



Oaklands School

"The best for all, the best from all"

Oaklands School

ASSESSMENT AND MARKING POLICY

Date reviewed:	Headteacher Signature:	Headteacher Name:	Governor Signature:	Governor Name:	Policy to be signed off at Full GB meeting: YES/NO	Policy Review Date:

ASSESSMENT AND MARKING POLICY



Oaklands School Assessment Policy

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Rationale

At Oaklands School, we believe that effective assessment provides the base line for of informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on in order to improve.

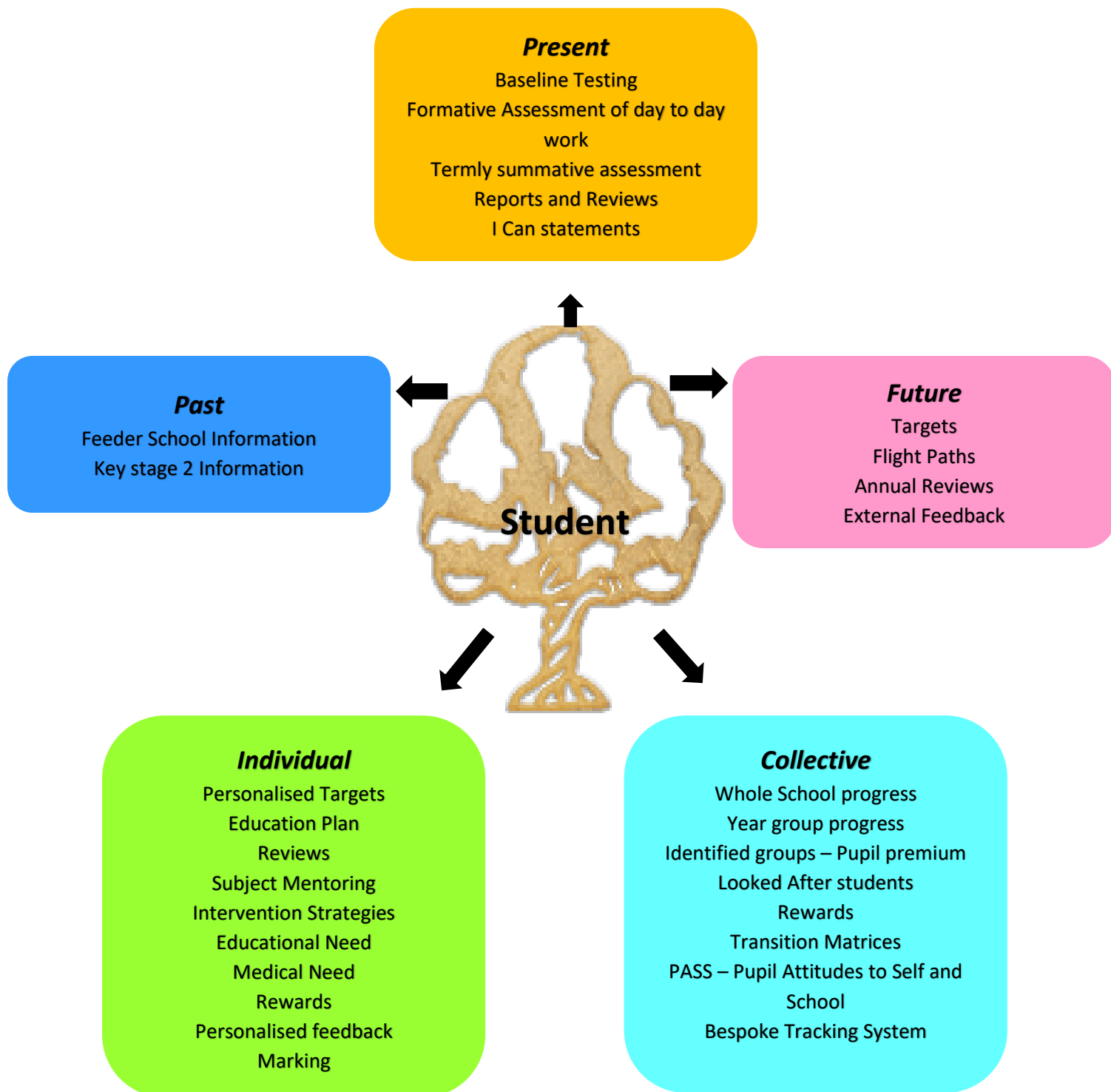
Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the students' continuing progress.

Summative assessment is important too, for accurate information regarding a student's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the attainment, progress and achievement and therefore outcomes for individual students and cohorts
- To ensure consistency in assessing achievement and identifying both challenging and achievable targets for each student
- To enable the active involvement of students in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual students
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards



Principles

Assessment

Accurate assessment is essential to both secure and measure student progress. At Oaklands we pride ourselves on using assessment that encompasses all facets of our students' development.

One of the most important purposes of assessment is to inform teaching and learning. Assessment enables us to track student progress accurately, to design future learning, to adjust provision and to review expectations and learning flight paths.

Every learner needs to know how they are doing, what they need to do to improve and how to get there. This an area we are continuing to develop using our school wide marking policy and our specialised progress, attainment and reporting system.

Onwards and Upwards

- Progress, attainment and reporting system.

A key advantage of this system is that it allows each subject to create a bespoke method of recording progress:

- Tailored tracking for English that allows for students to be assessed using National Standards in Reading and Writing.
- Mathematics will record a summative assessment and track mathematical skills using progressive "I can statements," based on yearly pathways.
- Science will record a summative assessment and map progress in practical capability using "I can statements."
- Each foundation subject has devised a series of "I Can Statements" using guidance from the Revised National Curriculum and the expertise of similar schools, to record progress.

