traffic light system a minimum of twice per half term. Staff are to use their professional judgement if classes are taught more than once a week by a member of staff.
- verbal feedback is given on a regular basis
- students' work is presented in a clear and organised way
- achievement and attitude to learning marks that are awarded for a piece of work are recorded by the teacher in their electronic markbook, for future reference.

### Approaches to marking to be used:

#### Assessment for Learning – Key Characteristics

- is embedded in a view of teaching and learning of which it is an essential part
- involves sharing learning goals with students
- aims to help students to know and recognise the standards they are aiming for
- involves students in peer and self-assessment
- provides feedback, which leads to students recognising their next steps and how to take them
- involves both teacher and students reviewing and reflecting on assessment data [information]

#### Peer/self-assessment

This type of marking promotes independent learning, helping students take increasing responsibility for their own progress. It enables students to provide each other with valuable feedback so that they can learn from each other and support each other.

#### Key requirements in developing these skills:

- Expected learning outcomes must be explicit and transparent to students
- Students need to be able to identify when they have met some or all of the success criteria
- Students need to be taught the skills of collaboration in peer assessment
- Students need to be able to assess their own progress to become more independent learners

## Oral/written feedback

This type of marking provides informative feedback to students to help them take the next steps in their learning. Oral feedback enables students in every lesson to have a clearer understanding of where they are and how they can make progress. Written feedback promotes focused and thoughtful comment making.

## Objective led lessons

Enables effective learning to take place, as students understand what they are trying to achieve. Lesson objectives are shared with students, ensuring they are aware of what they are learning and why. In sharing the learning objectives there is a clear focus for the teacher and the student to review progress in their learning within the lesson.

## Types of Marking

To ensure consistency of marking across the Academy, **only** the following may be used:

### Day to Day Marking of Classwork/Homework

Traffic light sticker:

Date:	
ACHIEVEMENT	ATTITUDE TO LEARNING
Objectives Fully Met 	5 Excellent
Objectives Mostly/Partially Met 	4 Good
Objectives Not Met 	3 Satisfactory
	2 Occasional lapses
	1 Concern
Target to Inform Learning:	

Staff are required to:

- Date sticker
- Initial traffic light achievement grade
- Circle attitude to learning grade
- Write a target to inform learning
- Update electronic mark book

The information above will be displayed in every teaching room.

## Dedicated Improvement Time [DIT]

It is important that time is built into lessons for DIT in order to allow students to act on feedback provided.

## Half termly Monitoring

At the end of each module of work, minimum of one per half term, a student's work will need to be levelled/graded using the sticker below. The level/grade is entered into Sims by the set deadline. It is essential that all deadlines are met as per the Academy calendar.

Date:		CURRENT LEVEL/GRADE:
Autumn 1	Autumn 2	
Spring 1	Spring 2	
Summer 1	Summer 2	
<i>What have I done well this half term?</i>		
<i>What do I need to do to move up to the next sub-level / grade?</i>		

### Key Stage 3

Subjects will use National Curriculum Levels for relevant pieces of work when monitoring, recording and reporting attainment during, and at the end of Key Stage 3:

The definitions for these grades are:

- 4A Working towards Level 5
- 4B Secure Level 4
- 4C Just in Level 4

except for Year 7 students who follow an alternative curriculum.

Definition of current attainment level is based on evidence since the last monitoring and the level that the student is achieving in work done now.

### Key Stages 4/5

This is based on evidence since the last monitoring and is the grade the student is expected to achieve if he/she continues to work at their current level.

Attainment grades will be recorded in letter grade sublevels for KS3 e.g.3A, 3B, 3C etc.

- Sub level A highest [equivalent to .8]
- Sub level B middle [equivalent to .5]
- Sub level C lowest [equivalent to .2]

Attainment grades at KS4 will be recorded in sub grades for GCSE grades A – G e.g. A1. A2, A3 etc. This refers to how secure the grade is. For example, C3 is an insecure grade, C2 is a secure grade and C1 is a very secure C grade moving towards a grade B. Grades A\* and U will not be subdivided.

For clarity, BTEC and OCR courses will not be divided into sub grades and will be monitored as P, M, D and D\* for pass, merit and distinction.

At each monitoring, the current level will be transferred automatically from 'Marksheet Entry' to the data front page.

### **Literacy**

Literacy is a major focus in the Academy, the following literacy symbols are to be used when marking students work.

SP – Spelling Error

P – Punctuation

G – Grammar mistake

F – Not a full sentence

C – Missing/misuse of Capital Letters

NP// - New paragraph needed.

These symbols must be displayed in all classrooms and placed in students books/folders using the stickers provided.

In the back of each student's A4 exercise books or on the flap of folders there should be a spelling grid that allows students to write their corrected spelling errors. The word only needs to be written once on the spelling grid. This can be used as a spelling guide.

### **Reporting and Monitoring of Students**

Students will be monitored five times a year in years 7, 8, 9, 10 and 12. In years 11 and 13 there will be four monitoring sessions. An ASAP Progress Report will be produced and sent to parents after each monitoring session.

Staff will input into Sims a sub-level or sub-grade together with an Attitude to Learning grade.

Two tutor reports will supplement the Progress Reports during the Academic year. The first report will be issued at Review day in the Autumn 2 term and the second at the end of the academic year.

### **Target Grade based on three levels of progress**

The target grade is based on three levels of progress. The measure of expected progress is built upon the principle that students will achieve three levels higher at the end of Key Stage 4 than they did at Key Stage 2, e.g. students achieving a level 4 at the end of Key Stage 2 should be expected to gain a C or equivalent at the end of Key Stage 4.

### **Current Level/Grade**

The grade achieved and based upon assessments completed by the students.

### **Key Stage 3**

Definition of current level is based on evidence since the last monitoring and the level that the student is achieving in work done now.

## Key Stages 4/5

Definition of current grade is based on evidence since the last monitoring and is the grade the student is expected to achieve if he/she continues to work at this standard.

### Attitude to Learning

5	Excellent	The student is very well motivated and displays a consistent approach to both classwork and homework. They are keen to participate in lessons and often exceed lesson objectives.
4	Good	The student is well motivated and produces classwork and homework of a standard above their expected ability. They regularly participate in lessons and always meet or exceed lesson objectives.
3	Satisfactory	The student produces work of a standard in line with their ability. They show signs of motivation but do not strive to exceed the lesson objectives.
2	Occasional Lapses	The student displays an inconsistent approach to their work and regularly needs reminding to remain focused on the task in order to meet the lesson objectives.
1	Concern	The student rarely completes work to an appropriate standard for their ability. Their lack of motivation is causing serious concern.

If a "1" is to be entered for Attitude to Learning, contact must have been made with home. An intervention strategy to be discussed with parents and then this is recorded in SIMS.

### Review Days and Academic Afternoons

There will be one Tutor Review Day in the Autumn Term.

Throughout the year there will be three Academic Afternoons when parents are able to discuss student progress with subject teachers. Years 7 and 8 will each have individual Academic Afternoon, Years 9 and 10 will have a joint Academic Afternoon.

Years 11, 12 and 13 will have a joint parents' evening.

## Resources

Electronic Markbook in Excel with conditional formatting

Target stickers for the different Key Stages

Literacy Symbol stickers

BTEC/OCR front sheets

Current Level/Grade stickers

Example pack of documentation to assist with Reporting

Inset on 16<sup>th</sup> April 2012 – Marking Policy.

Inset on 4<sup>th</sup> September 2012 - Reporting.