



# Assessment, Marking, Recording and Tracking Progress Policy

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## 1. Guiding principles

Effective assessment is an integral element in the teacher's cycle of planning, teaching and assessing which aims to ensure every student achieves their potential.

During the delivery of a scheme of work the emphasis should be on assessment for learning and regular diagnostic marking that informs future learning. Students should be given the opportunity to reflect upon misconceptions and rectify mistakes or extend and develop ideas and improve outcomes. This approach supports students to be fully engaged in the learning process.

Schemes of work should build towards carefully selected summative assessment tasks. The outcomes of these assessments are recorded and used to inform further planning for the classroom, the tracking of students' progress and the identification of individuals and cohorts for intervention or praise.

## 2. Aims

- I. The aim of this policy is to clarify for staff, students and parents how students' work is assessed at Stoke Newington School and Sixth Form.
- II. We aim for our assessment system to be robust and fit for purpose, allowing effective tracking of students' progress towards targets to achieve exceptional progress.
- III. We aim for consistency across the school in marking students' work. The language of WWW/EBI (what went well/even better if) should become an expectation for every student for every subject.

## 3. Assessment

### a. Classroom practice and formative assessment

- i. Assessment for learning is key to good classroom practice. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

AfL is most effective when:

- The learning objectives and learning outcomes are made clear to students.
- The learning objective is placed in a longer-term context.
- Students are given time to think before answering questions.
- They are trained to work collaboratively.
- They are allowed to demonstrate their understanding in different ways.
- They are given quality feedback that is related to learning objectives. There is an opportunity for the student to follow up feedback effectively. Teachers must ensure this happens.
- Teacher questioning is targeted and used to identify and correct common misconceptions.
- Students can take the lead and there are regular review sessions between teacher and student.

- Students use questioning to clarify their understanding and are given time to reflect and respond.
  - They are familiar with assessment criteria.
- ii. Peer and self-assessment are useful strategies for the classroom but they must not replace teacher assessment. The ratio of these activities to teacher assessment and feedback must be so that the teacher always has knowledge of what the student has learnt and what their next steps in learning need to be. Students must be thoroughly familiar with the marking and assessment criteria when undertaking peer or self-assessment.
  - iii. Schemes of work should include a range of AfL strategies.

*Staff should consult the Teaching, Learning & Professional Development Handbook for guidance on AfL techniques.*

#### **b. Summative assessment**

- i. Schemes of work should build towards carefully selected summative assessment tasks.
- ii. Class tests, assignments, pre-public examinations (PPEs), essays, practical assessments (including performance) and extended pieces of work such as coursework can all be used as summative assessments.
- iii. Departments should plan for an average of two summative assessments per term for all year groups i.e. a minimum of six summative assessments over the academic year. The exception is for subjects that have fewer than three lessons a fortnight, where one summative assessment a term is sufficient.
- iv. Summative assessments must be written into subjects' assessment schedules within their Curriculum Map document.
- v. Subject teachers should inform students of their year plan so that they are aware when topics finish and assessments will be carried out.
- vi. Departments must ensure that marking of summative assessments at all Key Stages is standardised and moderated. A portfolio of moderated work with annotation should be kept by departments for reference and training.

#### **c. KS3 assessment**

Our KS3 assessment model assesses specific elements of the curriculum a student has understood and which they have not. It is a system that:

- Is based on developing the key knowledge, skills and understanding required for success in the new KS4 curriculum.
- Is based upon high expected standards for all our students.
- Is based heavily upon formative feedback and subsequent student response which allows all to succeed.
- Incorporates periodic summative assessment to support ongoing formative feedback and prepare effectively for terminal linear examinations.

