



Moat House

Assessment,
Marking and
Reporting
Policy

September 2023



Moat House

Assessment, Marking and Reporting Policy

Introduction

This policy is designed to provide details of:

- the purpose of assessment
- the ways assessment is carried out and how it is used to set targets, inform teaching and support student progress
- the ways marking is carried out at Moat House and how it is used to support and facilitate student progress
- how results of assessments are recorded and progress is tracked
- how results are reported to students, parents/ carers and the Local Authority

The purposes of assessment are;

For teachers:

- to set a baseline for each student in most subjects against which student progress whilst at Moat House can be measured
- to identify the Special Educational Needs of any student, which may require additional intervention
- to help teachers to identify the potential of all students and so match their teaching to the needs of the individual
- to provide teachers with information about student progress according to the Assessment Objectives of examination courses, and allow them to review their own effectiveness and so inform their planning
- to allow teachers to monitor and track students' progress, by the recording of assessment data in a suitable format at regular, identified intervals using a whole school system

For students:

- to provide students with useful information about their progress and successes, helping them to identify strengths and weaknesses and to determine areas for improvement

- to motivate students by encouraging them, and providing them with the opportunity to set, with their teacher, targets that are relevant, achievable and ambitious, to seek to stretch them to achieve their potential
- to set targets that are the success criteria for future pieces of work
- to provide the opportunity for students to systematically review their own targets and progress
- to ensure that students are aware of and can respond to and act on their personal targets, to support progress
- to raise self esteem in students as they track their own achievements and progress

For other stakeholders:

- to establish an atmosphere of partnership between students, parents/ carers and teachers as well as other professionals
- to provide information to be used when reporting to parents/ carers and preparing reports for outside agencies or if necessary, referring schools
- to provide information which can be monitored by the LA and demonstrate ongoing progression over a short and longer periods of time
- to provide information which will facilitate progression into further programmes of study at college

The methods of assessment

Gathering of data

As much assessment information as possible is gathered from the referring school, the school which the student last attended and/ or Virtual School. SEN information, including EHCP documentation where relevant, is requested from referring schools, Virtual School and/ or the EHCP team at the Local Authority.

Where relevant and possible, subject teachers contact subject teachers in referring schools as soon as possible once the referral is underway in order to obtain further information on performance and the level at which the student is working, to allow them to plan teaching according to the needs of the student.

Academic referral information for some post-16 students can sometime be difficult to obtain, as records might have been archived by schools or they may have been in alternative provision. The Exams Officer at Moat House is responsible for contacting previous schools to gather data on their Examination successes.

Baseline Assessment

On entry to Moat House Baseline Assessment is carried out, and the information collated by the SENDCo.

The following tests are administered:

WRAT5 Single word reading
WRAT5 Sentence comprehension
WRAT5 Maths
WRAT5 Spelling

Age- Standardised and Centile scores are measured. The WRAT5 data gathered is converted into a predictive grade for each GCSE subject. If a student's WRAT test results in reading or comprehension are below 85, signalling below average ability, an application will be made for a reader in examinations, if the student agrees to this and it is the normal way of working.

The Access Reading Age Test is also administered as it provides an indication of a pupil's strength and weaknesses in the different reading skills. A standardised score of below 85 also allows for an application for access arrangements of a reader to be made.

All of the above information will be recorded by the SENDCo and will be fed back to teaching staff in order to allow them to plan according to each student's needs. Regular progress and monitoring meetings are held to enable staff to share information and successful teaching strategies.

In addition to the WRAT5 maths assessment, an additional test using the Plus Assessment tool will be administered to provide more useful diagnostic information to facilitate planning for the student.

At this stage, any additional SEN provision will be set up for a student, and then routinely reviewed.

Recording baseline and other assessments and tracking student progress

Target setting

The WRAT5 scores together with other national data available are used to produce GCSE predicted grades. This information will be recorded on the Moat House tracking system.

