*2024 Tony Stephens, Education Support*

## ASSESSMENT, RECORDING AND REPORTING

## Measurement of Impact

A report should be produced each term, covering:

* Quality of:
  + Student work
  + Teacher marking
  + Assessments used by departments
  + AFL as observed in lessons
  + Self and peer assessment as observed in lessons
  + Dialogue as observed in lessons
  + Department record keeping
  + Reports sent to parents
  + progression grids as developed by each subject area
  + CPD provided for staff
* Examples of diagnostic assessment
* How well assessment is built in to schemes of learning
* Accuracy of department and staff assessment, and amount and quality of department moderation
* How far students and parents understand the new Life after levels system
* Use made of assessment information, e.g, for underachievement interventions, adjusting targets etc
* Evidence that high quality assessment can be shown to be improving overall teaching and learning

Evidence used should come out of the school’s quality assurance system and will include:

* Lesson observations and staff records
* Book trawls
* Department records and minutes of meetings
* Reports to parent/carers
* Schemes of learning
* Assessment calendars
* Analysis of individual assessments
* CPD programmes
* Staff views
* Student/parent views
* Parent/carer feedback from parent/carer evenings and reports

**Provision**

**Possible actions to be taken over the year –a checklist**

Take account of the following, review the present policy and provision and put new initiatives into place as considered necessary

**Uses of Assessment**

A school will recognise that assessment, recording and reporting are central to successful learning and teaching and that the core purpose of assessment is to move students on in their learning and to improve standards, not merely to measure them. The quality of assessment has a significant impact on attitudes to learning and on attainment by simulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students

Assessment determines what teachers and learners do next, as well as providing ways to measure whole school performance. In order to achieve this, teachers/subject leaders must, in accordance with their department’s assessment policy and having considered prior attainment, use assessment to:

* Set targets
* Predict potential and indicate future success. Staff will be held accountable for the accuracy of any predicted outcomes e.g. GCSE predicted results;
* Recognise and track progress, under-achievement and high achievement;
* Ensure the effective transfer of information to departmental colleagues;
* Provide information to parents, governors and other outside agencies;
* Complete any form of report writing.
* Review learners performance;
* Secure enhanced learning, attainment and hence progress;
* Provide meaningful feedback and identify areas for improvement;
* Measure progress over time
* Review teaching methods and learning objectives;
* Use formal and informal methods;
* Engage in dialogue (which may not be recorded)

**Components of a School assessment policy**

Assumption of three data tracking points per year

**Template for the principles of an effective assessment system**

* School internal scorecard as updated at each data tracking point
* Principles and method of setting targets agreed, with student targets set for the end of KS4
* KS3 assessment methodology, based on life after levels, with assessment of whether or not students are on course to achieve targets based on:
  + Progress ladder examples
  + Generic skills being assessed
  + Key assessment results
  + Marking judgements
  + Teacher professional judgement
* Individual student KS3 tracking sheet as updated at each tracking point
* KS4 assessment methodology, as KS3 but related to GCSE subject criteria rather than progress ladders
* Individual student KS4 tracking sheet as updated at each tracking point
* Key assessments policy and calendar for each subject, with key assessments related to both schemes of learning and progress ladders/GCSE criteria
* Systems to ensure individualised intervention occur for all students in all school years, with subsequent impact assessment, when data shows student underachievement, with this at:
  + Class teacher level for subject based assessment
  + Pastoral/mentor level where a student is underachieving in a range of subjects, with intervention then based on identification of the generic causes of the underachievement
* Description of how the school ensures that staff enter accurate data during progress tracking, this including department moderation and support for inexperienced teachers
* The four types of assessment of student work and how they are applied and monitored
* Marking and feedback policy, taking account of:
  + Reducing staff workload
  + Feedback that leads to a student response in class, during which time individualised verbal feedback can be added following initial general comments to the whole class
  + Value of justified praise
* Recording of assessments
* Reporting to parents:
  + Data based reports, with supplementary information added
  + Via parents evenings with high parent/carer attendance

Appendix

* Assessing mid years admissions
* Assessing EAL students
* Assessing SEND students
* Assessing higher ability students
* Assessment of students in relation to option choice
* Setting policy
* Assessment calendar for the year
* Content of department assessment policies
* Quality assurance:
  + Systems for ensuring that all staff follow the policy
  + Process of review of the effectiveness of the policy

**Effective assessment systems, (as defined by the DfE)**:

* Give reliable information to parents about how their child, and their child’s school, is performing
  + Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
  + Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
  + Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
  + Are reliable, accurate and free from bias.
* Help drive improvement for pupils and teachers
  + Are closely linked to improving the quality of teaching.
  + Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
  + Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
* Make sure the school is keeping up with external best practice and innovation
  + Are created in consultation with those delivering best practice locally.
  + Are created in consideration of, and are benchmarked against, international best practice.