- i. Students' progress will be assessed using qualitative language. It will be described as Foundation (poor progress); Developing (some progress); Secure (good progress) or Advanced (exceptional progress).
- ii. Every subject will use assessment grids to judge whether students have learnt knowledge and skills that would represent good progress to attain the KS4 target direction and therefore be judged 'Secure'. These grids will have competency statements for 'Secure'. Competency statements for 'Secure' will be taken from subjects' Curriculum Maps and/or National Curriculum statements. See appendix 1.
- iii. A student will be judged 'Secure' if they have achieved all the statements for their target direction. The main function of these assessment grids is to facilitate the identification of students' gaps in knowledge and skills to inform teacher planning. AfL in the classroom is key to this approach; teachers must know what their students can and cannot do and provide feedback on next steps for learning.
- iv. All assessment activities used for judgements will be identified in subjects' Curriculum Maps and cross-referenced to SIMS recording systems for consistency.
- v. Assessment activities must be fit for purpose in that they allow students to demonstrate their knowledge and understanding fully and allow a judgement of 'Secure', or not, to be made.
- vi. Schemes of work must be sufficiently challenging to allow exceptional progress.
- vii. Classroom teachers have the responsibility to ensure that students are 'Secure' for their target direction. Those judged 'Developing' and 'Foundation' require differentiated teaching and feedback to ensure progression to 'Secure'.
- viii. It is important to note that the assessment grid is not designed to be used as a linear level ladder; students making expected progress will remain 'Secure' throughout KS3.

#### **d. KS4 Assessment**

From 2018 the majority of subjects will award GCSEs with the new 1- 9 number grades.

- We know that: Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present grade C. Grade 5 will be reported as a 'strong pass'.
  - Grade 4 will be reported as a 'standard pass', equivalent to a grade C and is the level that students must achieve in order not to be required to continue studying English and maths post-16.
  - Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.
  - For each examination, the top 20% of those who get grade 7 or above will get a grade 9 - the very highest performers.
  - The bottom of grade 1 will be aligned with the bottom of grade G.
  - The new maths GCSE will be tiered, with grades 4 and 5 available through both tiers.
- i. Summative assessments for all GCSE subjects must use the grading system that their terminal examination will award for the relevant cohort.

- ii. It is not intended that we make exact conversions between old and new grades. However, initially we do need to have some sort of conversion chart to help judge standards. See appendix 2.

**e. KS5 Assessment**

- i. For A level subjects, summative assessments must use the A-E, U grading.
- ii. A summative assessment should be completed early into year 12 to identify any students causing concern or requiring additional support.
- iii. Assessment should support students to be successful in synoptic and new linear examinations.
- iv. Predictions for KS5 must be evidence-based and for take the entire two years' study into account. Teachers should be guided by the following statement when making predictions: my professional judgement of this student's work, attitude, ability, skills and knowledge from *all the evidence* s/he has produced in and out of class, leads me to say at this stage that I would predict her/him to achieve a grade X in her/his AS/A2 level at the end of the year.

**f. Pre-public examinations and progress checks**

- i. Pre-public examinations will be held for years 11, 12 and 13 during the last week of the autumn term and first week of the spring term. Sixth form have an additional session in March/April to inform final predictions.
- ii. Progress checks are carried out three times a year in November, February/March and July.
- iii. Years 7-10 have an assessment week at the end of June. The year 10 exams are held in the sports hall.

**4. Marking**

**a. Written feedback**

- i. Written feedback should take the form WWW/EBI to inform students about what they have done well and what their next steps in making improvements should be. Marking of work must always include a subject specific comment on how the work can be improved. It must not be generic.
- ii. WWW/EBI can also be used as part of peer assessment providing that students are absolutely clear about the success criteria. Marking of work must always be followed by teachers ensuring students use the comments effectively to learn and make improvements.
- iii. There must be a clear link between dialogic marking and summative assessment data in Expressive Arts subjects.
- iv. Staff should use the SNS marking feedback stickers (see appendix 3), or approved equivalents for coursework and portfolios.

