OAKLANDS CATHOLIC SCHOOL

AND

SIXTH FORM COLLEGE

With delegated responsibility from the

Edith Stein Catholic Academy Trust

ASSESSMENT
(MARKING AND FEEDBACK)
POLICY

APPROVED BY LOCAL GOVERNING BODY	**September 2021**
SCRUTINISED BY TEACHING AND LEARNING COMMITTEE	**September 2021**
DATE LAST REVIEWED	**July 2021**
MEMBER OF STAFF RESPONSIBLE	**Assistant Headteacher**
STATUTORY / NON-STATUTORY	**Statutory**

Community   Unity   Opportunity

Policy Amendments

Version Date	Section / Page	Amendments
July 2021	A1.3 / Page 3	Re-wording of review process
	A2.1 / Page 4	Addition of NB
	A2.1.2 / Page 4	Word change 'will' to 'could'
	A2.2.1 / Page 4	Clarification of how data is analysed for KS3/ KS4+5
	A3.1 / Page 4	Removal of paragraph A3.1.2 and subsequent renumbering
	A3.1 / Page 4	Minor textual changes
	A3.1 / Page 4	Addition of A3.1.5 for age related expectations
	A3.2 / Page 5	Addition of information regarding vocational courses
	A3.3 / Page 5	Minor textual change
	A4.0 / Page 5	Removal of text regarding parental feedback
	B2.1.1 / Page 6	Addition of text regarding Teams/ Classwatch for online marking
	B3.1 / Page 6	Minor textual changes. Link made between Department Policy and Implementation Document on the website
	B4.1 / Page 7	Addition of text regarding school's evaluation cycle
	Appendix A	Removal

"But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you."

<div align="right">*John 14:26*</div>

Policy Statement

This policy outlines what Oaklands means by assessment, reporting, marking and formative feedback. It sets out how these activities will be put into practice and how they will be monitored.

Part A: Assessment and Reporting

A1.0 Principles

A1.1   Our policy is intended to celebrate the way our pupils have realised their God-given talent, whatever they are, in the form of solid and real achievement and to acknowledge at regular intervals the progress they have made en-route.

A1.2   At Oaklands, we believe assessment and reporting should:

A1.2.1 Provide reliable, evidence based information to parents about how their child is performing by:
   i.   Enabling tracking of pupils against their end of key stage expectations.
   ii.   Providing early recognition of pupils who are falling behind expectations and allow a plan for intervention.

A1.2.2 Drive improvement for pupils and teachers by:
   i.   Providing effective feedback to colleagues on the quality of teaching and learning achieved, which will subsequently inform curriculum planning.
   ii.   Ensuring that feedback from assessment contributes to improved learning and is focused on specific targets/objectives. The 'Marking and Feedback' element of this policy (part B) covers how feedback is provided.
   iii. Providing recordable measures by means of assessment, which can demonstrate comparison against expected standards and also manifest progress over time.

A1.3   Although there are set review dates for this policy. The school will continue to review best practice and make necessary changes. Where necessary revisions will be before the normal renew date.

A2.0 Practice

A2.1   <u>Parents</u>

A2.1.1 Parents will receive assessment data for their child every half term. Each report will include:
   i.   Learning behaviour grade
   ii.   Attainment grade (although Year 7 will not receive attainment data until the reports provided in the Spring term – staff need time to obtain an accurate picture of Year 7 students over the course of the first term before an attainment grade is provided)
   iii. Homework grade

   N.B. some subjects where students are taught one lesson per fortnight at KS3 – e.g. ICT or Drama – will not receive data each half term.

A2.1.2 A more detailed written report will be provided in addition to one of the half-termly reports. The written reports will focus on targets for improvement and could be received during the year, rather than at the end. A tutor comment will be provided in one of the reports towards the end of the academic year.

A2.2   Staff

    A2.2.1 Data is collected and stored on the SIMS system. SIMS KS4 and KS5 data is exported to 4Matrix software to allow staff to analyse performance. KS3 data is analysed using EXCEL and summarised in the 'School at a Glance' document.

    A2.2.2 The assessment data used to report to parents is employed to analyse the position of a year group against expectations. This data can be used to identify pupils, classes or subjects who are excelling, but also those that are not making expected progress.

A3.0 Reporting of Grades

A3.1   Key Stage 3

    A3.1.1 In Year 7 all students are given screening tests:
- CATs
- Reading and Spelling standardised tests
- Additionally, all students complete baseline assessments in RE, English, Maths and Science.

    A3.1.2 The current GCSE courses are much more rigorous than the previous iteration. The Year 9 timetable for the final half term of the year will be changed to reflect GCSE options to facilitate the delivery of the GCSE content. In response to this, assessment at KS3 will operate a hybrid policy:

    A3.1.3 **Years 7 and 8:** Each department has five descriptors (A-E) that students will be assessed against. This system will allow students to progress through these stages during their time at Key stage 3.

    A3.1.4 **Year 9:** Students will continue to be assessed using the descriptors (from Year 7 and 8 discussed above). Students will be assessed using the GCSE 9-1 grades for GCSE subjects once the timetable changes in the final half term of Year 9, which will be reflected in the final report of the year.