It is also important that the school, each department and individual staff are recording and reporting assessment information in the most effective and useful way

**Ofsted** does not favour any particular method or system of assessment. Inspectors will look at the school’s overall assessment policy, and then expect to see all staff and departments to be following it in a consistent fashion

**The different types of assessment**

* + Diagnostic purposes, i.e. to determine what knowledge and skills a student already possesses, to help identify strengths and areas for development, to give appropriate guidance and to support effective interventions;
  + Formative purposes (assessment for learning) i.e. to provide information in order to assist with the planning of the next steps of a student’s learning. In addition, another aim of AFL is to help the student to see what they have to do to be able to improve their work and achieve their targets
  + Summative purposes (assessment of learning) i.e. when it summarises the progress and attainment of a student and indicates what is known, understood and can be done;
  + Evaluative purposes i.e. when it provides information which indicates the success of lesson plans, schemes of work, resource allocation and continuing professional development

Assessment is also a means of identifying:

* Improvement in prior attainment;
* Whether all classes perform to their potential;
* Comparative performance between teachers, subjects and other schools;
* How to analyse, review and respond to learners needs

**Guidance on Assessment of learning**

Assessment of learning tends to be summative and is carried out periodically, e.g. at the end of a unit or year or key stage and before half termly data tracking. It will take place both as planned within schemes of learning and also as planned across the academic year

The teacher undertakes this kind of assessment to judge how well a student is performing. Conclusions are reported in terms of levels/grades set alongside the student’s personal target for the subject area.

The summative assessment, or assessment of learning, can also contribute to assessment for learning. Teachers can use summative assessment to inform learning by using the information gained to:

* draw students into the assessment processes;
* improve motivation and self-esteem;
* enhance the quality of target setting;
* increase students’ understanding of the standards they are aiming for.

For example, students can be given the opportunity to:

* mark, moderate and review test papers;
* review their performance against the test criteria and set personal targets;
* devise future test questions.

## Assessment of Learning and assessment testing

* Each year group will have exams timetabled on the School calendar;
* Departments should plan assessment tests or tasks into their teaching schedule prior to the entry of tracking data, usually each half term, so that there is an objective basis to allocating students working at/predictive grades
* Tests should be differentiated to meet the needs of all students;
* Heads of Department should coordinate the presentation of these results to allow for analysis;
* Analysis should be shared in department meetings and action points devised;
* Results should be used to evaluate the teaching and make appropriate changes to the schemes of work;
* Results can indicate necessary grouping changes;
* Test outcomes should be used to identify WWW for students and EBI statements used to identify targets for improvement;
* Analysis of test results could identify CPD needs of staff.

**Guidance on Assessment for learning**

**The elements of AFL that could be observed/checked in a lesson**

* Pupils have targets which they know and understand
* Pupils know at what level they are working in relation to these targets
* Pupils know how they can improve their working at level so as to achieve their targets
* The pupils have access to level/grade descriptors, e.g. in their books or on classroom walls, and they understand them
* There are exemplars of good work available of different types and level/grade which they can show to pupils
* Teachers make full use of modelling
* Schemes of work/lesson plans all make reference to AFL
* The teacher is in “AFL mode”, i.e. always discussing their work with pupils and helping them see how they can improve in terms of level/grade descriptors and achieving targets.
* Teachers make full use of basic AFL methodology, e.g, use of mini whiteboards, traffic light student responses etc
* The teacher has the skill of asking the pupils the type of questions, both individually and to the whole class that enables them to understand how they can progress.
* There is both peer and self-assessment where appropriate
* There is the evidence of AFL comments in the marking of pupils’ work upon which students act

## Guidance on Diagnostic Assessment

* All test and task results can be used to diagnose problems and alleviate misconceptions for students of all abilities
* Additional test and tasks can be used with targeted students or groups of students where more information is needed e.g. tests indicating the likelihood of dyslexia, dyspraxia etc;
* Information on skill based diagnostic testing is available from the SEND department The SEND department will alert teachers to students with special educational needs. These students will have Individual Education Plans (IEPs);

## Guidance on Evaluative Assessment

* The School uses data provided by departments through data tracking to monitor the progress being made both by individual students and also by departments and to make predictions on future attainment and set targets;
* Analysis of exam results is used to indicate where departments are adding value to students compared to other departments;
* Internal audits of departments gives a clear view on how well they are doing, including the use of residuals;
* The Sponsors use data provided by the School and the DFE to benchmark school achievements;
* DFE uses exam data via ASP to provide schools and the sponsor with data which show how well schools have done compared to:
  + All schools nationally.
  + Similar schools in terms of free school meals.
  + Similar schools on prior attainment data
* DFE uses school exam data to include us in national performance tables.

