S^T Olave's Grammar School
ASSESSENT AND MARKING

1. Principles:

- the view that assessment is integral to the process of teaching and learning;

- the view that assessment is an activity to be shared and agreed by departments, not just an individual activity involving a teacher and student;

- the view that assessment should be a positive activity that encourages progress in learning;

- the view that assessment should be used as a means to identify the work of able students and of those in need of support;

- the view that, wherever appropriate, students should be involved in the assessment of their work.

2. Purposes

- to identify individual progress, achievements and needs;

- to measure the progress of students, both within the class and across the year group;

- to report to students, parents, colleagues and others;

- to select sets;

- to carry out NC demands;

- to prepare for examinations;

- to identify Merits in Years 7 - 9 and Commendations in Years 10 - 13;

- to identify and support SEND.

3. Practices - Key Stage 3 and 4

Frequency
- Most of students' work should be marked.

- Marking needs to be regular and kept up-to-date. Books should normally be seen at least once every 3 to 4 teaching periods.[1]

- Work should normally be marked and returned within a week[2].

- Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time.

Methodology

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[1]   Or fortnight, whichever is the longer.
[2]   Not including coursework.

- Marking in **Years 7 to 11** should be *formative* and include:
  - An **effort** grade.
    - 1   Exceptional;
    - 2   Good;
    - 3   Unsatisfactory.
    - Effort grades should take into account the individual's ability.
  - An **achievement** grade.
    - XX   on track for more than one grade above the Challenge Grade;
    - X   on track for one grade above the Challenge Grade;
    - T   on track for the Challenge Grade;
    - U   on track for one grade below the Challenge Grade;
    - UU   on track for more than one grade below the Challenge Grade;
  - A **comment**.
    - This should be constructive and help identify strengths and areas for improvement.
  - The exceptions being in Years 7, 9 and 10 (before Challenge Grades have been set) and Year 8 second-language students (who are just starting their course), where marking should be comment-only.
- IPM Assessments should be *summative* and indicate the student's current level of attainment.
  - In Year 7 (from Sept 2014) assessments should be graded using 9 to 1, in line with internal documentation indicating equivalencies with National Curriculum levels (pre-2014) and existing GCSE standards.
  - In Year 8 and above (reducing each year from Sept 2014 as the new system migrates up the school) IPMs should be graded using National Curriculum levels and existing GCSE standards.
- Students should understand the system in use. This may take the form of a cover sheet attached to their exercise books.
- Marks should be recorded by individual teachers and IPM Assessments must be entered into SIMS.

Comments
- Work should be marked using coloured ink (to distinguish it from the student's work).
- When students are asked to correct, repeat or catch up work, it should be checked that they do so.
- Where necessary, comments should take into account the care of books in which work is done.[3]
- Marking should include the use of merits for exceptional effort or achievement as an incentive to students in Key Stage 3. Commendations should be used higher up the school.
- Marking may include various forms of self-assessment by students.

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[3]   Students should ensure that exercise books have clear protective covers

4. Practices – Sixth Form

Frequency
- Marking needs to be regular and kept up-to-date.
- Work should normally be marked and returned within a week.
- Practical, project-based subjects should have regular marking, even if a whole project may extend over a lengthy period of time.

Methodology
- Marking in **Years 12 and 13** should be summative and graded according to examination criteria, indicating the student's current level of attainment.
- Marking should include constructive comments, which help inform on strengths and areas for improvement.
- Students should understand the system in use.

Comments
- Work should be marked using coloured ink (to distinguish it from the student's work).
- When pupils are asked to correct, repeat or catch up work, it should be checked that they do so.
- Pupil files should be taken in periodically to ensure that they are well organised.

Numerical Marks
- Marks should be awarded in line with examination mark schemes and where appropriate include examination grades.[4]

5. Literacy Marking[5]

- Marking should take into account the use of English, particularly spelling, punctuation and grammar.
- Significant errors should be corrected. Correcting every error may discourage a pupil.
- Errors should be clearly circled and one of the following symbols written in the margin:
  - Sp = spelling; Gr = grammar; // = new paragraph; ^ = missing word; ??= nonsense
- When pupils see the "Sp" symbol, they should look up and write down the correct spelling in the margin or bottom of the page. This should be monitored.
- In addition to subject-specific words, staff should ensure that the following are marked:
  - Common spelling mistakes, e.g. tomorrow, friend, method, receive, etc.
  - The correct use of basic homophones,
    - e.g. there / their / they're; two / to / too; know / no / now.
- Heads of Department / Faculty should routinely carry out book pulls and inspect mark books to ensure that the policy is being followed as part of the QATL Policy.

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[4] Awarding relatively low grades at the start of the course may be de-motivating to a pupils.
[5] Not applicable to the teaching of languages.