    A3.1.5 A reminder of the age-related expectations for students in KS3 will be provided on each of the reports that are sent home. We would expect most students to be working at the following grades:
- Year 7: D or above
- Year 8: C or above
- Year 9: B or above

    A3.1.6 The table below summarises the descriptors used at KS3 and the trajectory path towards a most likely outcome at GCSE.

KS3 Attainment Grade	Most likely outcome at GCSE given current attainment and progress through KS1 and KS2
A	8 to 9
B	6 to 7
C	4 to 5
D	2 to 3
E	1

A3.2   Key Stage 4

A3.2.1 Most pupils in Year 10 will study GCSE specifications, which are graded 9-1. However, some students will study vocational subjects (e.g. NCFE Health and Fitness), which are graded on a different scale – Pass, Merit, Distinction, Distinction* at either L1 or L2. The GCSE 9-1 grading equivalent is as follows:

Level 1 Award	GCSE Grade Equivalent	Level 2 Award	GCSE Grade Equivalent
Distinction*	3	Distinction*	8.5
Distinction	2	Distinction	7
Merit	1.5	Merit	5.5
Pass	1	Pass	4

A3.2.2 Staff will allocate a grade 9-1 (or the alternative grades outlined in A3.2.1) at key assessment points, both for current attainment and predicted grades. Fine grades will also be provided as best we can – a summary is provided below:
- Grades 1 and 9 would not be fine graded
- Grades 2-8 would be split into +, = and - . + means the candidate is aspiring and working well towards the next grade, = means the candidate is comfortably placed within the grade and – means the candidate still has work to do before the grade can be consolidated confidently.

A3.3   Key Stage 5

A3.3.1 As at GCSE, a fine grade will be awarded at assessment points.
- A* grade would not be fine graded
- Grades A-E would be split into High (+), Medium (=) and low (-) as at Key stage 4

A4.0 How will this Policy and Practice be Monitored?

A4.1   The Leadership team, Heads of Department, Heads of Year and teachers will analyse achievement data after each reporting cycle.

A4.2   The Leadership team will check the quality of assessment through the sampling of reports.

A4.3   Departmental meetings will share good practice and will enable departments to refine their marking, feedback and planning.

A4.4   Parents can give their thoughts on the reporting process, both through the parental questionnaire at parents' evenings and by contacting the school to discuss their child's learning.

Part B: Marking and Feedback

B1.0 Rationale

B1.1   Marking is central to teaching and learning.

B1.2   Effective use of formative feedback enables us to:
   a. **Evaluate the progress** students have made through ascertaining what knowledge they have gained, what skills they have acquired and how well they apply their understanding
   b. Identify student's strengths and **explain clearly what students must do to extend their learning**. It also enables staff to plan subsequent lessons more effectively.
   c. Provides opportunities for students to **act appropriately on the feedback** they receive (this could for example be in the form of 'green penning' in response to teacher comments).
   d. Ensure that feedback received by students is applied in a **consistent manner across departments.** Students across different classes within the same department will receive the same assessment experience.

B1.3   **Feedback can take the form of written or oral feedback** - the proportion for each will vary by subject.

B1.4   **In moderation, peer and self-feedback should be used** in lessons to allow pupils to develop their skills in analysing what work has been produced. Students themselves can identify their strengths and suggest areas for further development.

B2.0 Marking Guidelines

B2.1   What are the principles of marking?

   B2.1.1 Marking takes place when staff respond in written form to work that has been produced by pupils (this could be work on paper or work submitted on Teams/Classwatch)
   B2.1.2 Marking can take the form of detailed written feedback, but it need not be exclusively so. On some occasions, marking may be a simple check on task completion, presentation or level of effort. At other times, marking may involve a simple grade (grade 1-9 at GCSE or A-E at KS3).
   B2.1.3 For subjects where it is appropriate, one piece of work every half term will be marked in detail with a grade provided and detailed diagnostic comments provided. Students will be expected to respond to this (e.g. green pen) and make improvements to their work where appropriate.
   B2.1.4 Not all written work by students requires a written response from their teacher. For example, notes taken during lesson or draft work where pupils are exploring how to respond may not require a written response.

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B3.0 How will this Policy be put into Practice?

B3.1   The principles of marking outlined in section 3 provide the broad parameters within which each department must operate. However, the demands of the variety of subjects that the students study mean that a 'one size fits all' approach is not appropriate. Consequently, Heads of Department, in conjunction with their teams, produce a document (updated annually), which details how marking and formative feedback will take place. This should take into account the need to provide accurate and consistent data for the reporting cycle. The reporting cycle is outlined in part A of this policy document.

These documents are available on the school website.

B4.0 How will this Policy and Practice be Monitored?

B4.1   Checks on the quality of marking and formative feedback will take place through learning walks throughout the year and as part of the school's monitoring and evaluation cycle.

B4.2   Conversations with students will allow leaders (SLT and HoDs) to ascertain whether students are aware of their current grade and what steps they can take to improve.

B4.3   Sampling of work by the Head of Department and their Line Manager will take place throughout the academic year to check the quality of marking and feedback as part of line management meetings.

B4.4   The quality of formative feedback and marking will form part of the professional conversation between observer and observee as part of the lesson observation cycle.

B4.5   Departmental meetings will need to share good practice to enable staff to develop fully.

B4.6   Parents can provide comment on marking and formative feedback, both through the parent questionnaire at parents' evenings and through contacting the school to discuss their child's learning.