## Guidance on Reporting to parents

The three tracking exercises will generate a written report which if coordinated with other computer logged items can comprise for each student:-

* + progress in relation to targets
  + effort
  + attendance
  + behaviour record
  + praise record

This report can be issued three times per year to parents. Brief written comments can be added to two of these reports, by the pastoral leader or SLT member in one case and tutor in another. One report will be given out before the parents evening/ consultation evening for that school year. At this evening, teachers can give each parent a typed, bullet pointed list of up to 5 ways in which their child can improve his/her work, (these are posted to parents who do not attend), The advantages of this are;

* It is an extension of AFL
* Copies are kept in school of these lists to prove that there has been some written documentation given to parents and not just verbal comments
* Subject Teachers no longer have to write reports to parents as an addition to the five data based reports that are sent out.

A culture is encouraged whereby parents/carers know that they can contact the school at any time if they have concerns about, or want more information on, the performance of their children. At the same time, the School will also contact parent when we have concerns and arrange meetings either at the School or at their homes

The same data and format can be used to give the students their own copy of the report, which can be presented as an individual learning plan, which can be monitored by tutors and other mentors

## Guidance on Recording

Departments will decide how both staff and whole department records will be kept to allow for monitoring by external bodies, as well as the day to day use within their work. These records should be easily accessible, understandable, consistent within departments and available for new teachers who may take over the group. The records must use the marking guidance and be regularly monitored by the Head of Department or Head of Year/House (as appropriate to the type of records). Details of recording procedures will be available in handbooks.

**Personalised monitoring and assessment of students**

The aim has to be to have a highly personalised approach to the monitoring and mentoring of students, and this is best done by evaluating the key aspects of every individual student

* Degree of underachievement across the curriculum
* Attendance
* Behaviour
* Skills as a learner, including behaviour for learning
* Level of literacy
* Quality of teaching being received in key subjects
* Personal, team and leadership skills and qualities
* Happiness in the context of personal problems
* Self-confidence and self-belief
* Family and community support and aspirations

In this overall context, there is then a case for looking also at the student in relation to all or some of the following:

* Concentration
* Organisational Skills
* Emotional Intelligence
* Interactions with Peers
* Interactions with Adults

Negative issues in any of these areas create barriers to learning – they need to be identified and addressed

A good example would be in relation to “Disadvantaged students”. It is not the case that all these students need extra support and intervention just because they have this label. What is needed instead is identification of which of any of the above are barriers to learning and personalised action then taken to address them

Ideally, all students will be assessed in this way, thereby enhancing student learning and attainment through the quality of the subsequent personalised interventions, and it also can be used to build up a profile of each student as he/she transfers from primary school or leaves to transfer to another educational institution.

The importance of these aspects of students should also be reflected by the school/school provision in each of these areas, i.e, identification, intervention, support and recording of evidence of impact

Marking of student work

**Principles**

* Marking is essentially **feedback** to students so that their present level, strengths and weaknesses can be identified and recorded with areas then set for development and improvement
* Verbal feedback is always more powerful than written feedback
* The school needs to ensure that its marking policy takes full account of the need to minimise staff work load, while ensuring that there is still effective feedback to students
* Students will also be expected to participate in the assessment of their own work and this will lead on occasions to both marks and/or comments being written themselves or by their peers
* There is a case for as much on-line marking as is feasible
* Marking and feedback should be regularly undertaken
* The outcomes of marking and feedback for each student needs to be carefully recorded
* Specific work should be selected for written marking, while other work is covered by subsequent verbal feedback, albeit with indications using ticks or teacher signature to show that it has been read and assessed; it is best if the scheme of learning makes it clear which work is to be chosen
* This will include specific assessment pieces carried out by students at key points in a scheme of learning
* Any comments which are written on the work should:
  + relate to the objectives of the lessons/scheme of learning
  + include AFL comments
  + follow school policy on the grades/levels that are put in books and on work
  + include plenty of justified praise
  + include selected marking for literacy
  + take full account of homework as set
* There are arguments for using stickers to be posted in books or on work at these agreed points in the schemes of learning where there is written marking, to combine grades/levels, praise, AFL comments and guides to the required student response
* A good model for marking and feedback which is highly effective and cuts teacher workload would be as follows:
  + Work is marked and checked as outlined above
  + Students are given follow up tasks ,either written on the work or set verbally
  + When the work/books are returned, the teacher outlines the generic issues that have arisen from his/her marking as regards strengths, weaknesses, misunderstandings etc, i.e, general AFL points
  + The students then use lesson time to work on the follow up tasks that they have been given
  + The teacher than goes around the class giving personalised verbal feedback to individual students

* The checking of teacher marking would include:
* Work marked up to date as defined by the school policy and as observed by all departments
  + Supportive and helpful AFL comments expressed in a way in which students understand as part of the written marking
  + Evidence that students have responded to, and acted on, these comments, having been given the time and opportunity to do so
* Within written marking:
  + Marking for literacy as per the school policy
  + Marking of homework
  + Provision of grades and levels where appropriate
  + Praise where justified
  + Student and/or peer comments on their work
* When marking, teachers will be looking for student work that shows:
* Lack of graffiti
  + Good presentation
  + Evidence of a variety of learning activities
  + Evidence of challenging work in relation to the targets of the students which is based on high expectations
  + Evidence of “deep learning” having taken place
  + Evidence of students producing extended pieces of writing
  + Evidence of high standards of literacy
  + Relevant, meaningful, differentiated homework of different types, which is integrated into schemes of work and set according to school policy
  + Evidence of progress in learning over time as shown by the improving quality of work

**Appendix 1**

**Example of a marking and feedback policy**

**Feedback**

Books must be marked regularly but selectively. Work should only be marked for a purpose and different work may be marked with different degrees of intensity to ensure it impacts on students’ progress. The findings from any acknowledgement of or feedback on work should inform a teacher’s future planning and have impact on students’ progress.