- v. Homework set must be marked although this may not necessarily take the form of WWW/EBI feedback.
- vi. Teacher marking must be in red pen. Peer assessment must be in green pen.

**b. Frequency**

- i. It is our expectation that students must receive feedback on their work following every six teaching hours or fortnightly for core subjects. For subjects where the feedback is necessarily verbal, the action by students following the feedback should be evidenced.

**c. Marking codes**

- i. When correcting students' extended pieces of writing, all staff should use the common editing code as follows:

<b>P</b>	Incorrect or missing punctuation	<b>^</b>	Word or words missed out
<b>Sp</b>	Spelling	<b>WO</b>	Wrong word order
<b>WW</b>	Wrong word	<b>T</b>	Incorrect tense
<b>CL</b>	Incorrect or missing capital letter	<b>?</b>	Point not clear
<b>SV</b>	Incorrect subject verb agreement	<b>NP</b>	New paragraph

- ii. Indicating too many mistakes will be discouraging to students and will give them too many corrections to find at once. Errors should be indicated, not corrected. This encourages students to become independent in checking, finding and correcting errors.
- iii. The editing code is in all student planners and students should be encouraged to use it for peer and self-assessment.

**d. Monitoring**

- i. Quality and frequency of marking will be monitored through learning walks, book checks, lesson observations and student voice.

**5. Recording**

**a. Week to week recording**

- i. Teachers will record homework completion and other subject specific requirements as determined by Heads of Faculty, e.g. completion of required practicals. Subject specific requirements will be communicated to staff at the beginning of the academic year. This will be recorded in a mark book or on an electronic worksheet. This mark sheet will be reviewed by subject leaders periodically.

**b. Assessment data**

- i. For all Key Stages, summative assessment data must be entered into SIMS mark sheets. Columns are set up in SIMS to reflect the number and timing of summative assessments. This information will be requested from Heads of Subject every July

for the following academic year and must correlate with subjects' Curriculum Map documents.

- ii. Calculated averages for KS4 and KS5 will be reported to students and parents in progress check reports.
- iii. For KS3, staff will record the categories: Foundation, Developing, Secure or Advanced.
- iv. KS4 will use fine grading: 5+, 5 and 5-.
- v. KS5 will use fine grading: A1, A2 or A3.

**c. Behaviour for Learning data**

- i. Staff must enter data on a 1-4 scale for progress checks on the following categories: Attitude to others; Learning in class; Learning at home. See appendix 4 for criteria.
- ii. For KS5, the categories are: Organisation; Effort; Quality of work. See appendix 5 for criteria.
- iii. There must be a clear correlation between the BfL grades entered and the evidence of students' homework completion, achievement and behaviour points logged.

**6. Tracking progress**

Progress checks happen three times a year. Data is taken from SIMS mark sheets to produce reports for parents and data analysis for staff. After every progress check, staff are expected to interpret the analyses produced and take action as appropriate.

- i. Data analysis provided for subjects will include:
  - Teaching groups
  - Gender
  - PPI
  - SEN
  - Ethnicity
  - Most able and PPI Most able
  - Red, yellow and green progress
  - Grade attainment
  - Transition matrices for KS4
  - ALPs calculators for KS5
- ii. Data analysis provided for pastoral staff will include, in addition to the above:
  - BfL
  - Most improved students
  - Attendance
- iii. Staff should discuss assessment and analyses outcomes then record, implement and monitor actions for intervention or praise. Our expectations are outlined in the overview charts in appendices 5 and 6.

## Appendix 1

## KS3 Assessment grid

Assessment grid			
Subject:	Year:	Topic/module/theme:	
KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension–reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include:
Secure  <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure The student can: • • •	Secure The student can: • • •	Secure The student can: • • •
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps	Significant gaps	Significant gaps

## Appendix 2


## KS4 grade conversion

grades	numbers
	9
A*1	9
A*2	8
A*3	8
A1	8
A2	7
A3	7
B1	6
B2	6
B3	5
C1	5
C2	4
C3	4
D1	3
D2	3
D3	3
E1	2
E2	2
E3	2
F1	1
F2	1
F3	1
G1	1
G2	1
G3	1
U	0



Appendix 3

WWW/EBI sticker


 **SNS Student feedback and follow up - ensuring excellent progress**

<p>What went well:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Even better if:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Student action needed:</b></p> <hr/>	
<p>Student response: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

continue on to page if necessary...

