



Cheney School

Marking, Assessment, Recording and Reporting Policy 2023/2024

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Marking

Teachers at Cheney School are expected to provide written feedback in order to help students fulfil their potential; identifying where a student has been successful

and the next steps to be taken in order to make further progress. Teachers' planning ensures that students are given effective opportunities to use the feedback they have been given to support their progress. Written feedback also provides parents, carers and pastoral teams with information about how students can make progress.

In addition to regular written feedback, structured self-assessment, peer-assessment and verbal feedback are recognised as valuable methods of identifying a student's strengths and identifying the next steps to take in order to make progress.

Key Stage 3 and 4 Core Subjects Basic Expectations

<ul style="list-style-type: none"> Students receive written feedback twice or three times a term. Students receive regular verbal feedback throughout the term. Students engage with verbal, self- assessment and peer-assessment throughout the term. (Some staff are trialling an alternative method of whole-class marking and feedback.) 	English: written feedback is provided for mid-term and end-of-term assessments and/or for mock examinations. Additional written feedback is provided at the teacher's discretion and according to students' tasks and needs.
	Maths: written formative feedback is provided for assessments and for significant pieces of classwork and homework. Students are provided with the resources to take responsibility for self-marking work in lessons and can immediately seek and access support where necessary.
	Science: written feedback is provided for end of topic assessments and for significant pieces of homework or classwork. Additional feedback is provided at the teacher's discretion and students are regularly provided with resources to assess their work and seek assistance as required.

Key Stage 4 Options Subjects Basic Expectations

<ul style="list-style-type: none"> Students receive written 	Humanities: written feedback is provided for
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<p>feedback twice or three times a term.</p> <ul style="list-style-type: none"> • Students receive regular verbal feedback throughout the term. • Students engage with verbal, self- and peer-assessment throughout the term. • (Some staff are trialling an alternative method of whole-class marking and feedback.) 	<p>termly assessments, relevant homework tasks and for mock examinations. This also includes the use of a feedback stamp to monitor progress in lessons and to provide students with guidance for further improvement.</p>
	<p>Modern Languages, EAL and Latin: written feedback is provided for mid-term and end-of-term assessments, relevant homework tasks and for mock examinations. Additional written feedback is provided for any creative, independent writing according to students' tasks and needs.</p>
	<p>Sport BTEC: written feedback is provided at the end of each completed BTEC Sport assignment. Once every short term books are scrutinised. NB: written formative assignment feedback is not permitted, in accordance with BTEC regulations.</p>
	<p>Creative Arts: written feedback is provided for end-of-term assessments, relevant homework tasks and for mock examinations. Additional verbal and written feedback is provided to document tutorials and portfolio scrutiny at the teacher's discretion and in response to students' individual needs.</p>
	<p>Design Technology and Computing: written formative feedback is given for all assessed tasks at the end of a module. Students will be given areas of strength and improvement targets focussing on: technical knowledge, practical work and literacy.</p>

Key Stage 3 Non-Core Subjects Basic Expectations (Humanities, Modern Languages, EAL and Latin)

<ul style="list-style-type: none"> Students receive written feedback at least twice a term. Students receive regular verbal feedback throughout the term. Students engage with verbal, self- and peer-assessment throughout the term. (Some staff are trialling an alternative method of whole-class marking and feedback.) 	Humanities: written feedback is provided for termly assessments, relevant homework tasks and for mock examinations. This also includes the use of a feedback stamp to monitor progress in lessons and to provide students with guidance for further improvement. Some staff are trialling an alternative method of whole-class marking and feedback.
	Modern Languages, EAL and Latin: written feedback is provided for mid-term and end-of-term assessments, relevant homework tasks and for mock examinations. Additional written feedback is provided for any creative, independent writing according to students' tasks and needs.

Key Stage 3 Non-Core Subjects Basic Expectations (Creative Arts, Design Technology and Computing)

<ul style="list-style-type: none"> Students receive written feedback at least once a term. - Students receive regular verbal feedback throughout the term. Students engage with verbal, self- and peer-assessment throughout the term (Some staff are trialling an alternative method of 	Creative Arts: written feedback is provided for end-of-term assessments and relevant homework tasks.
	Design Technology and Computing: written formative feedback is given for all assessed tasks at the end of a module. Students will be given areas of strength and improvement targets focusing on: technical knowledge, practical work and literacy.

whole-class marking and feedback.)	
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Key Stage 5

<ul style="list-style-type: none"> • Students receive written feedback on average twice or three times a term per subject, according to curriculum needs at different times of the year. • Students receive regular verbal feedback throughout the term. • Students engage with verbal, self- and peer-assessment throughout the term. • (Some staff are trialling an alternative method of whole-class marking and feedback.) 	<p>All subjects: Students receive written feedback on relevant pieces of classwork and homework, coursework and assessments/mock examinations. Written feedback adheres to exam board regulations regarding the style and number of times students may receive feedback on coursework.</p>
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Prioritisation

At certain times of the year, such as during Mock GCSE and A-level examinations, a teacher may prioritise the marking of exam students' work, with the approval of their Head of Faculty, in order to maintain a reasonable workload; at these times students in Key Stage 3 classes receive detailed and supportive verbal feedback and structured self- and peer-assessment

Marking Technique

Teachers provide summative grades on the appropriate GCSE, BTEC or GCE-related scale for formal and significant pieces of assessed work. Grades are only given once formative written comments have been provided and students have been given the opportunity to engage with written feedback.