Regular progress and monitoring meetings are held to enable staff to share information on student progress. Medium term targets are set for each student in each subject they are taking in September, January and April. Students meet with a senior staff member at individual review meetings, held in October and April, to discuss their progress towards their targets as well as their attendance, punctuality and conduct at Moat House. After half termly assessment, the student's progress against their target is recorded on their tracking forms. Students and parents/ carers attend a Parents'/ Carers' Day during Spring 1 Term where the progress towards targets are discussed together with the results from mock examinations. At this point, target grades maybe increased if students are performing above their original forecast.

Using assessment to support student progress

Strategies

- To plan for good learning, teachers need to be aware of what students already know, understand and can do. This allows teachers to identify weaknesses and gaps in learning and allow planning to take place to address these.
- This information will come from Baseline Assessment information and teacher assessment at the start of a new unit or piece of work, where teachers should ascertain what students specifically already know, understand and can do.
- This allows teachers to plan for groups of students and individual students.
- Assessment objectives against which students are assessed are evident in the specifications for examined courses, and be incorporated into Schemes of Work. Units of work are written around assessment objectives.
- Students are made aware of assessment objectives and their own learning objectives and learning outcomes in lessons, and assessment criteria may be shared with students so that they are able to judge for themselves the progress they have made, and thus be able to review and set themselves targets in discussion with the teacher.
- It is important that students have an understanding of the targets that are set, and that there opportunity to discuss them to check this.
- Students will be given opportunities to peer and self assess, in order to develop their own understanding of how to improve according to given assessment criteria. They will also have access to model responses where appropriate, in order to develop their understanding of what they need to do to reach a given level, related to their own target grade.
- Using assessment to facilitate student progress relies on teachers and students being aware of the levels at which students are learning and what they need to do to progress. Ongoing daily and weekly teacher assessment of progress through students' oral and written responses and by marking feeds teachers' planning for each individual student.
- Half termly formal assessments in each subject will be graded and the result entered on the tracking records. This will allow staff to monitor and rate progress towards the target GCSE grade. Grades will be RAG rated against a student's target grades. This will lead to a review process in which the student and a senior teacher will review progress towards the previous term's targets and agree on new targets for the forthcoming term.
- This process is designed to clarify the student's understanding of what they need to do in each subject to improve towards their target grade and allow for ownership of their learning and progression.

Marking of student work

Marking must be pointful and facilitate student progress; as such, it will inform the tracking process and teacher planning. This policy should establish a broad and consistent approach to the way a student's work is marked so that the student feels valued and has a clear

understanding of how well they are performing and what they need to do to develop and improve.

Aims of marking

These are to:

- monitor progress
- identify careless mistakes and errors or misconceptions, in order to address these in future teaching
- point out to what extent the student has met the success criteria, given the learning objectives and learning outcomes, as set by Assessment Objectives
- identify how the work could be improved and facilitate progress by setting appropriate targets, that must be addressed in future pieces of work
- praise what has been done well motivate through a comment that reflects care and encourages dialogue
- set up a pattern of meaningful communication between student and teacher
- evaluate our methodology and our teaching and make the necessary adjustments.

It is important that:

- students are aware of criteria for marking
- they understand the comments made in the marking
- marking is done as soon as possible after the work has been completed; work could be marked with the student as it is being carried out
- marking is frequent
- mistakes in spelling, punctuation and grammar are identified in a way which is appropriate to each student's needs and ability and the demands and level of the subject area; usually, only the first three similar mistakes need to be identified so that the student is not demotivated by too much green pen over their work
- errors and misconceptions should be addressed either with verbal or written feedback and a student's understanding should be assessed by further questioning and/ or in tasks
- opportunities for peer and self assessment are incorporated where appropriate

Formative marking

Formative marking takes place routinely and is used to assess knowledge, understanding and skills. It feeds into teachers' lesson planning and informs the teacher and the student of learning progress, according to assessment objectives, as well as identifying the next steps and how they can best be taken.

Oral marking

At Moat House it is expected that teachers question students routinely during lessons to assess learning and draw out further progress. Oral marking is a key part of the learning process.