Appendix 4

KS3 & 4 Behaviour for Learning Criteria

 <h2 style="margin: 0;">Progress Check BfL Criteria</h2>			
	Attitude to others	Learning in class	Learning at home
4	They have been helpful, positive and respectful without exception.	They are always engaged in class. They make positive contributions to the class and to group work.	Homework is always completed on time and to a high standard. Extension work is completed.
3	They have been helpful, positive and respectful almost all the time.	They are always engaged in class.	Homework is completed on time and to a good standard.
2	They occasionally engage in low level behaviours that interrupt learning.	There have been occasions where they have not been engaged in class.	They have missed one or two pieces of homework or have produced some homework that was not up to expected standard.
1	They often engage in low level disruptive behaviours that interrupt learning.	They are often not engaged in class.	They often do not complete homework.

Appendix 5

KS5 Behaviour for Learning Criteria

Rating	Organisation	Effort	Quality of work
4	They have arrived on time, prepared and ready to learn without exception and have been a positive role model and active leader of others.	As well as always trying their best in class, they have actively sought opportunities to learn independently.	All their work both at home and in class has been completed and to an excellent standard (given their target).
3	They have arrived on time, prepared and ready to learn without exception.	They have always tried their best to learn in class and at home.	All their work both at home and in class has been completed and at least to a good standard (given their target).
2	They have had (no more than) four to five instances where they have failed to arrive either on time, prepared or ready to learn.	They have had (no more than) four to five instances where they have not tried their best in class.	They have produced one or two pieces of work that that should have been better (given their target).
1	Anything other than the above.	Anything other than the above.	Anything other than the above.

Appendix 5

Overview of subject follow-up after a Progress Check

PC data deadline

Class teacher

Identify issues and actions to implement

Use the sort/filter functions in SIMS mark sheets to identify underachievement and analyse any patterns for target cohorts.

Key actions in classroom to improve teaching and learning identified, recorded and implemented. To include all PPI students under target.

*Discussion with Subject Head/Key Stage Coordinator*  
*Discussion with students*

PC + 5 days

Subject Head/Key Stage Coordinator

Agree action  
Implement  
Monitor  
Support

Access/get report on progress vs targets – with all students, target cohorts and analysis by class.

Subject/key stage plan updated with:  
Identified review of sow where necessary.  
Intervention actions.  
*Must have list of all key cohorts below target with actions (group or individuals) under target.*

*Discussion with class teachers as above*  
*Discussion with Head of Faculty*

PC + 9 days

Head of Faculty

Implement  
Support  
Monitor  
Evaluate

Access/get report on progress vs targets – with all students, target cohorts and analysis by class.  
Has discussed data analysis with responsibility holders, to include progress over time.

Subject/key stage improvement plan updated with actions.  
Monitoring actions identified.  
CPD identified.  
*Must have list of all key cohorts below target with actions (group or individuals).*

*Discussion with Heads of Subject/Key Stage leaders*  
*Discussion with Department - agenda item*  
*Discussion with SLT Line manager*  
*Liaison with Inclusion team and YCCs*

