

PRINCIPLES

We aim to:

- Assess students’ work regularly and accurately, through formative and summative assessment that allows students to make progress when they respond to the guidance provided;
- provide students and parents with clarity about the type of assessment students will undertake and the form of feedback they can expect to receive;
- mark students’ workbooks once a week where students are taught four or more times a week;
- mark students’ work according to the school’s marking policy, so that students know what they need to do to improve;
- provide students with meaningful opportunities to respond to marking;
- mark work for literacy in accordance with the school’s policy;
- accurately assess students’ attainment at regular assessment points throughout the year and share numerical grades with parents via formal reports at least twice a year;
- ensure that workbooks remain a primary reference point by which to inform parents about their child’s progress;
- assess student work at Key Stage 3 accurately and consistently using the P1-P9 grading system adopted by the school;
- provide ambitious predicted grades for final examinations so as to inform intervention activity and the performance management process; and
- follow this policy as far as is possible in light of the Covid-19 pandemic with the understanding that the Covid-19 policy overrides that which is written within this document.

Date of Review	August 2021			
Reviewed by	Faye Mulholland   Deputy Head			
Date of Approval	<i>Pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	

## PRACTICE

### 1. FREQUENCY AND NATURE OF ASSESSMENT AND MARKING

- 1.1. The workbooks of all students should be marked once every week where students are taught four or more times a week or once a fortnight if students are taught less frequently. The unequal numbers of books each teacher is responsible for is accounted for in the fact that those with large numbers of classes will see students less often and so have less work to mark.
- 1.2. The aim of marking a student's workbook is to provide them with guidance which, if acted upon, will result in a student making progress. Any external audience looking at a student's workbook should be able to see written evidence of the impact that a teacher has had on a student's skills and understanding through the setting of actionable targets and students' blue pen responses.
- 1.3. Students should receive marks for work in their workbooks. It is the responsibility of the teacher to ensure that work is set that can be accurately marked. Such pieces of work will be signposted in the assessment section of schemes of work.
- 1.4. Students will sit at least two internal examinations. One will fall in December (all year groups) and another in May/June (Year 7, 8, 9, 10 and 12), which will test all the content covered in that academic year up until the date of the examination. GCSE and A level students may sit an additional assessment in March. Grades assigned as a result of these assessments reflect how a student performs in examination conditions as opposed to in a classroom setting. Students who do not meet expectations may be asked to re-sit examinations in their own time. Internal examinations may coincide with external examinations for students in Year 9 and 10.
- 1.5. Teachers will mark workbooks using red and green pen. Red pen will be used to make corrections and identify errors in students' work and green pen will be used to make suggestions for improvement, to model methods and to set targets at the end of a piece of work.
- 1.6. Marking should encompass marking for literacy. Spelling, punctuation and grammar should be challenged (in red pen) and improved (in green pen) in students' work.
- 1.7. Students are required to respond to marking and redraft work in blue pen. It is the responsibility of the teacher to ensure that students respond to marking in appropriate depth so that progress can be made.
- 1.8. It is the responsibility of the teacher to ensure that students' workbooks meet the school's expectations. This responsibility includes setting work that is appropriate for students and allows them to demonstrate progress. It also includes ensuring that students' presentation is of the standard expected at Holland Park School.

- 1.9. Students should be referred to the exemplar work at the front of their book as a reference for the standard of presentation that is expected. Work that is not to this standard should be challenged in writing and, where appropriate, redrafted.
- 1.10. Teaching Assistants should mark students' books during lessons. This marking should allow a student with a Special Educational Need greater access to the curriculum.
- 1.11. Where a school direct, trainee or PGCE student is assigned to a class, they may mark student's written work. This marking should always be checked and, if necessary, over marked by the teacher responsible for the group. The quality of marking is always the responsibility of the qualified teacher timetabled to be in charge of the group.

## 2. ASSESSMENT GRADES

- 2.1. The work of students in Years 7 and 8 will be graded using the codes P1-P9, this is to ensure that the system used for younger students is separate but linked to how they will be assessed at GCSE.
- 2.2. Where appropriate, grades, percentages or marks should be assigned to classwork in workbooks to indicate students' attainment.
- 2.3. The criteria by which the grades P1 -P9 are awarded to students in Years 7 and 8 are decided by those leading subjects but are based on the overarching criteria set out by the Deputy Head with responsibility for assessment. The individual subject criteria are set out in the assessment section of schemes of work.
- 2.4. The work of students in Years 9, 10 and 11 is graded 1-9 as per new specifications. The criteria by which grades are awarded are set by the examination board and should be followed by teachers. Where specifications employ different grading criteria, for example, in some BTEC subjects, the relevant grading system will be adopted from the start of the course.
- 2.5. All A Level work is graded as A\*-E. The criteria by which grades are awarded are set by the examination board and should be followed by teachers.
- 2.6. Teachers are required to submit a grade and either a 'yes' or a 'no' to questions concerning behaviour, response to marking and independent study for each of their students at the school's assessment points (dates are set out in the Staff Planner). Additional information may be required for some students.
- 2.7. The exact process by which the grade is arrived at will be determined by the Leader of Subject. This includes grade boundaries for each assessment.
- 2.8. It is the responsibility of the Leader of Subject to put procedures in place that ensure the accuracy of assessment grades. This is likely to involve a moderation meeting between all colleagues who teach a given course.
- 2.9. The school commits to training colleagues within subject teams so that all colleagues are confident when applying grades to student work.

- 2.10. Assessment grades should be referred to in the marking of books and, where possible, assessments should be in students' normal workbooks.
- 2.11. Colleagues will be asked to submit their prediction for the grade to be achieved by each student sitting terminal examinations. This submission will take place in the early part of the summer term. The accuracy of teacher prediction against actual grades will form part of the appraisal process.

### 3. PARENTS

- 3.1. Parents will receive an academic report after internal examinations by email (no more than three per year). It is the parents' responsibility to ensure the school has up-to-date and accurate contact information in order to receive these.
- 3.2. The report will contain the grades or levels submitted by teachers as well as any past grades from that academic year. The report will also contain teachers' judgements about students' behaviour, completion of independent study and response to marking.
- 3.3. The school may take into account assessment grades when making decisions about grouping (please see the separate policy about groupings).
- 3.4. More regular and specific feedback about the quality of students' work in specific subjects is found in workbooks, particularly in teachers' targets for students. There is an expectation that parents will read their child's workbooks regularly as a way of understanding their child's progress.

### 4. BOOK REVIEWS

- 4.1. The Leadership Team and other senior colleagues will 'quality assure' marking and assessment across the school by undertaking student workbook reviews.
- 4.2. Teachers or leaders might require a student to redraft workbooks, partially or in full, if expectations (academic and/or presentation) have not been met.

### 5. SIXTH FORM PREDICTED GRADES

- 5.1 At the end of Year 12, following internal examinations, all Sixth Form students will receive predicted A Level grades for each of their subjects; these will be the same as their end of year assessment grades. Predicted grades are not open for negotiation unless there are exceptional circumstances that prevented a student from performing to their best ability in the end of year examinations.
- 5.2 At each report point throughout Year 12, students will be assigned their current attainment grade and a current UCAS (final grade) prediction. This is to help students make informed decisions in relation to post-16 choices.
- 5.3 The final decision about predicted grades lies with the Leadership Team member in charge of the Sixth Form in association with subject teachers. The school does not take

into account evidence from private tutors when making decisions about predicted grades.