

3.3

MARKING AND ASSESSMENT POLICY

Marking is the main way:-

- (i) of communicating regularly with all pupils, especially to show the individual how to improve
- (ii) of demonstrating that pupils' work is valued
- (ii) of assessing pupils' progress and the quality and effectiveness of our teaching

It is also a means of communicating with parents.

Marking standards and procedures should be consistent within each department and, when grades are given, these must reflect the assessment policy of the whole school.

Some common principles for all marking are:

1. Marking should be done in red ink.
2. Comments should include encouragement, praise and suggestions for improvement, and explanations of errors or mistakes.
3. Comments should generally be positive and supportive, and should suggest strategies for improvement.
4. Special attention should be paid to the spelling of key words and subject terminology. Attention should be paid to major features of punctuation, such as: capital letters, apostrophes, commas, semi-colons and paragraphing.
5. Pupils should be encouraged to look at the detail of the marking, and the comments, rather than simply look at the mark or grade.

ASSESSMENT POLICY

Assessment is a crucial element in pupils' learning and progress. It is the key to improving an individual's performance.

Assessment For Learning

Assessment for Learning is Assessment which helps pupils to take responsibility for their learning because they are encouraged to understand their successes and misunderstandings and to take responsibility for improving. They need advice on how to improve.

- i. Student Self Assessment can make a powerful contribution to this process. Pupils can be asked to assess and grade their own work – especially in the examination years where exam criteria can be used. They can also be encouraged to reflect on their own work by looking at the work of others.
- ii. Some work should be returned with comments and no marks to encourage understanding and reflection. All too often pupils look at the marks only. They should be encouraged to think about what they did well and what they could do better.
- iii. Question-and-answer Sessions are ubiquitous. Frequently they are closed or factual; often they are a check on prior learning. However, open questions, with time for thinking, such as Why? and How? and Do you agree? Can inspire deeper learning and understanding.

Oral Feedback

Some of the most important assessment occurs through day to day classroom interaction. Focused, penetrating questions and sequences of questions which develop pupils' thinking and understanding are crucial to rapid progress in the classroom.

Wide-ranging and open-ended questions enable the teacher to assess the depth and speed of learning. It is vital, therefore, that across a sequence of lessons, all pupils are engaged in this process – not just the keen, the confident or the vociferous.

Written Feedback

1. Formative: providing information which can be used in deciding how a pupil's (or group's) learning should be taken forward: giving clear targets.
2. Evaluative: providing information about the effectiveness of learning.
3. Diagnostic: showing where things are going wrong for an individual pupil.

4. Motivational: providing a short term goal and encouragement.

6-Weekly Grades

These provide pupils, parents and tutors with regular assessment of Application and Achievement, using the same criteria as for report writing. The Director of Studies provides Form Tutors, Heads of Year, the Deputy Head and the Headmaster with an overview of pupils performance used as a tracking system. Adequate strategies are put in place if necessary to monitor progress.

Keys to Grades are as follows from Year 7 to 11:

Application: Years 7 to 11

A number in the range 1 to 5 according to the following descriptions:

1. Excellent in every way. It would be unreasonable to ask for any more.
2. Good application in all aspects.
3. The minimum level of application expected is being applied.
4. The overall level of application is not acceptable. An immediate improvement is necessary.
5. The overall level of application is totally unacceptable for a pupil at Eltham College, despite repeated efforts by the school to rectify this.

Achievement Grade: Years 7 to 9

Graded from A* to D based on the following descriptions:

- A* Outstanding
- A. Very Good
- B. Good
- C. Minimum standard expected at Eltham College
- D. Below the standard expected at Eltham College

Please note that A* will not be awarded in Year 7 until the final set of grades in the Summer Term.

Achievement: Years 10 & 11

This gives a realistic indication of the grade, A* - D, they could achieve at GCSE if current rate of progress is maintained.

The Achievement Grade is based on all homeworks, classwork, tests and coursework.

The same principle as for Years 7 to 11 applies to Sixth Form students in terms of monitoring progress. Both years receive an application and achievement grade. In addition to the two grades, Upper Sixth students also receive a grade prediction as an indicator of the likely final A level grade.

Key to Grades

Application: Upper Sixth & Lower Sixth

A number in the range 1 to 5 according to the following descriptions:

1. Excellent in every way. It would be unreasonable to ask for any more.
2. Good application in all aspects.
3. The minimum level of application expected is being applied.
4. The overall level of application is not acceptable. An immediate improvement is necessary.
5. The overall level of application is totally unacceptable for a pupil at Eltham College, despite repeated efforts by the school to rectify this.

Achievement Grade: Upper Sixth

Two grades are awarded:

Current Achievement grade: This grade gives the performance on recent A2 work. It is assessed using grades A* to E in line with A2 standards. It should be borne in mind that A2 work in the Upper Sixth is frequently much harder than the AS work in the Lower Sixth

Grade Prediction: This grade is an indicator of the likely final A Level grade taking into account current performance on A2 work, previous scores in the AS modules and the likely effect of any AS resits. It is assessed using grades A* to E.

Achievement Grade: Lower Sixth

This grade is awarded on the scale A to E in line with AS Level standards. It reflects all work completed to date in the Lower Sixth and gives a general indication of likely outcome at AS Level if current performance is maintained. It should be borne in mind that all grades A to E are pass grades at AS Level and that there is no A* grade. Given also that AS work is

significantly harder than GCSE work, high grades are therefore much harder to achieve than at GCSE.

RECORDING OF ASSESSMENT

Not all assessment requires formal recording. We assess informally all the time during lessons. However, it is important that sufficient records are kept to ensure that pupils' performance can be monitored effectively to:

- a) maintain a record of a pupil's progress over a period of time in order to:
 - i) acknowledge the achievements of the pupil and allow the pupil to set realistic targets for the future,
 - ii) contribute to continuity and progress,
 - iii) provide information for reports and 6-week grades for pupils, parents, tutors and the Headmaster.
- b) allow comparison of a pupil's performances over time