**Deep Feedback**

Subject teams should agree at what points in a scheme of learning all teachers will provide deep feedback on work. This could be an assessment/an extended piece of writing/a performance/a practical etc. Comments written on students’ work should relate to the learning objectives and success criteria and reflect assessment for learning feedback e.g teachers could use WWW to recognise achievement, EBI to set targets and CT to structure the students’ response.

Through this deep feedback, teachers should challenge students to think about their next steps in their learning and provide tasks to enable the students to progress in said learning.

The following is a guide:

|  |  |
| --- | --- |
| Number of lessons a fortnight | Every half-term |
| Deep Feedback on work |
| 1-2 | 1 |
| 3-5 | 2 |
| 6+ | 3 |

**Other Forms of Feedback**

Teachers have limited time for feedback. In order to make feedback Meaningful, Manageable and Motivating, consider using some of the following strategies:

*Bringing Feedback in to the Classroom*

* Live Marking (including oral feedback)
* Dot Marking
* Peer feedback

*Guided Feedback Practice*

* Gallery critique
* Pre-flight checklist
* Reflecting on ✓✓

*Reducing Feedback Time*

* Mark with icons
* Mark with symbols
* Focused feedback
* Highlighted feedback

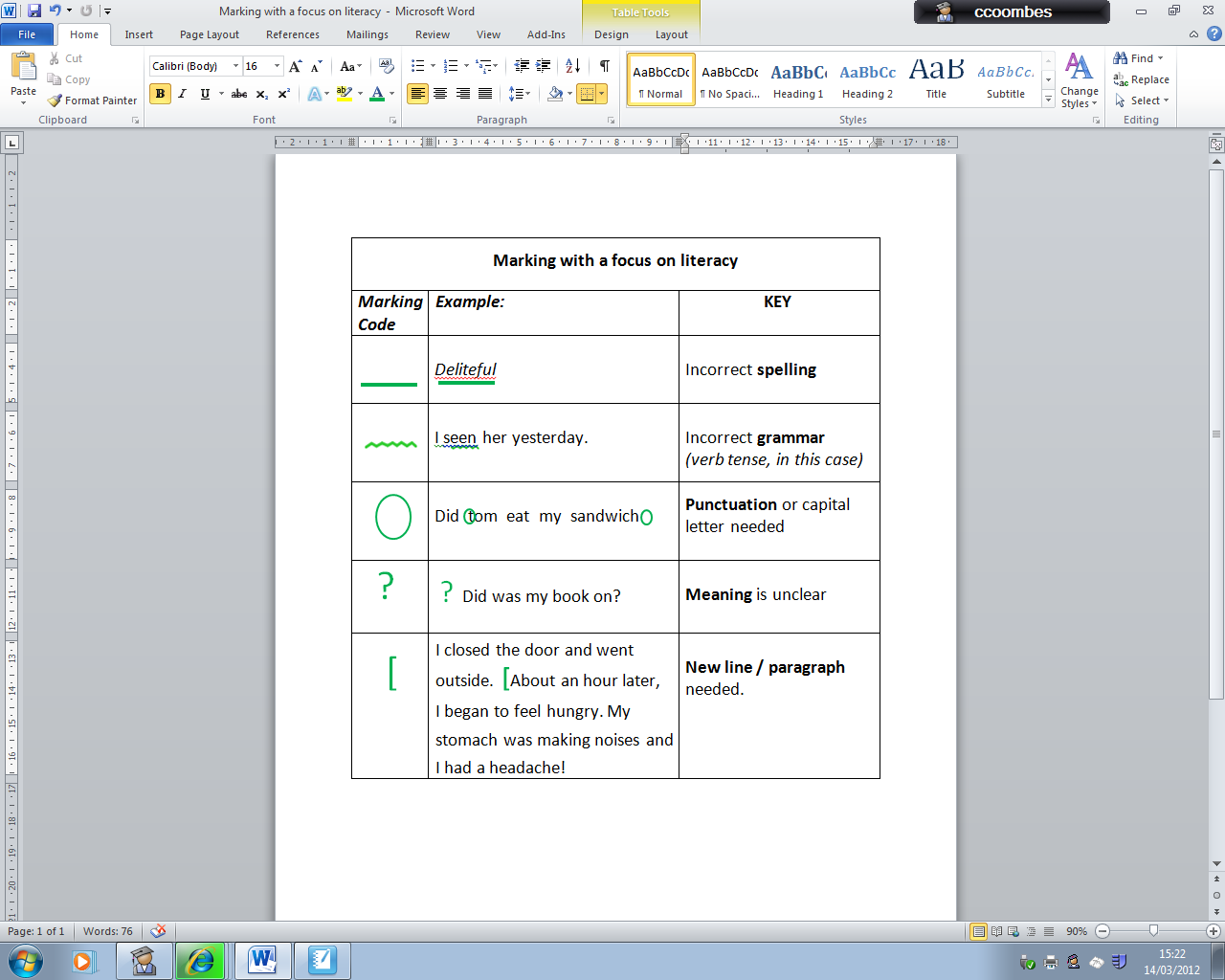
Pick the most important piece of work, pick the most important part of the work and always think…***what will have the most impact on student progress.***It is acknowledged that there may be variation in the form of feedback given between practical subjects (e.g PE, Drama etc.) and subjects with a high proportion of written work (e.g English, Humanities etc). Subject leaders can take a lead on this as long as they can quality assure that the pupils can demonstrate progress as a result of the feedback they receive.