PC + 14 days

SLT Line Manager

Support  
Monitor  
Evaluate

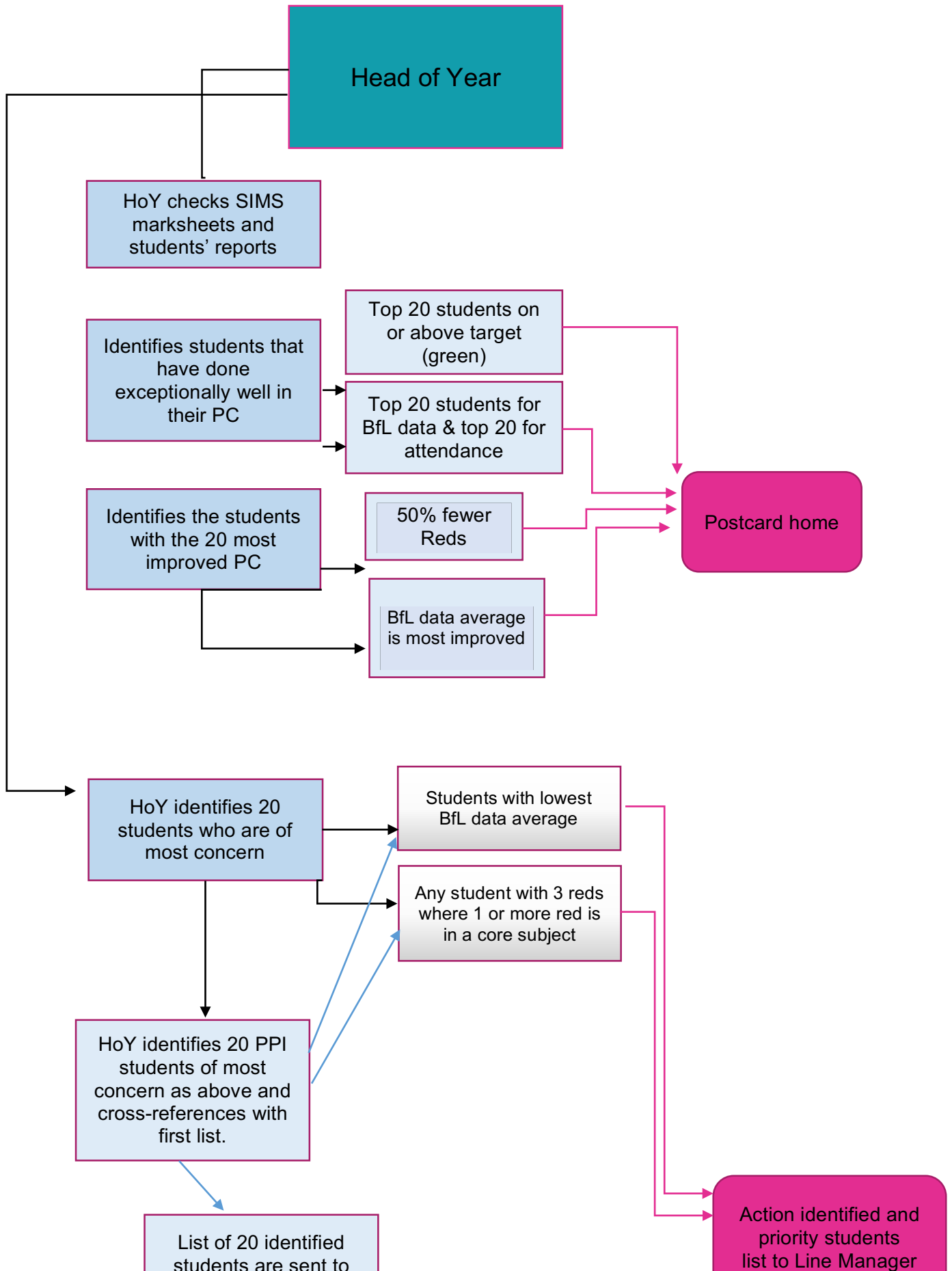
Access/get report on progress vs targets – with all students and analysis by class.  
High level analysis by group.

