

CITY OF LONDON SCHOOL FOR GIRLS

ASSESSMENT AND RECORDING POLICY

Policy reviewed September 2014 for Governors' approval October 2014. The Policy will be reviewed annually and put to the Board every three years.

Assessment is an integral part of any curricular planning. There are two key types: formative assessment to improve learning and summative assessment to assess learning.

Assessment should enable a pupil to know how well she has mastered the learning objectives on which she is currently working and what she needs to do to improve. It should also allow the teacher to check the students' learning and plan subsequent lessons appropriately.

There are a number of different forms of assessment such as questioning techniques in class, peer assessment, self-assessment, comment-only marking, giving grades.

SENIOR SCHOOL POLICY

1. **ASSESSMENT**

- 1.1 In general, assessment at CLSG should follow the principles of Assessment for Learning. This means that most assessment by teachers should take the form of comment-only marking and should include comments about how far the pupil has been successful in meeting the learning objectives set by the teacher and what needs to be done to improve.
- 1.2 It is recognised that careful, detailed, comment-only marking of work takes time. Therefore it is unlikely to be practical to mark every class's books in this way every week. This is especially true for subjects that have just one contact period a week at Key Stage 3. Different types of task requiring a range of assessment techniques should be incorporated in the departmental schemes of work.
- 1.3 In years 10 - 13 teachers should avoid the systematic awarding of grades or marks unless the work set is answering a question from a public examination past paper. Grades should reflect GCSE and AS/A2 standards. However, at regular intervals a grade should be awarded on a substantial piece of work that will best reflect recent learning objectives. Aiming to grade one piece of work each half-term would be appropriate. As public exams approach for those in Years 11-13, individual teachers might feel that the learning needs of their pupils will best be served by more frequent grading.
- 1.4 In Years 7-9 the expectation is that marking will be predominantly comment only. Grades may be awarded for end of unit tests or termly substantial project based work.
- 1.5 Effort grades should be used with caution as research has shown that teachers are more likely to award high grades to students at either end of the ability spectrum.

Students' perceptions are that such grades rarely reflect the amount of time that has been spent on a piece of work.

- 1.6 Comment-only marking should explain clearly what has been achieved with regards to the learning objectives, giving specific examples, and indicate as far as possible what needs to be done in order for the work to be better in future, again giving specific examples. It is essential to give pupils time to read the comments when the homework is given back and ideally to give them time to improve upon it either immediately in class or for homework. Students should be encouraged to annotate their work to record any oral feedback when they get work back. They should be encouraged to write replies to written teacher comments and teachers should respond to student comments to create a dialogue.
- 1.7 The form of assessment will tend to vary depending on whether it is short, medium or long term.
- 1.8 Short term assessments might take the form of questioning in class or observation of the pupils' work in class or for homework. It allows the teacher to monitor the pupils' learning and plan appropriately.
- 1.9 Medium term assessment might take the form of an end of unit test or a substantial piece of written work. Its aim is to review the progress that the pupils are making over time in relation to the main objectives set out in the departmental schemes of work. Clear feedback should be given by teachers so that pupils can set themselves new targets.
- 1.10 Long term assessments take the form of an examination and are set towards the end of a school year for years 7 to 10 and towards the end of the Autumn term or the start of the Spring term for Years 11 to 13. They are used to assess progress against school and national targets. They inform reports to parents.

2. RECORDING

- 2.1 Where comment-only marking is the norm, the issue of what to record in mark books can be problematic. Some staff record marks in their mark books even when not writing marks on pupils' work. Others record a summary of their comments on the pupils' work. Others have a system for recording whether work is excellent, good or deficient (or similar) with ticks, crosses etc. The key thing is to have a record of the progress that pupils are making. It should be remembered that mark books may need to be shown to Heads of Departments or to an Inspector.
- 2.2 If pupils use an exercise book, a record of progress can be built up there as the teacher can look back at previous advice and see how well the pupil has used it in subsequent pieces of work. It is also possible for the pupil to communicate with the teacher by responding to the latter's comments.
- 2.3 Both internal and external exam results are stored on the portal. The girls' MidYIS and ALIS scores are stored on the shared area.
- 2.5 School reports are written by subject staff. Reports should be positive and point to future development. They should be detailed and couched in everyday language. Specific, achievable and personalised targets should be set for girls. These should be discussed and explained to girls.

- 2.6 There is a regular pattern of reports and parents' evenings for girls. Both the format of the report and the schedule of reporting are kept continuously under review with a view to keeping parents fully informed on their daughter's progress and to focus attention on appropriate learning targets.
- 2.7 Entry examination marks and key stage results, where known at entry in Year 7, are further important sources of information about individual pupils.
- 2.8 Individual target setting is also important, whether recorded at the foot of a piece of work or in a report to parents. The teacher should keep a record of the target and note when it has been achieved.

3. EXPECTATIONS OF STAFF

- 3.1 It is the responsibility of the Heads of Department to ensure that departmental handbooks contain assessment policies reflecting the school's overall policy as outlined above, whilst at the same time incorporating specific departmental needs.
- 3.2 Assessment and feedback on progress should be an integral part of lesson planning.
- 3.3 It is the responsibility of every teacher to consider how achievement will be assessed and to explain this to his/her students.
- 3.4 Teacher assessed regular weekly homework and class tests should be marked within a week and follow the guidelines described from paragraphs 1.1 to 1.10 of this policy.