**Self and Peer Assessment**

Planning should also take into account opportunities for self and peer assessment. When possible, students should be encouraged to talk about the feedback they are going to give before writing it down. To facilitate this clear success criteria should be made available or be visible in the classroom.

**Feedback for Literacy**

Students should receive feedback in all subjects that will help them improve their literacy in all subjects and should motivate them to communicate their subject knowledge and understanding more effectively. The following simple codes could be used as part of the written marking:

****

**Justified Praise**

Feedback should also be used to build confidence and self-esteem. Give praise for taking initiative, seeing a difficult task through, for struggling and learning something new, for being undaunted by a setback, or for being open to and acting on criticism*.* It is good practice to write these separately from the curricular comments and targets.

**Feedback for Presentation**

As part of the feedback process, presentation should be monitored. It is expected that teachers will put a priority on ensuring that work is neatly presented, by insisting that pupils re-do any substandard work and carrying out Book Polishes on a half termly basis. The feedback the student receives should lead to an improvement in the presentation of their work.

**Acknowledgment of Home Learning**

All Home Learning should be acknowledged and checked as per the Home Learning Policy. This can take different forms depending on the type of Home learning completed, (see the homework policy)

**Assessments**

Opportunities for Assessment for Learning should be planned for in Schemes of learning. The results of these assessment should be made available to faculty/department leaders.

**DIRT time**

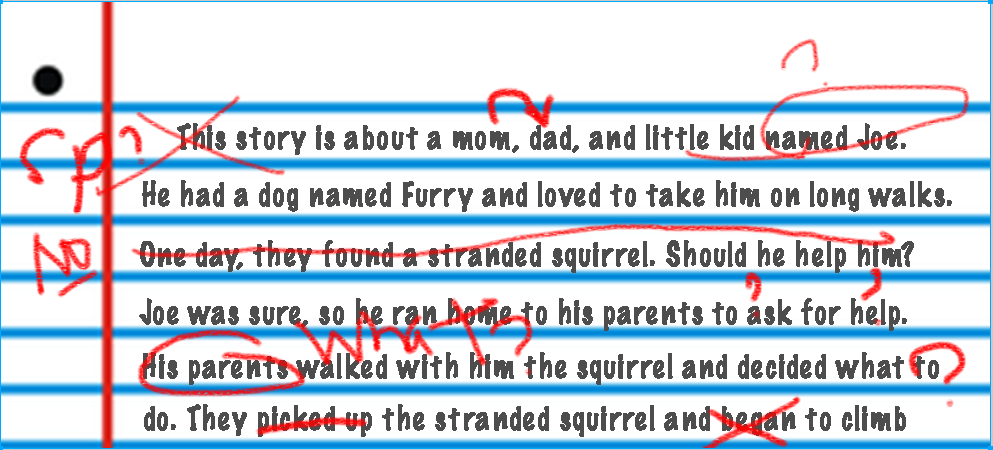
Always make sure you build in time for students to act upon the feedback you/others have provided. This ‘time’ in your lesson is called **D**edicated **I**mprovement and **R**eflection **T**ime **(DIRT).** This DIRT should be structured to allow students to reflect on their achievements and the targets they have been set. To show their improvements or to complete a Challenge Task, they should use green pen. An effective way to ensure the students’ responses are completed in enough depth is to draw a yellow box to indicate how detailed their response should be. As with written feedback, where verbal feedback is given, students can still reflect on this as part of a class activity or Home Learning.