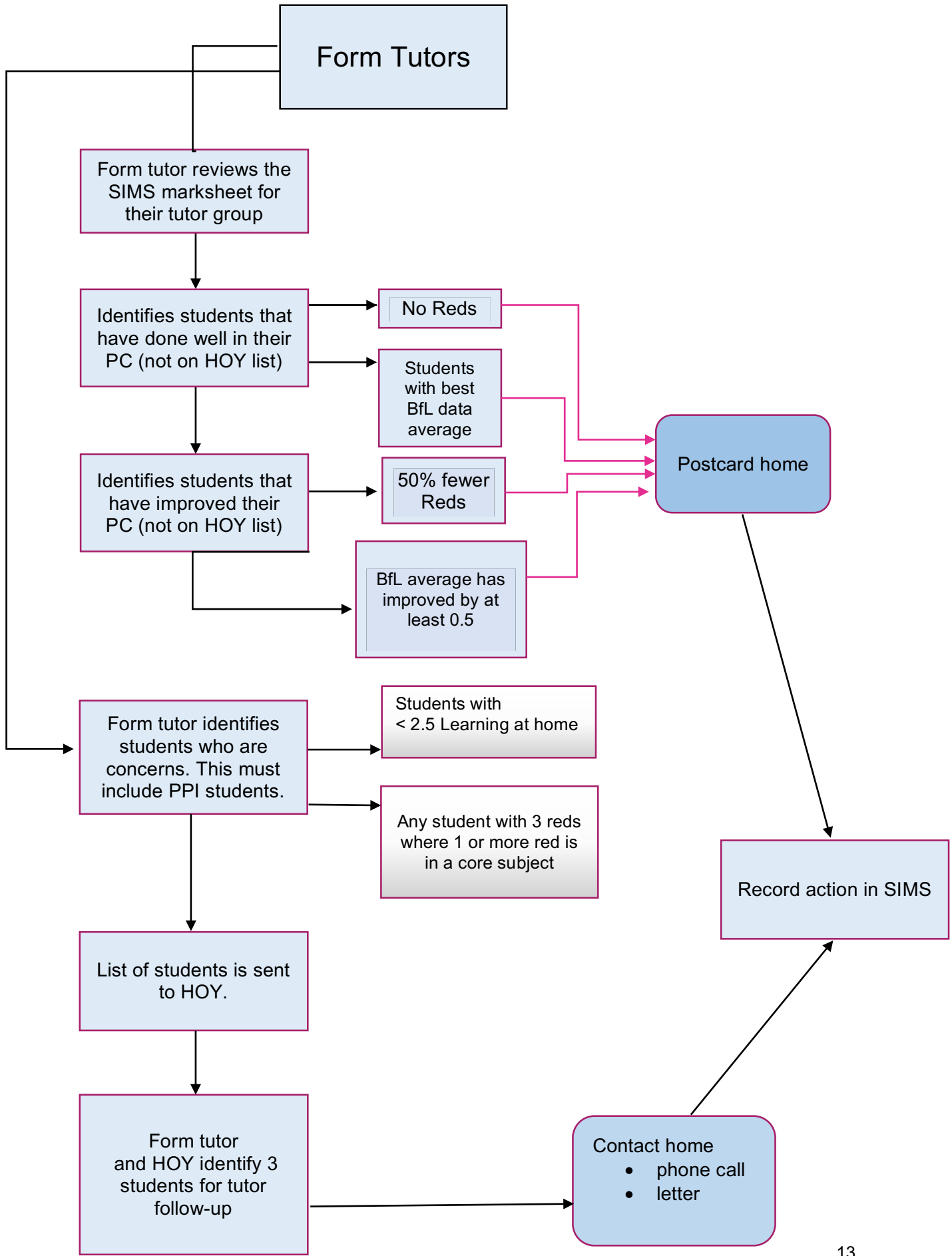
Must check subject/key stage plan.  
Update department M&E document.  
Escalate for any support needed outside current resources.  
Evaluate effectiveness of actions.