Teachers use orange highlighter to correct spelling, punctuation and grammar mistakes in students' work. This is most effectively done when in the lesson, where the students can correct immediately, however this can be done outside of the lesson when mistakes are noted. Each child should have their work marked for SPaG at least twice a term, but this could be more frequent if required by the subject. No evidence of orange highlighter would mean that there are no SPaG mistakes in the work. Support staff working with students should also use orange highlighter to identify SPaG mistakes.

In addition to orange highlighter, students will receive "green pen" feedback from their teacher with a subject specific target. This will include a subject specific strength, a subject area to develop and a task to complete. Students are expected to complete this task (and any SPaG corrections) in a purple pen.

Some staff are trialling an alternative method of whole-class marking and feedback.

Assessment

All teachers at Cheney School are committed to raising achievement to ensure that all our students realise their potential and have their efforts recognised and know what the next steps are in order to further improve. We use 'Assessment of Learning' (summative assessment), both at departmental, faculty and whole school level, to measure what learners know and can do and this is usually carried out for the purposes of grading and reporting. We also use 'Assessment for Learning' (formative assessment) in order to further improve learning and raise standards. Assessment for Learning is at its most effective when it involves teachers and students working together to gather and interpret evidence about students' learning and then using that evidence to decide where students are in their learning, where they are going and how best to make progress.

Assessment for Learning

- Focuses on how students learn.
- Is embedded in teaching and learning.
- Involves sharing learning targets with students.
- Aims to help students to know and recognise the standards they are aiming for.
- Involves students in peer and self-assessment.
- Provides feedback which leads to students recognising their next steps and how to take them.
- Involves both students and teachers reviewing and reflecting on assessment information, to inform and support planning for further progress
- Fosters motivation.

During Key Stages 3, 4 and 5, students' learning is supported by a simple assessment framework which students and parents can readily understand.

In Key Stage 3 we record and report using these four terms:

- **Above** Exceeding Expected Progress
- **Expected** Expected Progress
- **Developing** Working Towards Expected Progress
- **Emerging** Below Expected Progress

These progress levels have been used in line with the skills that students have been covering in the current academic year.

In Key Stage 4 we use the GCSE 1-9 scale or the BTEC scale according to the mark schemes and grade descriptors for each subject.

During Key Stage 5 there is one continuous framework from Year 12 to Year 13 which enables students to clearly see their progression and what they need to do improve, across an E-A scale, which matches the AS-level and A-level assessment framework

Internal formal assessments take place regularly, and at least three times each year in all subjects. These are timed appropriately by each Faculty to fit in with schemes of work and school Assessment Points. Students are also given the experience of formal assessments under conditions similar to those of public examinations from Year 8 onwards at least once during each academic year and more often during Year 10 and Year 11.

Students are informed of the schedule of formal assessments and the expectations well in advance. A range of assessment styles are used but the need to prepare students for public examinations means that GCSE, BTEC or GCE style questions are used at all stages and are the dominant style used in Key Stages 4 and 5.

Assessments are discussed in Faculty meetings, are accompanied by clear mark schemes and standardisation is undertaken. Heads of Faculty will use a range of approaches to ensure assessment data is accurate including: use of exemplar materials, moderation in meetings and sampling by leaders with written feedback.

Recording

A record of assessment grades is kept in each Faculty and these are used to form the basis of the Assessment Point 'projected grades' recorded by teachers three times each year. Assessment Point data is entered by teachers at staggered points during the year. The schedule for these is set prior to the start of each academic year and teachers are expected to keep to the deadlines set, ensuring that the summary reports for parents can be issued in a timely fashion. Each term Heads of Faculty and members of Leadership team analyse students' projected grades and these are discussed at Leadership Team meetings, with actions agreed to improve student attainment and progress.

Reporting

Reports at Cheney School are issued (electronic via parent view and/or as paper copies) three times during the academic year. The dates of these are published on the school website at the start of each academic year under key dates for each year group. The reports are staggered throughout the year and we aim to ensure that

key points in a students' development, such as making option choices, are supported with an appropriate report. Parents are sent an electronic letter during the week of issue detailing the nature of the report.

We do not provide an end of year report for all students, as we do not believe that a
*summative end of year report is as valuable for a students' development as a
**formative report that can indicate areas for improvement and crucially, time to work on those developments.

Reports provide information on the following:

Reports provide information on the following:

- Attendance percentage of the year to date
- A record of number of positive events
- A Most Likely Grade (MLG). This is the best projection by the class teacher of the grade your child is most likely to achieve in their next exams (GCSE or A level)
- A Minimum Expected Grade (MEG). The MEG is based on FFT5 projections for all year groups
- A teacher assessment of Attitude and Effort
- A teacher assessment of Homework

*A summative report is given at the end of a period of study. It would state how well the student has done but would not give advice on how to improve. If a comment was given on how to improve the student would not have the opportunity to work on this development.

** A formative report is given during a period of study. It would state how well a student is doing and, through Learner Characteristic assessments, indicates ways to improve. The student then has further time to work on the advice given in the report.

Quality Assurance roles and responsibilities:

The quality of marking, assessment and recording is monitored and supported by the Leadership Team and Heads of Faculty through scrutiny meetings on an annual

cycle shown in the calendar, link meetings, book scrutiny, learning walks and lesson observations. Heads of Faculty are responsible for assessment and report moderation. This moderation ensures accuracy of assessment.

Additional moderation of assessment is sought, when necessary, from exam boards, consultants and similar schools to ensure accuracy, consistency and reliability. Where actions need to be taken to improve or amend the quality of marking, assessment and recording, the Leadership Team and Heads of Faculty work with colleagues to clarify expectations and policy and to provide appropriate guidance and examples.