Its features are:

- quick verbal feedback
- a spoken comment which will seek to encourage dialogue (teacher/student or student/student) and reflection

It is used to:

- correct an error or mistake
- provide information
- appraise and praise
- challenge
- seek clarification
- focus or orient learning
- encourage exploration, elaboration or development
- redirect responses
- distil and summarise learning
- encourage reflection
- focus on learning approaches and strategies
- allow students to have a role in setting their own targets

Written marking

Marking and comments are made in **GREEN** ink.

In the body of a piece of work:

In order to promote consistency, a common approach for marking literacy is used:

S	spelling
P	punctuation
C	mis-use of a capital letter
WW	wrong word or form of a word used
//	new paragraph
?	not clear
^	something's missing

There might also be subject specific symbols. (See individual Subject Policies for details).

Teachers can use their professional judgement if they believe a piece of work has so many errors that to mark every one would be discouraging. They may choose to mark a selection of the errors.

If they believe it will be helpful, some corrections of spelling, grammar and punctuation may be made on the work by the teacher.

At the end of a piece of work, teachers will make a comment about how well the piece has met the given Assessment Criteria, and a target related to how the student could seek to improve their work. These will be revisited and addressed in future work. Teachers may wish to indicate the level and grade at which the student is working if this is thought to be helpful.

Summative marking of Half Termly Assessments

Once a half term, each teacher of an examined subject will, where possible, set a piece of work with given assessment criteria taken from the specification being followed. Students will be made aware of the assessment criteria and their own targets. These pieces of work will be marked according to the assessment criteria to establish the level of performance. In comments, the teacher will give feedback on what the student has done well, and what they need to do to progress further. This will then be discussed with the student to check understanding and to agree and set targets. The targets will be discussed by the student and the Headteacher at the half termly review meeting.

The level of performance will be recorded in the tracking system and rated with the RAG system to monitor progress.

An interim GCSE grade will be shared with students and reported to parents/carers after the Mock Exams.

Recording

Teachers will maintain a record of a student's progress in their subject and will record the results of half termly assessments, or a 'working at' grade when the focus of the half term has been controlled assessments, on the tracking system.

Assessment opportunities should be regular and should take account of the differing abilities of pupils.

Data management by tracking

The system contains information relating Baseline Assessment and subsequent GCSE target grades. Half termly performance levels for each subject are added so progress towards target grades across subjects can be monitored by the Headteacher and other relevant staff.

Reporting

Reporting to parents/ carers, where appropriate, and students

- Moat House has a duty to provide a written report to parents/ carers, where appropriate, at least once a year. A subject report highlights subject specific skills. If the subject title at the start of the report were covered up, it should still be apparent which subject is being reported.
- A report should contain comments on each subject applicable to the student, including non-examined subjects, such as RSHE and cookery.
- A report is a teacher's summary of a student's overall progress in the subject. It should give a clear indication of attainment within that subject.
- A report notes progress. It highlights strengths and achievements. The report should concentrate on what the student has learned, rather than what has been taught. It should indicate the standards the student has achieved and the level at which they are working.
- Subject reports should be written for parents/ carers in a clear, straightforward way. They should be jargon free.
- Targets should be set which highlight what the student must do to make further progress.
- A general comment will be added by the Headteacher.

Prior to the student review meetings in October and April, an interim report will be sent to parents/ carers. This will record the progress made so far and set further targets for each student in each subject. Comments should be encouraging and developmental. Reports will be sent to parent/ carers in January after Mock Exams which are held in December. These will record the grade achieved in the exam and possibly a realistic grade for which the student should be aiming in the formal assessments in the summer term. If a student was issued with October interim report, an assessment will be made as to the progress made towards the targets set then.

Parents'/ Carers' Day

This is held in January or February and parents / carers are invited along with the student to discuss their mock exam results, progress made so far along as well as targets set for summer exams. Parents/ carers are, of course, most welcome to come into school if they have a specific issue to discuss.

Reporting to the Local Authority and Governors

The results of external assessments are reported to the above through the Headteacher's report. The evaluation of student progress and performance in each subject forms the main item for discussion at each Autumn Full Governing Body meeting. Interim meetings take place between the LA Advisor who is also the School Improvement Partner on a regular basis; at these meetings discussions always take place around student progress and curricular developments.

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