Gosfield School
Senior School Assessment and Marking Policy 2024 - 2025

AIM

The aim of assessment at Gosfield School is that it should assist students to fully develop their academic abilities and self-confidence and help all students to become effective learners. Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

The aim of marking and feedback at Gosfield School is to ensure that students see that their academic work is valued and have a clear understanding of their level of achievement and how to improve their work and make appropriate progress.

PURPOSE

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment and feedback facilitate the greatest possible progress and achievement of each individual student across the curriculum.

At Gosfield School we recognise that every teaching and learning task or activity offers assessment opportunities. We acknowledge that effective feedback helps students to improve their work and to reach or exceed their academic potential. The focus of all feedback should be to help students gain a clear understanding of how well they have gained knowledge, concepts and skills and to enable the student to improve.

Marking also informs teacher planning and monitoring, allowing for precise interventions to drive students' progress forward on an individual level.

RESPONSIBILITIES

Heads of Department and subject teachers are responsible for implementing the Senior School Assessment and Marking Policy, and for ensuring that assessment and marking takes place consistently within the subject and the whole school, in accordance with the policy and its specific requirements (see policy below). Every subject teacher in the Senior School should have a copy of the Senior School Assessment and Marking Policy.

Summative assessment is monitored by the Heads of Departments who work alongside the class teachers to ensure students do not fall behind. Any issues will be identified early and appropriate intervention put in place.

To promote consistency and to ensure that feedback is meaningful, where the teacher evaluates learning and students are given the opportunity to reflect on their progress, marking is monitored by the Heads of Department and the Assistant Principal (Academic) and this monitoring forms part of our annual Professional Development Review (PDR) process.

TYPES OF ASSESSMENT

Summative Assessment

Summative assessment is the assessment **OF** learning. It is used to measure performance at the end of a period of learning by comparing work against a certain standard or benchmark.

Summative Assessment:

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is focused on the outcome
- covers the full range of the curriculum area to be assessed

Examples of summative assessment include:

- End of topic/unit tests
- Internal School examinations
- External examinations

Formative Assessment

Formative assessment is assessment **FOR** learning. It is an approach to teaching and learning that creates feedback which can be used by teachers to improve their teaching and by students to improve their learning. Formative assessment helps teachers to identify where students are struggling and address problems immediately; it helps students to identify their strengths and weaknesses and target areas that need work. Formative assessment is carried out during a period of learning.

Key features of assessment for learning are:

- being clear about and signposting the learning objectives and the success criteria by which learning will be judged, sharing them with students using student-friendly language
- showing students that all responses, views and opinions are valued and encouraging them to view errors as learning opportunities
- giving time for learning to be absorbed
- providing exemplar work so students understand what successful work looks like for each task they are doing.

Formative Assessment:

- happens during the learning
- helps to improve learning
- is focused on the process

Examples of formative assessment include:

- Questioning – using effective and open questioning techniques that provide opportunities for assessing students' knowledge and understanding
- Feedback (verbal and written) – giving specific, constructive feedback, which indicates how students can improve and the steps they need to take in order to do so
- Peer and self-assessment – encouraging students to reflect upon their learning and to monitor their own progress. This ensures that students internalise assessment criteria and clearly know how to improve their own performance

THE ASSESSMENT PROCESS

CEM (Centre for Evaluation and Monitoring) baseline testing is used within the School. Senior School students are assessed at the point of entry and at the beginning of Year 7 (MidYIS), Year 10 (Yellis) and Year 12 (Alis).

The MIS Manager ensures that all the relevant CEM targets are updated on Bromcom. To ensure continuity, the same grade will be used for all future assessment and reporting, unless additional baseline testing takes place.

Years 7 – 11

Students have target or challenge grades set based on their CEM grades and attainment measured in line with GCSE grading 9 – 1.

Based on information from Ofqual and using the current GCSE grading for comparison, a grade 7 is the equivalent of an A grade and a grade 5 is the equivalent of a low B/high C grade. Grade 4 is considered a pass.

Years 12 – 13

Students in Year 12 have target or challenge grades set based on their CEM grades and attainment measured in line with A Level grades A - E and students in Year 13 will have targets set and attainment measured in line with A Level grades A* - E.

MARKING AND FEEDBACK

Marking is most effective when the student knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning

THE MARKING PROCESS

Each department should have a Marking Policy. Each department policy should include:

- Marking of students' work by their teacher **at least once a week.**

- Self and peer assessment should be integral to the teaching and learning to ensure that students understand the assessment criteria and can form their own judgements about their learning. This type of assessment should still be checked by the teacher.

- Feedback should be both encouraging and constructive. Targets should be given to demonstrate how a student can take the next steps to improve their learning. The phrases 'What Went Well' (WWW) and 'Even Better If' (EBI) could be used by departments.

- Self and peer assessment comments or reflective tasks following feedback should be written by the student in different colour ink than that used by their teacher.

- When marked work is returned to a class, time should be set aside to allow each student to reflect on and respond to the teacher's evaluative comments to improve their understanding. Teachers should monitor closely that students carry out any instructions given, for example completing work.

- To be used at the end of each half term, unit or topic, as is appropriate to the department's curriculum, each department should have their own bookended assessment pro forma sheets,, to identify students' progress and areas for development and targeted intervention. These feedback sheets should provide students with opportunities to respond to the feedback practically, with a reflective task.

- Practical, project-based subjects need to have regular marking and feedback, even if a whole project may extend over a period of time.

