

The John Colet School

Appendix to the Assessment Policy 2010

I Marking and Giving Feedback

- Highlight things which the student has done well against the learning intention(s).
- Any marks/grades given to a piece of work should only refer to a NC level or GCSE grade.
- Put an arrow where improvement against the learning intention could take place, including a closing the gap comment, so that the student can make an improvement. (Link the two with 'Now / Next time...' - avoid 'but').
- Avoid 'see me...' it has negative connotations - make a note in your mark book to speak to the student at some point in the lesson.
- With written feedback, clear guidance on how to improve the work must be given to the student, for example:
 - "You have not written enough about..."
 - "you have not covered ... in sufficient detail"
 - "you have forgotten to mention ..."

Merely saying that the piece is not good enough without an explanation does not allow the student to learn from the work and thus improve their performance next time.

- More advanced styles of feedback expect the student to correct, amend or add to their work, for example:
 - "Say more about how you feel about this person?"
 - "Can you describe how this person is a good friend?"
 - "Describe something that happened when they showed you they were a good friend."
 - "He showed me he was a good friend because ..." now finish this sentence.

Note: If advanced styles are used, the work must be marked again (see section III)

- Using a piece of work from a student in a previous class can be used to assess as a class. This models the marking process and teaches particular points. Another strategy is to show two pieces of moderated levelled work and discuss the differences.

II Self Assessment & Peer assessment

Self-assessment is important as it helps students understand the criteria for producing good work. Students will be taught how and be encouraged to use self-assessment as part of the assessment process in each curricular area. Strategies can include 'traffic lighting' or encouraging students to identify their own successes and look for improvement points.

Paired marking will provide students with opportunities to assess others' work and give feedback to others. Students need to be taught to do this, through setting clear criteria and modelling marking with the whole class.

Students will point out what they like first and then suggest ways to improve the piece. A 3:1 success to improvement ratio will ideally be followed, to avoid over-criticism.

III Marking and Feedback Follow-up

When work has been marked, time must be given for students to read and then make at least one focussed improvement based on the comments/suggestions. This must be reviewed by the teacher.

In order for the marking to be effective, the information must be used and acted upon by students. If follow up does not happen, students may not read the comments and thus improve their work.

The way students respond to the marking could include correcting work, answering questions posed, developing ideas or oral group discussion. If written work is requested then space must be made available in books or folders for students to respond.

Lesson time needs to be made available for students to improve their work (rather than home learning activity). This shows how much value teachers place on such work, and allows students to discuss their work with the teacher or peers.

IV Recording of Assessment Data in Departments

- National Curriculum teacher assessed levels for all subjects in Key Stage 3 and GCSE estimated grades in Key Stage 4 are recorded termly or when required for a report in the central assessment database in SIMS.
- National Curriculum Levels are sub-divided to give a more refined assessment tool and to highlight progression more readily. (**abc** model where **a** is high).
- Portfolios of work illustrating each key level or grade are retained in each department.
- Schemes of work highlight activities or tasks where there is an opportunity for peer or self assessment.
- A system of moderation of teacher assessment is in place in all departments. Where available, exemplar materials are used to assist in assigning Teacher Assessed levels at Key Stage 3 and estimated grades at GCSE, AS and A2.
- Each student is set a Key Stage 3 target in Year 7, a GCSE Target Grade in Year 9 and AS & A2 Target grades in Yr 12. These are derived from Fischer Family Trust and ALIS data as well as professional input from teachers.

A range of intervention strategies will be available to Subject Team Leaders and Heads of Year, in liaison with the Senior Leadership Team and relevant tutors, for students who are underachieving against their National Curriculum level, GCSE or AS/A2 Target Grade.

Strategies include:

- personal and/or peer mentoring;
- additional class support;
- extra lessons;
- increased parental involvement;
- monitoring via report card;
- individual support in home learning club;
- exam/test support;
- Small group teaching.

A range of reward strategies is also available.

Strategies include:

- Merits award system;
- Praise postcards;
- Praise slips;
- Presentation to Headteacher;
- Acknowledgement in Assembly.

V Use of Data in the Classroom

Data helps to inform planning by:

- Ensuring students' prior attainment and achievement is built upon.
- Identifying and focussing teaching on areas of underperformance.
- Reviewing and reflecting on strengths and areas for development of both Learning and Teaching at departmental and classroom level.

Sources of data include:

- Work Sampling
- Test and Exam Results
- Student Questionnaires
- Coursework Moderation Reports
- Departmental Reviews
- Lesson Observation Feedback
- Teacher Assessment Data

Data can be used to create curricular targets on numerous levels from an individual student, a particular group of students, a specific class or an entire year group. They can also be long-term (a year or term) medium-term (a few weeks or a topic) or short term (a few lessons).

Strategies for incorporating the use of data in the classroom include:

- Reflecting with students on their work - for example, through a review of the steps taken in an investigation.
- Choosing appropriate tasks to provide quality assessment information - focussing on process not just answer.
- Providing time for students to reflect on their work; understand how it has been marked; identify what they have learned and to highlight areas for further development.
- Adjusting planning, evaluating the effectiveness of the tasks, exercises and resources as a result of assessments.

VI The Central Assessment Database.

Assessment data will be stored in a central assessment database (Assessment Manager Module of SIMS). This will contain the following information relevant to any particular year group:

Pupil Name	Form Group
Reading / Spelling Ages	Admission Number
VRQ	Ethnicity
Home Language	SEN Code & Details
Able & Talented Information	MidYIS Data
KS2 Results & APS	KS3 Predictions
KS3 Test & TA Results & APS	GCSE Target Grades
GCSE Mock Results	GCSE Results & APS
AS & A2 Predictions	AS Results
All interim and end of year attainment and effort grades	

This data will be available to staff and each classroom teacher will be issued with a class list with the relevant data at the start of the academic year. The Central Assessment Database will be managed by the Assessment Data Officer and the Assistant Headteacher with responsibility for Assessment, Recording & Reporting.