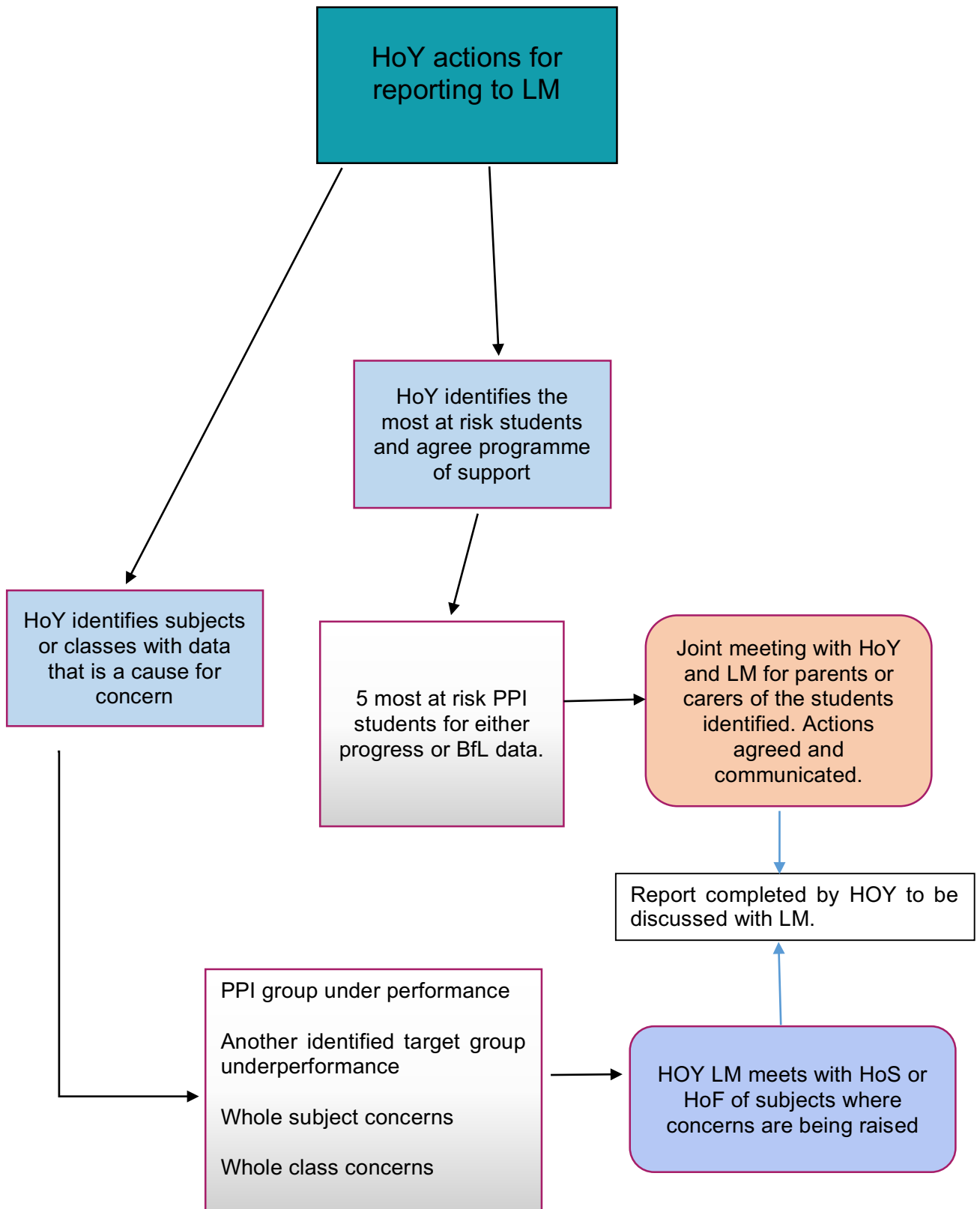
*Discussion with Heads of Faculty*  
*Discussion with Headteacher*