Use of Office 365
Work completed on Teams should still follow the marking and feedback policy.

MARKING CODES
Standard codes should be used across all subject areas (where appropriate).

Where appropriate, the code should be noted in the margin and the word or error underlined or circled.

Sp	spelling error (Note: students should be encouraged to learn their corrected spellings)
P	punctuation needed
Gr	grammar error
C	capital letter needed
T	wrong tense used
Ww	wrong word used
^	word or letter missed out
??	meaning not clear
//	new paragraph needed
✓	good work

Literacy stickers should also be used to highlight repeated errors in any piece of work.

RECORDING AND REPORTING
Recording and reporting ensures regular and relevant communication of student attainment and progress to students, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment, and the recording and reporting of individual student assessment outcomes is the responsibility of each teacher.

Recording
Consistent record keeping by all teachers allows the effective monitoring of student progress. Teacher records can inform reporting, both formal and informal, to students, parents, Heads of Department and the Assistant Principal (Academic). **All recording should be kept in trackers on Bromcom**, in the teacher's planner and include the results of the assessments detailed in this policy.

Reporting

To ensure uniformity and consistency in the writing of student reports, it is crucial that staff follow the agreed format. Staff are expected to follow the 'Guide to Report Writing' issued to staff and available on the network and in the Staff Handbook.

Each academic year, all students receive:

- One full written report
- Five grade cards
- Mock/Exam Results Card (Years 7 – 13)
- At least one parents' consultation evening – parents can attend online or in School in person.

When reporting:

- Students will receive an **attainment grade** which will be based on GCSE grades (9-1) for Years 7-11 and A Level grades (A-U) for Years 12-13

- Students should generally be receiving an **approach to learning** grade of *Excellent, Good* or *Satisfactory*. See section on **Learning Behaviours** - below. Any student receiving an *Excellent* approach to learning grade should be extending their learning independently. It is vital that staff report accurately to ensure consistency across all subjects.

If a student's approach to learning is consistently below satisfactory then The Rewards and Sanctions Policy should be followed and parents should be informed, via email or telephone calls home.

An approach to learning grade of *Unsatisfactory* should never be entered onto a grade card or report if concerns and issues have not been raised with parents and the grade agreed by the Assistant Principal (Academic) and Vice Principal.

After each half term, the Tutors, Heads of Section and Assistant Principal (Academic) will discuss the data on their grade card with each student.

Learning Behaviours

All students should demonstrate the following learning behaviours. Students should:

- Arrive to lessons on time, ready to learn and with the correct equipment.
- Engage with learning and work hard throughout lessons.
- Conduct themselves appropriately and contribute to a positive learning environment.
- Complete homework on time, to the best of their ability.

Approaches to Learning

The student's approach to learning should be assessed using the following descriptors:

- Excellent **Always** demonstrates the learning behaviours and extends learning independently
- Good **Mostly** demonstrates the learning behaviours
- Satisfactory **Often** demonstrates the learning behaviours
- Unsatisfactory **Seldom** demonstrates the learning behaviours

Students should generally be receiving an approach to learning grade of *Excellent, Good* or *Satisfactory*. Any student receiving an *Excellent* approach to learning grade must always demonstrate the learning behaviours and should be extending their learning independently. It is vital that staff report accurately to ensure consistency across all subjects.

When any work far exceeds expectations or falls far below expectations, a note should be recorded on Bromcom and action taken in line with the Rewards and Sanctions Policy. It is important that the class teacher, Head of Department, Tutor and Assistant Principal (Academic) and parents/carers are all kept informed if the level of effort or attainment becomes a cause for concern.

All marks should be recorded by the teacher on Bromcom and in their planner.

EXAMINATIONS

Internal
All students sit internal school examinations once a year, the results of which are reported to parents, either within the main school report or on a mock results card.

Years 7 – 9

Students in Years 7 to 9 have end of year exams during June when the regular timetable is collapsed for one week and students sit examinations to test their understanding of the work covered over the academic year. In addition, students may also be required to do a speaking exam in French and Spanish.

Students sit examinations in the following subjects: Art, Computing, Design Technology, Drama, English, Food Technology, French, Geography, History, Mathematics, Science, Spanish, History and Geography. The results for all internal exams are reported to parents within the full report.

Year 10

Students in Year 10 have exams when the regular timetable is collapsed for a week (after the majority of GCSE and A Level exams have been sat by Years 11 and 13 respectively) and Year 10 students sit examinations in the Sports Hall to test their understanding of the work covered over the academic year. In addition, students may also be required to do a speaking exam in French and Spanish. Students sit examinations in all of their GCSE subjects. The results for all internal exams are reported to parents within the full report.

Years 11 – 13

Students in Years 11-13 will sit mock exams in November after half term and at the beginning the Spring term in all GCSE and A Level subjects. These mock exams give students an opportunity to identify any gaps in their learning and areas for development as well as to develop their revision skills. It also enables students to consolidate their learning from the very beginning of their examination courses.

There are some exceptions where there is a conflict of deadlines with coursework set by the examination board, for example, Art and Design Technology GCSE and A Level, and in these instances the mock exam will take place at a more suitable time. The results for all mock exams are reported to parents on a mock results card.

External

The following external examinations are compulsory within the school:

- Year 11 GCSE Examinations
- Year 13 A Level Examinations

Signed _____ Date __01/09/24__

Rod Jackson, Principal