Analysing and Reporting In House

As the assessments are tailored to track the progress of our students, reports will reflect a more in depth insight into student progress in every area of the curriculum. The reporting functionality will give us the ability to further identify target groups.

Reporting to Parents

Reports to parents will continue to be developed to reflect the detailed analysis of progress.

Target setting

Prediction + Challenge = Target – Refer to Annex A

- Every area of the curriculum is divided into Standards.
- Each Standard has been devised using guidance from the Revised National Curriculum, published resources endorsed by the DofE and expertise from similar schools using the Onwards and Upwards system.
- Target setting will be based on a 13.3% movement in every subject strand per term.
 - This equates to a 40% upwards movement in each standard per year in every subject.
 - This challenging target is based on Provisional Attainment Estimates (Secondary Accountability Document published by the Department of Education)
- From 2016 baseline data will be in the form a scaled score for pupils working at age appropriate expectations or Teacher assessment based on the Pre-Key Stage Standards
- Targets will be used to create an individual flight path for each student in every subject. Progress judgements will be based on a student's position on the flight path and their success upon it.

Recording Progress

- A snap shot of progress will be taken at the end of every term.
- Evidence of progress can be added to the system at any point in the academic year.
- To ensure a robust assessment system judgments on progress will continue to be moderated both within departments and with other schools.

Marking

The purpose:

- To enable teachers to support each other in a common goal of motivating each pupil to achieve her/his maximum potential through the use of challenging targets
- To ensure effective and consistent communication of pupil attainment, progress and achievement to pupils, parents and colleagues.
- To assist colleagues in the production of a manageable and sustainable marking policy which meets the needs of individual subject areas.
- To ensure that all staff adhere to a common set of principles.

Principles

It is desirable that all subject areas conform to a common set of principles that provide a consistent yet practical approach to marking.

Subject area marking should conform to the following:

The marking should be manageable and meaningful.

- Marking should, whenever possible, be directly related to learning objectives in order to provide supportive evidence for teacher assessments, this should link directly to the 'I can' statements within the Onwards and Upwards system.
- Marking is one method used to motivate pupils and therefore should be constructive.
- Staff should apply a range of appropriate and consistent marking strategies for a variety of work
- Criteria for successful work should be clearly stated to pupils through the use of must, should and could learning objectives
- Marking should provide effective communication between teacher and pupil in order to inform pupils of their progress.

Guidelines

The schools objectives are:

- To identify pupil attainment, progress and achievement
- To assess pupil understanding
- To diagnose areas for development and improvement
- To recognise and reward pupil's effort
- To motivate pupils

Whole School Approach

Across the curriculum all pupils books will include:

- Target sheet inside front cover – target to be assessed at the end of each term through colour coding and teacher annotation.
- Target setting will link to a student's Education Health Care Plan.
- Learning objectives that include must, should and could to be displayed for any recorded pieces of work and marked accordingly in purple, this may include simple recognition, ticks and crosses and other appropriate comments.
- If next steps are appropriate they should be clearly identified in green pen and pupils allowed opportunity to respond
- Pupil marking may be used at the teacher's discretion (if this is relevant to learning)
- Heads of department should monitor books on regular basis and provide feedback to subject teams and SLT, this moderation should demonstrate how marking underpins the whole school assessment system
- Book scrutinies will be built into the annual timetable and monitored accordingly by SLT, forming part of the review cycle within learning walks and lesson observations

Communication

All pupils will be aware of the overall consistent approach to marking whatever the subject.

- Pupils should be involved in the process by being present when marking takes place whenever possible.
- Pupils should be verbally informed about their work whenever possible, this should be a positive experience.
- Pupils should be allowed time to respond to teacher comment, next steps etc.
- Stickers and bonus points may also be used as a means of positive reinforcement on the good work and certificates/commendations issued as an acknowledgment of good work, these to be presented in celebration assembly.

Moderation

Regular moderation of marking and assessments takes place each term to ensure consistency of assessment. Teachers meet in subject groups or in cross curriculum groups to analyse children's work against National Curriculum standards. Work is moderated internally on a termly basis alongside termly summative submissions into the bespoke tracking system. External moderation of completed work in key stage 4 takes place annually in both academic and vocational subjects.

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Please refer to BTEC Assessment Policy and BTEC Internal Verification Policy. For further clarification as to the assessment of BTEC qualifications please refer to the policy documents.

The basic principles

Headteacher

- Ensures that the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior leaders

- Ensure the correct conduct of non-examination assessments which comply with [NEA](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body

- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)

- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification

- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Annex A – This table shows how targets will be calculated from baseline data.

Subject	Target based on	% upwards movement by the end of the year
Speaking and Listening	Key Stage 2 baseline Speaking and Listening standard	40%
Reading	Key Stage 2 baseline Reading standard	40%
Writing	Key Stage 2 baseline Writing standard	40%
Mathematics	Key Stage 2 baseline Maths standard	40%
Science	Key Stage 2 baseline Science standard	40%
Computing	Year 7 Verification	40%
RE	Key Stage 2 baseline Writing standard And Year 7 Verification	40%
History	Key Stage 2 baseline Writing standard And Year 7 Verification	40%
Geography	Key Stage 2 baseline Writing standard And Year 7 Verification	40%
Citizenship	Key Stage 2 baseline Writing standard And Year 7 Verification	40%
Music	Year 7 Verification	40%
Art	Year 7 Verification	40%
PE	Year 7 Verification	40%
MFL	Year 7 Verification	40%