**Other strategies to make feedback effective yet efficient:**

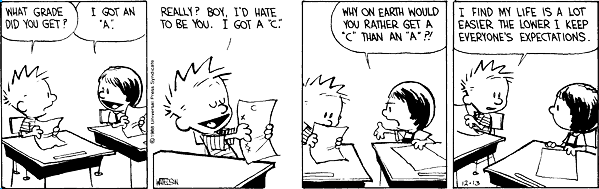
|  |  |
| --- | --- |
| **Repeating feedback:** If there is something you want to write in every book, print it out and stick it in  C:\Users\caroline.jackson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\O51Z7SQA\IMG_1795.JPG | **Prioritise:** Ask students to hand in books according to their understanding / confidence during the lessons. You can then prioritise your feedback  C:\Users\caroline.jackson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\O51Z7SQA\IMG_1790.JPG |
| **Plan your feedback**: Before you teach the lesson, plan what you are going to mark. Plan the focus of your feedback. | **Timetable:** Create a feedback timetable and stick to it. Give yourself time limits. |
| C:\Users\caroline.jackson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\O51Z7SQA\IMG_1792.JPG**Codes:** Use codes to speed up your feedback. Provide guidance on what the codes mean. | **Whole class feedback:** Often, classes make the same mistakes. Scan the books and make notes Give feedback to the whole class in the following lesson.  FullSizeRender |
| **Share best practice:** Share DIRT activities in your department areas.  E:\DIRT.png | **Mark in class:** Plan for self and peer assessment opportunities. Share mark schemes/answers with your Progress Assistant |

**Try to avoid:**

1. A red open explosion- you should focus on one skill or only concepts you’ve taught. It could prevent the defeatist mentality and help students focus on how to improve.



1. Just giving grades without any comments.



1. Marking solely with praise



1. Giving the same feedback on several/subsequent pieces of work which could hi-light that the pupil hasn’t learnt from their mistakes…or from your feedback



**Monitoring of Application of the Marking and Feedback Policy**

Subject and Faculty leaders monitor the quality of the feedback the pupils in their areas receive and their responses via half termly Work Scrutiny as part of our Quality Assurance Framework. This Work Scrutiny follows a pre-published timetable devised by subject leaders to ensure coverage of a range of year groups and cohorts.

The findings are used to identify areas of strength and development which inform future departmental and whole school CPD. If a teacher is found to not be providing effective feedback, they will be challenged but supported to improve their practice by directing them to relevant CPD sessions.

This is further supported by bi-weekly SLT work scrutiny. Each subject in turn is asked to provide a sample of books from pupils working at the similar level with a copy of subject grade descriptors. The school’s Senior Leadership Team share their findings to ensure consistency of application of grade descriptors and the quality of marking and feedback- is it helping pupils move forward? Again if a teacher is found to not be providing effective feedback, they will be challenged but supported to improve their practice by directing them to relevant CPD sessions.

**Evaluation of Impact of the Marking and Feedback Policy**

Impact of the feedback students receive on their progress, is measured via the collation of an on-going profile of individual student assessments. It is recognised that although progress is not always linear, there should be an upwards trajectory in the attainment data of a pupil within and across the years they study. It is the role of the classroom teacher initially and subsequently the subject leader to monitor whether this is the case and where there is underperformance look at the marking and feedback received by the student (amongst other factors) to evaluate whether an alternative form of feedback would have more impact.

