

St Olave's Grammar School



ASSESSMENT AND MARKING POLICY

1. Principles:

- the view that assessment is integral to the process of teaching and learning;
- the view that assessment is an activity to be shared and agreed by departments, not just an individual activity involving a teacher and student;
- the view that assessment should be a positive activity that encourages progress in learning;
- the view that assessment should be used as a means to identify the work of able students and of those in need of support;
- the view that, wherever appropriate, students should be involved in the assessment of their work.

2. Purposes

- to identify individual progress, achievements and needs;
- to measure the progress of students, both within the class and across the year group;
- to report to students, parents, colleagues and others;
- to select sets;
- to carry out NC demands;
- to prepare for examinations;
- to identify Merits in Years 7 - 9 and Commendations in Years 10 - 13;
- to identify and support SEND.

3. Practices - Key Stage 3 and 4

Frequency

- Most of students' work should be marked.
- Marking needs to be regular and kept up-to-date. Books should normally be seen at least once every 3 to 4 teaching periods.¹
- Work should normally be marked and returned within a week².
- Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time.

¹ Or fortnight, whichever is the longer.

² Not including coursework.

Methodology

- Marking in **Years 7 to 11** should be *formative* and include:
 - An **effort** grade.
 - 1 Exceptional;
 - 2 Good;
 - 3 Unsatisfactory.
 - Effort grades should take into account the individual's ability.
 - An **achievement** grade.
 - XX on track for more than one grade above the Challenge Grade;
 - X on track for one grade above the Challenge Grade;
 - T on track for the Challenge Grade;
 - U on track for one grade below the Challenge Grade;
 - UU on track for more than one grade below the Challenge Grade;
 - A **comment**.
 - This should be constructive and help identify strengths and areas for improvement.
 - The exceptions being in Years 7, 9 and 10 (before Challenge Grades have been set) and Year 8 second-language students (who are just starting their course), where marking should be comment-only.
- IPM Assessments should be *summative* and indicate the student's current level of attainment.
 - In Year 7 (from Sept 2014) assessments should be graded using 9 to 1, in line with internal documentation indicating equivalencies with National Curriculum levels (pre-2014) and existing GCSE standards.
 - In Year 8 and above (reducing each year from Sept 2014 as the new system migrates up the school) IPMs should be graded using National Curriculum levels and existing GCSE standards.
- Students should understand the system in use. This may take the form of a cover sheet attached to their exercise books.
- Marks should be recorded by individual teachers and IPM Assessments must be entered into SIMS.

Comments

- Work should be marked using coloured ink (to distinguish it from the student's work).
- When students are asked to correct, repeat or catch up work, it should be checked that they do so.
- Where necessary, comments should take into account the care of books in which work is done.³
- Marking should include the use of merits for exceptional effort or achievement as an incentive to students in Key Stage 3. Commendations should be used higher up the school.
- Marking may include various forms of self-assessment by students.

³ Students should ensure that exercise books have clear protective covers

4. Practices – Sixth Form

Frequency

- Marking needs to be regular and kept up-to-date.
- Work should normally be marked and returned within a week.
- Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time.

Methodology

- Marking in **Years 12 and 13** should be summative and graded according to examination criteria, indicating the student's current level of attainment.
- Marking should include constructive comments, which help inform on strengths and areas for improvement.
- Students should understand the system in use.

Comments

- Work should be marked using coloured ink (to distinguish it from the student's work).
- When pupils are asked to correct, repeat or catch up work, it should be checked that they do so.
- Pupil files should be taken in periodically to ensure that they are well organised.

Numerical Marks

- Marks should be awarded in line with examination mark schemes and where appropriate include examination grades.⁴

5. Literacy Marking⁵

- Marking should take into account the use of English, particularly spelling, punctuation and grammar.
- Significant errors should be corrected. Correcting every error may discourage a pupil.
- Errors should be clearly circled and one of the following symbols written in the margin:
 - Sp = spelling; Gr = grammar; // = new paragraph; ^ = missing word; ?? = nonsense
- When pupils see the "Sp" symbol, they should look up and write down the correct spelling in the margin or bottom of the page. This should be monitored.
- In addition to subject-specific words, staff should ensure that the following are marked:
 - Common spelling mistakes, e.g. tomorrow, friend, method, receive, etc.
 - The correct use of basic homophones,
 - e.g. there / their / they're; two / to / too; know / no / now.
- Heads of Department / Faculty should routinely carry out book pulls and inspect mark books to ensure that the policy is being followed as part of the QATL Policy.

⁴ Awarding relatively low grades at the start of the course may be de-motivating to a pupils.

⁵ Not applicable to the teaching of languages.