# Assessment and Marking Policy

## The rationale of assessment at Runnymede:

Our fundamental objectives in carrying out assessment at Runnymede are to help teachers, students and parents obtain **information** about student progress and to encourage students to become **successful, reflective learners**.

In order to do this, students should understand what they are trying to learn and how they will be assessed. At the same time the process of assessment should also help students see how they can **improve their work** and help teachers with their **future planning**.

## Types of assessment:

As a school we believe that a combination of **formative assessment** (assessment **for** learning) and **summative assessment** (assessment **of** learning) will help improve teaching and learning and thus raise standards.

**Assessment for learning:**

Formative assessment is an essential component of the teaching process and is part of the **ongoing dialogue** between the teacher and the learner. It is a continuous feature of classroom activity that allows both pupils and teachers to reconsider the level of their work and input, the methods used and the pace of learning. It involves both the teacher and student in a process of continual reflection and review. The teacher provides feedback to the student who is then encouraged to take the appropriate action.

**Assessment of learning:**

Summative assessment is also carried out regularly according to departmental schemes of work for example at the end of a unit of work, the end of term or the end of year.

Such assessment makes **judgements about student performances in relation to national or school standards**. Thus summative assessment is **based on level or grade descriptions**, and informs student, teacher and parent of the student's progress. Such summative assessments form the basis of level/grade information for parent reports. Public examinations such as (I)GCSE, AS and A level are also used to obtain a certificated, summative assessment of attainment at Key Stage 4 and 5.

## Features of assessment:

**Assessment for learning:**
• It is part of the teaching and learning process.
• Learning objectives are shared with students.
• It helps students to know and to recognise the standards to aim for.
• It encourages students to think.
• It involves students in self-assessment (self-marking; peer-marking and feedback)
• It provides feedback which leads students to identify what they should do next to improve.
• It is a process involving both teacher and students reviewing and reflecting on students' performance and progress
• It helps students become reflective learners.

**Marking and feedback:**

• Feedback should focus on the task, be given regularly and while it is still relevant.

• Oral feedback can often be more effective than written feedback.

• Comments should focus on the targets originally set and make clear how pupils can improve and develop their work.

• Feedback should stimulate correction of errors or improvement of a piece of work – students should be encouraged to go back over work after it has been marked and do follow-up tasks.

• 'Comment only' feedback can often be more effective than comment plus grade or grade only. Comments may be written in the form of questions to engage students in thinking about how to improve their work.

• Teachers should give students time in class or for homework to read and consider comments and set their own targets for progress.

• Rather than marking all work in the same way, it is usually more effective to mark only key tasks in detail.

• There should be a consistent approach to marking and feedback within departments.

• Marking records should be designed to give teachers an on-going profile of each student, so that teaching strategies can be modified and differentiated accordingly.

• Runnymede should be aiming to develop students become active learners who ask for help and can then act on advice.

**Assessment of learning**

• Summative assessments should be designed carefully to test the knowledge and skills that have been covered in a particular unit, block, term, year or Key Stage.

• It is important that they are designed and marked so that they do not always focus on the same aspects or skills learning. There should be a balance of knowledge skills and practical application in such assessments.

• Markschemes should be designed for all summative assessments to ensure clear and consistent assessment and to ease feedback to students.

• Summative assessments should be a positive part of the learning process.

• Students should be encouraged to reflect on the work they have done to enable them to plan their revision for summative assessments effectively.

## Marking/Feedback policy

• Please refer to the section on features of good marking/feedback

• Students' work should be marked regularly. It is not feasible to collect in pupils' books after every piece of work but we should check that the work has been done.

• (Comments in student diaries and Negative House Points can be used to ensure that missing work is done).

• Departments should develop and clarify any specific marking procedures that apply to their subject area but that sit within the overall marking policy.

Our marking policy should be outlined to pupils in each subject area at the start of the year.

• Not all pieces of work can be "quality marked". Teachers need to decide whether work will simply be acknowledged (ticked with a brief comment related to the objectives) or given detailed attention.

- Some work may be self marked or peer marked.
- Staff should keep a mark book (physical or digital) where they can record grades.

### Literacy issues
- Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. Common spelling mistakes should be noted and students should write down the correct spelling.
- Key subject terms should be corrected and learned.
- Basic sentence punctuation should be corrected.

### Marking frequency
- The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Staff should aim to return as promptly as possible to help students reflect on the work while it is still fresh in their minds – if possible within a week.

# Achievement grades:

**KS3:**
The following grades are used at Key Stage 3 in Runnymede: **A+, A, B, C, D, E**

Plus and minus grades may also be used to indicate the level of achievement within each grade category and to help measure progress, but A* grades should not be used for this key stage.

**KS4:**
The following grades are used at Key Stage 4 in Runnymede: **A\*, A, B, C, D, E, F, G, U**

Plus and minus grades may also be used to indicate the level of achievement within each grade category and to help measure progress. However, they should not be used for mock exams.

**KS5:**
The following grades are used in Key Stage 5 in Runnymede: **A\*, A, B, C, D, E, U**
Plus and minus grades may also be used to indicate the level of achievement within each grade category and to help measure progress.

Grades can be used for both formative and summative assessment purposes.
In the case of formative assessment, the **grades should relate to a description of the levels of achievement expected for the task(s) given** (these do not have to be national curriculum levels, but something straightforward outlining the different features of work needed to achieve different grades).

In the case of summative assessment such as tests and exams, raw percentages or number marks may be given instead of grades, but when grades are also given, then boundaries should be set for the class or year group. Examinations are always given an attainment grade. For mock exams only those grades that can be achieved in the external exam should be awarded.

**Grades should be criterion rather than norm referenced.**

## Approaches to learning:

At Runnymede College we want to encourage our students to understand the importance of the approach that they take to their learning so that they can develop these skills throughout their educational and working lives. Therefore, in addition to the written comments on progress, teachers will also rate the students in the areas of:

**Attitude and Behaviour**
**Preparation and Homework**
**Language and Communication**
using the following scale:

**1: Excellent**
**2: Good**
**3: Needs improvement**
**4: Unsatisfactory**
The approaches to learning are linked to the **Academic Code of Conduct** which we are aiming to develop amongst Runnymede students and which feature in the school student diary.

Runnymede College is an educational community whose prime aim is to help each pupil fulfil their academic potential. In order to do this, pupils will....

- arrive at each class ready and prepared to learn
- participate actively and positively in their education
- be enthusiastic, hardworking and dedicated
- complete work on time and meet deadlines
- demonstrate independence and responsibility
- be resourceful, curious and creative
- do their own work and not cheat, plagiarise, copy or pass off work of others as their own
- be reflective and learn from their mistakes, listen to different opinions, ask how they can improve
- be resilient, work at solving problems and set targets and realistic action plans to accomplish them
- work well in a team
- speak in English or in the appropriate language of instruction

## Reporting:

Reports include term grades and (where appropriate) examination grades.

They should also include an approaches grade (in number form) that will reflect the student's approach to learning as outlined above. Comments in the reports should refer to this.

*For report writing guidance see separate documents on Box.*

## Parental Involvement

Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to review their children's school books, support students in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed.