



Sydenham High School

G D S T
GIRLS' DAY SCHOOL TRUST

Teaching, Marking and Assessment Policy Senior School

Assessment and feedback is about combining teaching and assessment together as a means of ensuring deep, maximised, engaged and challenging learning. Central to assessment is empowering learners through developing autonomy which means involving learners in their own learning through reflection and focusing on learner development.

Overview of assessments

Baseline assessments

Students sit the MidYIS test in Year 7 and ALIS test in Year 12. Pupils who join us at a later stage with no MidYIS data, where possible, complete the test soon after arrival.

The 'National' MidYIS and ALIS scores are used as baseline data for analysing student performance and progress in each subject. Scores are also used to help identify particularly able and gifted pupils (MidYIS 120+).

MidYIS and ALIS Individual Pupil Records (IPRs) are uploaded to each students' SIMS record. Staff access the IPRs when appropriate to inform lesson planning (differentiation), data analysis and interventions. IPRs are shared with year 12 students in the Autumn term and are subsequently reported on their summary and full reports as minimum target grades.

Reading and spelling scores are collected by the Head of Learning Support at the beginning of year 7 and year 9. Scores are compared to the expected performance at a particular age, to help identify underlying learning needs.

Departments set topic tests when appropriate to any year group and have spreadsheets to record and track student achievement. Departments also set other relevant subject specific assessments throughout the year.

Recording

Assessments, classwork and homework are marked following whole school and departmental marking criteria.

Data is recorded in teacher markbooks and departmental spreadsheets to:

- acknowledge the achievements of the student and allow realistic targets to be set
- provide specific information to colleagues about a student's current performance
- provide information that is used to inform planning, so opportunities for progress are built into future lessons
- provide a means of comparing the performance of a student with that of his or her peer group and to identify students who are excelling or experiencing difficulties
- enable teachers to identify personalised learning pathways and provide differentiation in class
- help students self-assess their achievements
- compare to relevant baselines (MidYIS and ALIS) and subject specific criteria
- monitor progress and to allow tracking of a student's performance over time
- enable teachers, where appropriate, to raise concerns relating to students' work with the Head of Department. The Head of Department records 'students causing concern' in their departmental meeting minutes which are shared with the Deputy Head Academic, Deputy Head Pastoral, Headmistress and the relevant Head of Section. Extreme concerns should be raised as soon as possible.
- provide specific information for reporting

Departmental marking policies

It is the role of the Head of Department to ensure that the school marking policy is followed by each subject. Each department's marking policy follows the same '**effective marking**' principles, as the whole school policy (see below). The marking and recording of assessments must be clear and used by all members of the department.

Departmental marking policies should not be *overly* prescriptive, and there should be sufficient flexibility for staff to apply their professional judgement.

Effective marking:

- identifies what was good about the work **www** and how the work could be improved, or a target for the next piece of work **ebi**
- recognises achievement and effort, giving rewards **House Point** (recorded as an achievement in SIMS)
- enables teachers to record the achievement of students over a period of time so that accurate grades and reports can be compiled
- provides information that is used to inform planning, so opportunities for progress are built into future lessons

- enable teachers to identify personalised learning pathways and provide differentiation in class
- help students self-assess their achievements
- always takes into account any individual pupil's learning needs (use of IPRs)
- provides data that can be compared to relevant baselines (MidYIS and ALIS) and subject specific criteria
- is carried out frequently and is essential in both encouraging and monitoring students' progress
- involves sharing subject specific assessment criteria with students
- comments on the presentation of work and the correct use of spelling, punctuation, grammar, making use of the literacy codes:
https://drive.google.com/open?id=1_pTyWXnbWdJXFyKAJKM5VPis-EdBnPDS
- enables students to have feedback in a timely manner, e.g. returned within a week
- gives students the opportunity to respond to their feedback and make corrections
- enables teachers to check that corrections or responses have been made to prior comments
- of extended and project based activities needs to have scaffolded deadlines with regular feedback to ensure that students are managing time and content of their project work effectively
- of students' work in preparation for external examinations should be assessed using the exam specification marking criteria
- should identify when students have handed work in late and be recorded in SIMS
- should enable teachers, where appropriate, to raise concerns relating to students work with the Head of Department (who will inform SLT during link meetings - 'students causing concern')
- may make use of the following:
 - marking codes
 - peer marking (assists students to make progress by understanding the needs of a mark scheme and what is expected to achieve different grades)

Monitoring of marking and assessment

Given the crucial role that marking and assessment have on pupil progress, it is essential that the quality of feedback is monitored. The recording of assessment (formal, classwork and homework) and quality of marking is monitored by Heads of Department and SLT during the QTL process.

The effectiveness of marking will be made with reference to the following areas (GDST Innovation and Learning - Report on students' work documentation): (evidence towards excellent)

- | | |
|----------------------------------|---------------------------------------|
| ● presentation | ● departmental marking policy applied |
| ● reflection on own learning | ● specific feedback on how to improve |
| ● ownership/response to feedback | ● self/peer assessment |
| ● 'Route-map' evident | ● regular marking |

- accurate marking
- good knowledge of pupil
- affirmative/formative feedback

Summary

- assessment criteria for tasks shared with students
- students preparing for external exams should be assessed against specification marking criteria
- frequent marking and regular WWW/EBI comments
- students reflect on their own learning/work and respond to feedback

Reporting

See Appendix 1 for an overview of the reporting cycle 2022-23

Student performance data is shared with parents in the following ways: Summary reports, full reports, parents' evenings and examination orders. Each half term, apart from Summer 1, parents will receive one of these reports.

Summary reports

For key stage 3 the summary reports contain the following information:

1. Achievement level:

EE - exceeding expected

AE - achieving expected

WT - working towards expected

SB - significantly below expected

2. An effort score, based on the following criteria:

1 - Exceptional

2 - Excellent

3 - Good

4 - Unsatisfactory

5 - Poor

3. If there are issues with the students' performance or contextual information is required, then teachers should add a brief comment (no more than 30 words). This should be agreed in consultation with the relevant Head of Department.

For key stage 4 and 5 the summary reports contain the following information:

1. Achievement grade, according to exam board criteria

2. An effort score based on the following criteria:
 - 1 - Exceptional
 - 2 - Excellent
 - 3 - Good
 - 4 - Unsatisfactory
 - 5 - Poor

3. If there are issues with the students' performance or contextual information is required, then teachers should add a brief comment (no more than 30 words). This should be agreed in consultation with the relevant Head of Department.

Full reports

Parents receive one full report per year containing information from each subject teacher.

For key stage 3 this report will contain:

1. Effort scores (as in Summary reports)
2. 80-100 word report
3. Achievement level (as in Summary reports)

For key stages 4 and 5 this report will contain:

1. Effort scores (as in the previous section)
2. 80-100 word report
3. Achievement grade as outlined in the previous section.

Data Type	Data recorded and shared
Summary report	Achievement grade / level, effort score, optional comment (30 words)
Full report	Achievement grade / level, effort score, comment (80-100 words)
Examination order	Examination percentage mark, associated grade / level, effort score, year group median. Estimated grade when appropriate
Parents' evening	Verbal comments relating to: where students' achievement and effort are now; where they should/could be; how to get there.

In addition, **teachers** use a markbook to maintain a record of pupil's classwork and homework marks over a period of time in order to:

- acknowledge the achievements of the student and allow realistic targets to be set
- monitor progress and to allow tracking of a student's performance over time

- provide specific information to colleagues about a student's current performance
- provide a means of comparing the performance of a student with that of his or her peer group and to identify students who are excelling or experiencing difficulties
- provide specific information for reporting

Data analysis

Every half term, academic data is analysed using Microsoft Excel along with pastoral data generated from SIMS such as attendance and behaviour:

- achievement grades are compared to baseline data (MidYIS, ALIS) where available
- grades are colour coded for immediate visual comparison between student performance in each subject (green through to red)
- achievement levels/grades and effort scores are summarised and analysed by Heads of Year alongside any pastoral data to help inform any support or intervention strategies for individuals. This helps to identify the more able, the less able and also any students who are underachieving in relation to their baseline test score.
- achievement for defined groups can be easily isolated for further analysis:
 - Sydenham High School identified 'Additional Learning Needs' (ALN, incorporating SEND)
 - English as an additional language (EAL)
 - bursaries that are based on academic ability (BUR) are viewed by the Headmistress and Deputy Head Academic separately
 - scholarships (SCH, incorporating more able)

Appendix 1: Annual overview for 2022 – 2023

https://docs.google.com/spreadsheets/d/1EoZj_xrdb-Nu1A-SkpA5E1qIE2sU-0g2G2CkAkeYzgY/edit?usp=sharing