*Monitoring and evaluation of actions and outcomes to be agenda items for subsequent line management meetings.*

Appendix 6 Overview of pastoral follow-up after a Progress Check







## **Appendix 8                      Responsibilities**

### **a. Subject teachers**

- i. To deliver high quality formative assessment in lessons, to ensure students are aware of learning objectives and assessment criteria.
- ii. To carry out summative assessment as prescribed in their department's assessment schedule in their Curriculum Map.
- iii. To record summative assessment outcomes in SIMS.
- iv. To record BfL assessments in SIMS for every progress check, ensuring that judgements are based on evidence from students' completion of homework and points for achievement and behaviour.
- v. To be proactive in using assessment outcomes to identify students for intervention and praise and to record those actions in communication with line managers.
- vi. To mark students' work and provide feedback in line with policy, to include planning for time for student responses to this feedback.
- vii. To take part in departmental standardisation and moderation.
- viii. To make predictions in line with policy.

### **b. Tutors**

- i. To carry out progress check follow-up in line with policy expectation.

### **c. Heads of Subject and Key Stage Co-ordinators**

- i. To ensure that schemes of work include strategies for AfL.
- ii. To ensure that assessment schedules are included in Curriculum Maps.
- iii. To ensure that KS3 assessment grids include relevant curriculum competency statements and include sufficient challenge for most able students.
- iv. To ensure that summative assessments are fit for purpose to provide an accurate assessment of what students have learnt and can do.
- v. To monitor the quality of assessment in lessons.
- vi. To use data analyses effectively, in discussion with teaching staff and line managers, to identify and implement actions for intervention and praise.
- vii. To regularly monitor the frequency and quality of marking and assessment.
- viii. To ensure that the Data Leader is given up to date assessment column headings for SIMS set up.
- ix. To ensure that data entry is up to date and that progress check data is entered by subject staff by the published deadlines.
- x. To organise and lead standardisation and moderation of summative assessment marking.
- xi. To ensure that predictions are accurate and evidence-based.
- xii. To be responsible for the collation of a portfolio of moderated and annotated work for reference and training.

### **d. Heads of Faculty**

- i. To have overall responsibility to ensure that Curriculum Maps include assessment schedules.

- ii. To have overall responsibility for ensuring high quality formative assessment in lessons.
- iii. To discuss data analyses with staff and have overall responsibility to ensure actions for intervention and praise are implemented, monitored and evaluated.
- iv. To report to line managers intervention actions and outcomes of monitoring and evaluation.
- v. To support Heads of Subject or Key Stage Co-ordinators to fulfil their responsibilities with regard to development, monitoring and recording of assessments.
- vi. To monitor the frequency and quality of marking and take action to ensure marking is high quality.

**e. Assistant Headteacher with responsibility for Data and Assessment**

- i. To ensure high quality assessment across the school that is fit for purpose and informs high quality teaching and student outcomes.
- ii. To ensure that all systems for recording are robust.
- iii. To ensure that data analyses are timely and allow for the accurate identification of under-performing cohorts or teaching groups.
- iv. To ensure the improved accuracy of predictions.

**f. Data Leader**

- i. To set up and maintain SIMS mark sheets.
- ii. To calculate targets.
- iii. To support the completion of assessment data in SIMS.
- iv. To provide accurate analyses after every progress check and PPE session for Heads of Subject, Faculty, Year Curriculum Co-ordinators, Leadership Team and Governors.

**g. LT line managers**

- i. To work with Heads of Faculty to ensure that departmental assessment schedules are fully implemented.
- ii. To support Heads of Faculty and Year Curriculum Co-ordinators to implement, monitor and evaluate interventions, to include liaison with other professionals in the support of key cohorts and vulnerable students.
- iii. To identify, monitor and evaluate whole-school interventions for underachieving cohorts.