**Appendix 2**

**Use of progress ladders in KS3**

**Issues and considerations**

* The main purpose of a progress ladder for a subject area is to allow a teacher to have some objectivity in making the judgement as to whether a student is demonstrating the appropriate level of skill, literacy/numeracy, factual knowledge recall, conceptual understanding and examination technique in the context of his/her present school year such that they are on target to achieve their end of Y11 target grade
* The life after levels system is based on assessing whether or not a student is on target; we are not using the steps approach whereby we expect a student to have reached a certain grade at the end of each year as steps towards their target –this method is flawed in that it assumes that students learn in a linear fashion, i.e, up a grade each year, and they do not
* Progress ladders are best constructed by identifying the key skills, facts, and concepts that are needed for success in GCSE and then using the progress ladder to assess the extent to which individual students in a school year are acquiring and demonstrating these; where appropriate, the ladder could be based on AOs
* The system of progress ladders, and the content of each needs to be as simple as possible, and thus very user friendly, (it could be argued that some of the PIXL exemplars are too long and complex we don’t want to bring back APP!)
* There should be as little subjectivity as possible in the interpretation of the elements of the ladder, so that staff in a department can be as consistent as possible in their judgements; there is value in the “I can….” model
* The first decision is to agree on the format, and only then start discussing the content
* It may well be the case that different subject areas will have progress ladder in different formats; this is acceptable in that GCSEs requirements vary greatly between subjects
* There should be a progress ladder for each school year, e.g, it will not work to have a progress ladder for KS3
* Progress ladders are for KS3, with reliance on reference to the GCSE specs in KS4 which do the same job and are directly related to the GCSE
* It is probably best if there is one progress ladder per year per subject area rather than one per each unit within each year; this can be done if there is a concentration just on the key skills, knowledge and content that are being developed across the year as part of the preparation for GCSE
* There is a case for producing a student version of the ladder that they keep in their books which will enable them to understand better how they can best make progress and also the amount of progress they have made so far
* PE poses a potential problem in that students do practical PE in KS3, but those who choose it in KS4 also do theory.
* An issue for ICT is that student take two routes in KS4, i.e, computer science or ICT, and thus the ICT progress ladder has to cover both
* Progress ladders are difficult for mathematics in that there are so many types of skills being developed; in maths, the best way to judge whether students are on target is the use of frequent assessments which are closely focused on preparation for GCSE
* It is a problem at present for staff in assessing what will be expected to achieve the new grades because it is still not clear what is expected for each grade. For this reason, some schools may in the first instance at least, base the progress ladders on combined rather than separate grades, i.e, 9/8, 7/6 etc rather than 9, 8, 7, 6 etc. However, using combined grades will obviously mean that it is more difficult to be precise over whether or not a student is on target to achieve a specific grade.
* Pearsons produce material which some schools want to use as the basis of their progress ladders in, say, science and maths, and AQA does the same for English. What Pearsons and AQA produce is useful, but it needs considerable adaptation and customisation if it is to be turned in to quality, user friendly, progress ladders
* In some schools, the targets of students never change after being set at the start of Y7, which is clearly wrong. As students develop and improve, targets, and thus student flight paths, should move upwards
* Progress ladders should never be “fixed in stone”; they will be continuously developed and improved with experience, and the time period for these changes could well cover the full teaching time for the new GCSEs
* It is essential that progress ladders are developed in conjunction with schemes of learning and assessments. The scheme of learning allows the student to develop the skills and factual knowledge and conceptual understanding that are in the progress ladder- the assessments check where the student is on the progress ladder. In theory, every scheme of learning should specifically contain the opportunities which allow students to be on course to meet or exceed their targets as set through the progress ladder. It is no use just adding progress ladders to unrelated schemes of learning or continuing to use assessments that bear no relation to the progress ladders
* Schools need to consider whether or not the introduction of progress grids will necessitate a change in the school marking policy. Progress grids are about whether or not students are on target, but students may want some information from marking as to what level they are achieving with pieces of work, which is not what progress grids do. An school will avoid this issue if in marking they don’t give levels but only suggestions for improvement, but there is evidence that this can cause student and parent frustration –they like to know how good something is and what is the standard of the overall work
* The main purpose of progress grids is as stated outlined above, but they can also have other beneficial advantages. They make clearer to teachers and students what is required for successful learning; they are a particular help to new teachers; they can help give a clear focus to schemes of learning; they make clear the aims of an assessment; they can help set learning objectives for lessons; they can help improve the teaching of GCSE by highlighting the skills, factual knowledge and conceptual understanding that are necessary for GCSE success; they can add to AFL, e.g, a teacher can show a student from the ladder the skills they need to develop to reach or exceed his/her target level
* A progress ladder alone, should not be the only way of assessing whether or not a student is on target.
  + There is the evidence that comes from marking and assessment
  + Teachers will also use their experience to assess the progress a student is making and the ability and potential that they are showing, (just as they did when assessing progress with NC levels); this will be less easy for NQTs and young teachers, which is why there will still need to be a lot of department moderation. It could be said, that progress ladders bring some objectivity to otherwise subjective judgements
  + A progress ladder only covers the specific skills of the subject. These new GCSEs demand generic academic skills, e.g, recall, conceptual understanding, revision, interpreting questions, examination technique, good literacy skills, the ability to write concisely or with depth and detail etc, etc. All these have to be taken in to account, or the judgement as to whether or not a student is on target will not be taking account how he/she is likely to perform in an examination

**Appendix 3**

**Ofsted**

**Note for inspectors: use of assessment information during inspections**

As now, inspectors will use a range of evidence to make judgements, including by looking at test results, pupils’ work and pupils’ own perceptions of their learning. Inspectors will not expect to see a particular assessment system in place, but will expect all staff to be following it

Inspectors will:

* spend more time looking at the range of pupils’ work to consider what progress they are making in different areas of the curriculum
* talk to leaders about schools’ use of formative and summative assessment and how this improves teaching and raises achievement
* evaluate how well pupils are doing against relevant age-related expectations as set out by the school and the national curriculum (where this applies)
* consider how schools use assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able

evaluate the way schools report to parents and carers on pupils’ progress and attainment and assess whether reports help parents to understand how their children are doing in relation to the standards expected.

# **Leadership and management**

In arriving at judgements within leadership and management, inspectors will usually consider how well:

* a suitably broad and balanced curriculum and the system of assessment set out what pupils are expected to know, understand and do, and by when
* the assessment system is linked to the school’s curriculum
* information about what is taught in the curriculum is shared with parents and carers, including by meeting the legal requirement to make curriculum information available on the school’s website
* the school uses detailed formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard or if they need to catch up

assessment information, including test results, are used by leaders and governors to improve teaching and the curriculum for all pupils.

