



Wychwood School

Marking and Assessment Policy
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Purpose

The purpose of marking and assessment is to increase and improve the progress made by students. It should provide the student with information about their attainment or achievement and provide guidance for how they can progress further. Teachers should set work which allows them to do this effectively.

Form and Frequency

All students should receive regular substantial feedback from the teacher in each of their subjects and this should be recorded. In most subjects this will occur at least every two weeks. This should provide departments with sufficient information to be able to provide a data point for each child for whole school tracking every term. In most cases the recorded feedback will take the form of written comments on the students work. Teachers may decide that verbal and/or peer feedback is most appropriate on some occasions and exemplar sheets which the students can use to make a record of that feedback are provided in the appendices of this policy.

In most cases the feedback given will require an action or response by the student and this will promote further progress. This progress should be clear to both the student and the teacher in the students work and should be used by the teacher to inform their further planning.

After work has been assessed and marked the student should be clear on:

- What they have achieved so far
- What they need to do to make further progress

Students can then begin to make those further changes in their response to the advice given by the teacher.

- Achieved so far :
- Next Steps :
- Response :

Work must be returned in a timely fashion to students for the response made by students to be effective.

Corrections

SPAG corrections should be made in line with the literacy policy.

In the case of other corrections teachers should seek to determine whether a student has made an error which they need to correct in order to make progress or whether a simple mistake has been and they should advise the student accordingly. Teachers should address misconceptions which results in errors urgently.

Grades

A grade may form part of the marking and assessment but does not have to do so in every instance. Where grades are awarded they should be appropriate for the key stage the students are in as follows.

KS5 – A*-E for A level and AS level courses and D*-P for BTEC courses or other indicator of attainment relating directly to the specification being studied.

KS4 – 9-1 for GCSE courses and D*-P for BTEC courses other indicator of attainment relating directly to the specification being studied.

KS3 – 5-1 grades should be awarded according to Wychwood expectations outlined in each departments descriptors. A grade 3 indicates that a student is meeting age expectations. Each department should review these descriptors on a regular basis.

These grades will also be awarded on students reports.

Coursework and non examination assessments which form part of an external qualification should be marked in line with JCQ and the examination boards regulations.

School Reports and Examinations

The pattern for reporting for each of the year groups is given in the staff handbook. All students will receive a grade for attainment, effort and organisation. Effort and organisation grades are awarded on a 5 point scale as follows:

- 1 – excellent
- 2 – good
- 3 – satisfactory
- 4 – inconsistent
- 5 – cause for concern

School examinations

The timings of school examinations for each year group is given in the staff handbook. All students will receive a grade for attainment. These grades will be in line with the key stage the student is in and described above.

Record Keeping

Each teacher should keep a record of their students progress in a mark book in line with the school's policy on mark books and this should be available to the Head or Head of department if requested.