PREPARATORY SCHOOL POLICY

4. AIMS

- 4.1 This Marking and Recording Policy for the Preparatory Department at City of London School for Girls aims to ensure consistency and continuity throughout pupils' education at Key Stage Two.
Marking is used by staff to monitor pupils' progress and encourage the girls to improve their standard of work.

5. OBJECTIVES

By using an agreed marking policy for children's work, we intend:-

- 5.1 To acknowledge each individual pupil's efforts and identify attainment, celebrating achievements and consequently increasing motivation;
- 5.2 To inform future planning through identifying each pupil's needs and expressing these in clear and understandable targets;
- 5.3 To provide sympathetic individual assessment alongside a means of objective comparison of a pupil's performance with that of her group or whole class;
- 5.4 To encourage pupils to self-evaluate;
- 5.5 To provide information for parents in an overall and continuing record of their daughter's achievements;

- 5.6 To maintain and improve academic standards within the department through enabling staff to evaluate the planning, teaching and learning that has occurred
- 5.7 To provide Senior Staff, Governors and Inspectors with evidence of attainment

6. RATIONALE

- 6.1 The main objective must always be to provide **positive feedback for the pupil** as a result of assessing her work according to the aim of each particular task set.

Feedback to pupils is made either in the form of a verbal or written comment or mark. These include extended remarks where the piece of work has required significant amounts of time to complete. Shorter tasks such as spelling tests or mathematical exercises and tests will often be marked numerically out of a total. As far as possible, every piece of work is evaluated and where practical, marking may happen in the girl's presence – in which case a verbal comment (indicated by a VC) might be appropriate. The marking will acknowledge both content and effort, **recognising progression in the performance of all pupils**, wherever they may currently be performing across the ability range. Negative comments **never** stand alone: "This is not good enough" is unacceptable as it needs to be accompanied with an explanation of how the pupil can make the work better and a clarification of the teacher's expectations.

- 6.2 Marking is always done in a colour which clearly distinguishes the teacher's writing from the pupil's. For this reason children are discouraged from writing in red. Teachers may use pencil for interim comments during the production of a piece of work (and pupils may rub these out after redrafting) although final assessments should always be made by teachers in permanent ink.
- 6.3 The presentation of a piece of work is only taken into consideration if the work is of an unacceptable standard for a child of that age or ability. Pupils are shown how to improve their presentation and the need to communicate with a demanding audience is constantly borne in mind. Errors in spelling and punctuation are corrected sympathetically and according to the knowledge expected at each stage of a girl's career through the department. Should it be decided that a child needs to practise a particular spelling, the word should be recorded on the inside back cover of the subject exercise book or set as an individual target. If the comment "Please finish" is written on a piece of work or corrections are identified, this should be followed up with action to ensure that the tasks are completed satisfactorily.
- 6.4 Stickers and Merit Marks are awarded liberally for good effort and work. Particularly impressive achievements or progression or effort may be rewarded through an entry into the Prep Department Excellence or Silver book.

7. FREQUENCY OF MARKING AND FEEDBACK TO PUPILS

7.1 **Mathematics**

Most weeks should result in several pieces of classwork and two pieces of homework. Open-ended investigative and problem-solving work should also be included on an occasional basis.

7.2 **English**

Around ten to fifteen spellings, a piece of creative writing and a comprehension (which may stem from a stimulus text in any curriculum area), are assessed during most

weeks. Grammar work is less frequent as girls progress through the department and moves from an almost weekly basis in Lower One to a fortnightly exercise in Upper Two. Handwriting will also be monitored and support or extra work provided if required.

7.3 Science

One piece of written work is usually assessed every week and all pupils carry out investigations which are assessed and recorded. Marks are given when appropriate rather than grades. An end of topic written assessment is completed by all girls and marks recorded.

7.4 History and Geography

One piece of written work is marked and assessed with written and verbal feedback and comments during most weeks.

7.5 Other curriculum areas

Teachers' individual judgements are used.

8. MONITORING

- 8.1 All teachers should maintain a mark book diligently. Certain subject policy documents outline specific exercises which should have each pupil's performance logged (for example, the summative mathematics "check-up" tests in the NHM Assessment Books).
- 8.2 Evidence of pupil achievements should be available for the coordinators who are responsible for monitoring performance in each curriculum area. Over the course of the four years spent by a child in Prep, activity and progression in all attainment targets of the core subjects should be maintained.
- 8.3 Copies of individual reports are available in the Prep office and are produced by Form Tutors at the end of each term – these log academic data, trip details and extra-curricular information. Any letters of note are photocopied and kept on file: the Head of Prep is consulted whenever necessary.
- 8.4 All Prep girls undertake end of year assessments, both nationally standardised and internal tests. This data is included as part of the summer term reports. Target setting reports at the end of the Autumn and Spring terms also provide information on attendance, lateness and the number of merit points awarded.

References

1. Admissions Policy
2. Assessment and Recording Policy – (so replace with T & L Policy)
3. Behaviour Management Policy
4. Curriculum Policy
5. English as an Additional Language Policy
6. Framework for Pupil Performance
7. Pastoral Care, Discipline and Exclusion Policy
8. Reporting and Feedback Procedures
9. SEND Policy
10. Supporting Students with Long Term and Serious Medical Conditions in School Policy

11. Student Mental Health Policy