# **Accuracy of assessment**

In evaluating the accuracy of assessment, inspectors will usually consider how well:

* any baseline assessment, teacher assessment and testing are used to modify teaching so that pupils achieve the expected standards by the end of year or key stage
* assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum, for example, through regular testing
* teachers make consistent judgements and share them with each other; for example, within a subject, across a year-group and between adjacent year-groups
* leaders ensure the accuracy of assessment through internal and external standardisation and moderation
* governors assure themselves of the rigour of the assessment process

schools adopt the best practice of working together to moderate assessment for year groups and the end of key stages, and to develop common understanding of attainment and share records at points of transfer (within the context of the revised common transfer file).

# **Progress**

In arriving at judgements about progress, inspectors will usually consider how well:

* pupils’ work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system
* all pupils are set aspirational targets and that they are on track to meet or exceed these expected standards by the end of each key stage
* assessment, including test results, targets, performance descriptors or expected standards are used to ensure that all pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding
* progress in literacy and mathematics is assessed by drawing on evidence from other subjects in the curriculum, where this is sensible

pupils’ strengths and misconceptions are identified and acted on by teachers during lessons, and more widely, to:

* plan future lessons and teaching
* remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum

deepen the knowledge and understanding of the most able.

# **Reporting**

In evaluating the effectiveness of reporting, inspectors will assess the way the school reports on the progress and attainment of pupils to parents and carers. Inspectors will consider whether reports help parents to understand how well their children are doing in relation to any standards expected.

**Appendix 4**

MARKING FOR LITERACY – policy example

(A) Introduction

* This document seeks to detail a philosophy towards a whole-school approach to marking for literacy at the School within the context of the School’s overall strategy. It should be read in conjunction with the whole school policy for literacy.

**(B) Policy Aims**

* To express a shared understanding of, and agreement upon, the principles and purposes of marking for literacy.
* To give clear direction to best practice in marking for literacy based on these agreed principles.
* To provide a focus for reviewing, monitoring and evaluating the quality of students’ learning in the use of language.
* To provide a focus for reviewing monitoring and evaluating the effectiveness of literacy teaching.
* To develop consistent procedures and practices.

**(C) The Purposes of Marking for Literacy**

The School’s Marking for Literacy policy is underpinned by our desire to:

* give feedback to students that will help them improve their literacy in all subjects;
* provide a responsive audience for language-based tasks;
* motivate students to communicate their subject knowledge and understanding more effectively;
* monitor student progress in their use of language;
* obtain feedback on literacy strategy;
* reflect whole-school approaches to literacy and the School’s literacy priorities.

(D) Marking for Literacy – Key Principles

* Make marking criteria explicit by focusing on the objectives taught.
* Provide immediate feedback
* Develop a consistent approach both across pieces of work and across staff / year groups
* Ensure that the marking policy is recognised by students, staff and parents alike.
* Expect active involvement from students.
* Indicate what has been done well and what could be done better and how it could be done better.
* To give feedback to students that will help them to improve their uses of literacy in all subjects.
* To motivate students to communicate their subject knowledge and understanding effectively.

**(E) Key objectives for Literacy Marking :**

* Select two pieces of work per year for Years 7, 8 and 9 in particular
* These must be selected carefully so as to cover whole school objective(s) and should be pieces undertaken by all students across the year group.
* Make it clear, prior to the piece, that you have a literacy focus and tell them the objective.
* Mark for that objective and give feedback quickly using the feedback ideas given below.
* Use marking policy on this piece particularly thoroughly.

**(F) Feedback**

Immediate feedback is important via:

* OHT models in lessons.
* Oral feedback in lessons.
* Reading out good examples and oral comments.
* Peer / group discussion of work.

**(G) Other Key Elements**

* Limit spelling corrections to subject specific vocabulary or those words which the child should know. (Maybe limited to 5 or 6 words per piece).
* Any written comments on work must be legible to the student and be written in such a way as to be understood by the student.
* Parents need the marking policy communicated and explained, to avoid conflict.

**MARKING POLICY FOR STUDENTS**

We use the following marks at:

### Word and Sentence Level

|  |  |  |
| --- | --- | --- |
| Mark | Margin | Means… |
| Underline | Sp | Try this spelling again |
| Circle | P | Find punctuation omission or error |
| // | NP | Mark in where the new paragraph should be |

### Text Level

|  |  |
| --- | --- |
| ✓ | * Individual to teacher and subject : normally a good subject – specific point |
| ✓✓ | * Particularly good / salient / impressive subject – specific point |

It matters where the mark is:

* Next to a line – means you can find it in the line.
* Against a vertical pen line – means you can find it in this section.
* At the end – means this is a problem throughout.

*A number gives extra help – it tells you how many you are looking for.*

Tony Stephens