



Assessment and Marking Policy

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Contents

1. Assessment - Context	1
2. Objectives	1
3. Method	1
4. Assessment to inform Curriculum Planning	2
5. Assessment Strategies	2
6. The Assessment Framework	3
7. Leadership and Monitoring of Whole School Assessment Process	5
8. Marking Policy	5
9. For Pupils	7
10. For the Teacher	7
Appendices	9

1. Assessment - Context

This document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Exhall Grange School.

2. Objectives

At Exhall Grange, we believe that assessment practice should:

- Contribute to raising pupils' progress, confidence and self-esteem
- Challenge each pupil to achieve their best
- Celebrate the achievement and progress of each pupil
- Be purposeful and useful
- Be easy to understand, positive in tone and clear to follow
- Be meaningful to pupils, teachers and parents/carers
- Inform planning and teaching
- Give pupils a key role in evaluating their own achievements and progress
- Contribute to raising pupils' literacy and numeracy levels
- Be used at whole school level to evaluate the effectiveness of learning and teaching for all pupils.
- Include opportunities to develop peer and self-assessment skills
- Inform future planning and thereby support individual pupils achieving their targets

3. Method

These aims will be achieved through:

Assessment and Marking Policy

- Assessment of pupil learning and progress throughout a lesson to include their verbal, physical, where appropriate (e.g. PE, Swimming) and written responses to tasks evidenced in exercise books/folders and observed by the teacher in lessons
- Where appropriate, pupils' attainment is collected using Tapestry
- Termly progress assessments of pupil progress and achievement
- The annual EHCP process
- Monitoring and evaluation of pupil progress to identify areas for improvement
- Half – termly ATL assessments of pupil progress and achievement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.
- The monitoring and reporting by all Stakeholders and Professionals involved in the progress and development of a pupil.

4. Assessment to inform Curriculum Planning

Assessment is an integral part of the planning process. Teachers' curriculum planning is informed by:

- Rigorous baseline testing on joining the school, including Tapestry for EYFS and Meadows Pathway
- Star Reader testing
- Initial assessments at the start of a unit of work (Assessment for Learning).
- On-going observation, marking and pupil self and peer assessment
- Teachers' reflections and evaluations of individual pupils during each lesson
- Progress in termly assessments
- Identifying and reducing skills' gaps which might inhibit pupil progress and mastery
- End of Year Progress Assessments

5. Assessment Strategies

Teachers use a range of strategies to assess pupil progress which include:

5.1. Observing pupils

All teachers assess pupils' knowledge, understanding and skills through:

- Asking questions and listening to pupils
- Observing them in practical tasks
- Allowing time for reflection in which to talk to them about their learning and progress
- Checking and evaluating pupils' progress against learning objectives / outcomes shared at the start of each lesson
- Checking pupils' understanding of key words for each lesson
- Sharing evaluation of progress and achievement with pupils during the lesson
- Observations of activities and recording evidence to show progress

5.2. Sharing Targets with Pupils

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On a one-to-one basis:

- Class teachers/form tutors meet with pupils to share data and discuss progress with them on a regular basis
- Curriculum content and target grades are discussed with pupils by teachers on a termly basis and included on the inside cover of their exercise books/folders

5.3. Marking of Work

See separate Marking Policy.

5.4. Pupils' Self –Assessment and Responses to Teachers' Comments

At all times, pupils are encouraged to reflect upon their achievements in order to recognise where they have been successful, boost their self-esteem and know how to move forward.

Specific strategies include:

- Self-assessment of tasks with teacher providing the criteria
- Time in lesson for pupils to read, respond to and question a teacher's marking comments
- Pupils making their own responses underneath the marking as directed by the teacher verbally or through written instruction
- Pupils setting their own targets for next time and responding to teacher targets for development
- Pupils making changes to their work in light of marking
- Peer/pupil comment after the teacher has decided the level, mark or grade

6. The Assessment Framework

6.1. Overview:

- The assessment process is coordinated at a whole school level by the Senior Leadership Team.
- Challenging targets are set by teachers for each pupil to reach by the end of the school year. Targets are set with reference to the progression guidance and assessment data for each pupil.
- Assessment opportunities are provided throughout the Schemes of Work provided by Subject Curriculum Middle Leaders and subject teachers.
- Assessment is carried out by all teachers according to pathway, subject, National Curriculum and external accreditation requirements.
- At Key Stage 4 and 5, NEAs, end point assessments and visits by external moderators and verifiers are built into the assessment framework for all externally accredited courses.

6.2. Recording Pupil Progress

- Pupil progress in specific tasks is recorded in exercise books, practice examination scripts, portfolios and folders, depending on the subject.

