



Wychwood School

MARKING AND ASSESSMENT POLICY

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1. It is considered an essential part of good teaching practice to set regular prep according to the published weekly allocation. All such prep should be marked and returned promptly.
2. Girls will expect to be set prep regularly in each subject. It is helpful for assessment and recording of a girl's progress that a considerable proportion of the work set should be written work.
3. The work should be marked in accordance with the relevant department's marking policy. Teachers are expected to record a final mark and to comment at the end of the marked work. This comment may be very brief in many instances but should include an encouragement and suggestion for improvement where appropriate.
4. The information gained from assessment about the progress of both individual girls and the relevant group as a whole should be used in planning of future teaching and learning to ensure that all girls progress.
5. The improvement in the quality of the girls' English should be the concern of all members of staff not just the English department and so English errors should be corrected in addition to the content of the work. Key spelling errors should be put right and if necessary the girl should be made to write out the correct version of a misspelt word 3 times in a vertical pattern. In senior files all girls should have a spelling sheet.
6. Each teacher should record the class marks in an organised way in a mark book. The Head and/or the Head of Department may request to see this mark book if, for example, problems are raised about the recording of marks or the frequency of marking. This also forms part of each teacher's appraisal. For essays and other substantial pieces of work at GCSE and A level the recorded marks should be dated and accompanied by a sentence of evaluation and comment. Further information about the specific information that the school policy on markbooks and the information about the aptitudes, needs and prior attainments of girls that is stored in these physical or electronic books is available from T:\aaaINSPECTION 2017.
7. It is important that marked work should be returned as promptly as possible. It is regarded as good practice that all work set is returned within one week of being handed in.

8. Coursework and controlled assessments – where applicable – will be marked in accordance with the regulations and guidelines laid down by the exam boards.
9. The 10 point scale, adapted and/or expanded by each department, and clearly explained to the pupils, will be used as appropriate across the School.

10	A*	Exceptional
9	A	Excellent
8	A-	Very good
7	B+	Good
6	B	Sound
5	B-	Satisfactory
4	C+	Fair
3	C	Weak
2	C-	Poor
1	D	Very poor

10. At GCSE, AS and A level the Examination Board's mark scheme may be used but pupils must be aware of the criteria or/and system for mark allocation.
11. In practical, creative and performance subjects, records must be kept of tasks completed, including the date, task, comments, areas to improve and a mark from A to D according to the criteria where appropriate.

Pattern of assessment:

REPORTS

The pattern for report writing is given in the staff handbook.

The criteria for Attainment, Effort and Organisation on Progress sheets and school reports is as follows:

	Attainment		Effort		Organisation
A	Excellent attainment	1	Excellent effort	1	Excellent organisation
B	Good attainment	2	Good and consistent effort	2	Good organisation
C	Satisfactory attainment	3	Satisfactory effort	3	Satisfactory organisation
D	Has difficulty	4	Inconsistent effort	4	Several lapses in organisation
E	Cause for concern	5	Cause for concern	5	Cause for concern

The attainment grade is for work done in class and for prep. It may include the performance in routine tests.

The effort level reflects the effort made in class and on prep assignments.

The organisation level reflects punctuality in handling prep and having all necessary equipment for lessons.

We expect the full range of levels to be used by teachers. Levels of 1 and A will be used infrequently.

School examinations:

The Remove, Inters and Lower Transits assessments take place towards the end of the Michaelmas term, and examinations towards the end of the Trinity term, unless girls are taking an external examination in the subject at approximately the same time. For the Upper Transits, assessments are ongoing in lessons throughout the year and school examinations take place after half term in the Trinity term. For the Shell, mocks take place at the end of January. Study I and II will sit assessments at the teacher's discretion and mock examinations after half term in the Hilary term. Other courses will have mock examinations in March.

The following mark scheme is a guide when awarding grades to Remove, Inters and Lower Transits:-

I*	85 - 100%
I	75 - 84%
II	60 - 74%
III	50 - 59%
P	40 - 49%
U	0 - 39%

The girls are given a class / grade but not their percentage. The same goes on the reports together with the grades for Attainment, Effort and Organisation (as above). The girls may see their examination papers for the purpose of doing corrections. Where the examination paper would be a useful resource to the girls for future revision, the girls may keep their examination papers. Should staff require a copy for recording and tracking purposes, the school office will copy examination papers for the staff concerned.

The Upper Transits and above are usually given a percentage and the equivalent GCSE or 'A' level grade if appropriate.