Assessment and Marking Policy

- Overall pupil progress per term is recorded on the outside of exercise books/folders along with an Attitude to Learning (ATL) grade to provide a snap shot of pupil progress in a subject.
- All teachers record pupil progress towards their personal targets on the school data management system, 'Go4Schools' termly, in their respective mark books and ATL reports are produced half termly for their teaching groups.
- Twice a year a work scrutiny is conducted to monitor and evaluate teachers' marking to ensure it is consistent and effective in promoting pupil progress.
- Teachers attend curriculum meetings at least half termly, and once a term, pupils' work will be moderated and teacher judgements shared, thereby ensuring consistency.

6.3. Monitoring Pupil Progress

- Pupil attainment and progress is monitored on a termly basis to identify any pupils requiring intervention strategies:
 - By Curriculum Leads, teachers and AHTs.
 - From the monitoring and reporting by all Stakeholders and Professionals involved in the progress and development of a pupil.
- Proformas are completed by teachers for pupils in their classes who are underachieving and / or requiring additional support and these are evaluated on at least a termly basis by the respective Key Stage AHT.
- At department or subject level, Curriculum Leads and Subject Teachers ensure that the necessary intervention strategies are in place. Intervention in Phonics and Literacy is closely reviewed on a termly basis with the respective staff.
- AHT (for teaching and learning) oversees the intervention process, ensuring that the necessary intervention strategies are in place.
- Progress between different groups of pupils is compared. This is done by Curriculum Leaders in close liaison with subject teachers and AHTs. AHTs compare progress between different groups of pupils on a cross curricular basis across the Key stages.
- Pupils' work is scrutinised across the curriculum on a termly basis led by the Senior Leadership Team (SLT) and Subject Curriculum Leads to ensure marking, assessment and testing are carried out in line with the school's policy and that they are used effectively to help teachers improve pupils' learning. Scrutiny also ensures that pupils are given sufficient challenge, where they have to grapple appropriately with the content, not necessarily 'getting it right' first time.

6.4. Internal moderation

To assess and ensure consistency in standards, progress and quality of learning, assessed pieces of pupils' work are moderated:

- Within subject areas and pathways at curriculum meetings
- Within SLT focussed deep dives

6.5. Statutory Assessment Requirements and Reporting

The Headteacher ensures that statutory requirements in assessments are being met in liaison with the AHTs and Subject Leaders. These are:

Assessment and Marking Policy

- A baseline assessment in EYFS
- A Year 1 Phonics test where it is accessible by individual pupils
- A Year 4 Times tables test where it is accessible by individual pupils
- A teacher assessment is made in all National Curriculum subjects for all pupils at the end of Key Stage 2.
- In Key Stage 4 and 5 assessment takes place according to external accreditation requirements.

6.6. Annual Review

All parents/carers receive annual reports of their child's progress and achievements through an EHCP review as well as a report on academic attainment in the pupils' annual school report.

6.7. Reporting to External Agencies

Evidence from the Annual Review process and from formative and summative assessment strategies are used as appropriate discussion with external agencies.

7. Leadership and Monitoring of Whole School Assessment Process

The assessment, recording and reporting process is led and monitored across key stages by AHTs and within departments by Curriculum Leads and subject teachers with the full involvement and support of all teaching staff.

Headteacher and Deputy Headteacher

The Headteacher meets regularly with AHTs who in turn, meet with Middle Leaders to review the effective use of the assessment framework, in order to plan appropriate action with regard to assessment policy and practice.

The Headteacher and Deputy Headteacher reviews pupil progress data provided by the AHTs to evaluate the effectiveness of planning, teaching and resourcing.

8. Marking Policy

8.1. Purpose/Rationale

To establish a broad, consistent approach to the way a pupil's work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils know how to improve their work and will inform teacher planning and monitoring. The quality and consistency of marking will be monitored by Curriculum Leaders and Senior Leaders.

The explicit aim of the marking policy is to:

- Improve the 'quality' of marking
- Raise achievement
- Include a variety of marking methods

Assessment and Marking Policy

- Ensure understanding of learning
- Meet the needs of every pupil
- Support parental/ carer involvement and understanding
- Ensure all pupils are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with whole school vision in The School Development Priority Plan
- Enable subject leaders and teachers to plan effectively for the next stage of teaching and learning
- Ensure pupils are aware of current achievements and future targets.

8.2. Guidelines for marking

- Staff mark in green
- Pupils self-mark in purple
- Ticks within work to acknowledge accurate work
- Positive and purposeful
- Linked to success criteria
- Comments should be clear and understandable to pupils
- Age/ability appropriate

8.3. In Depth Marking

- Detailed feedback linked to pupils' individual targets
- Completed and shared with pupils on at least a half-termly basis
- Should show evidence of a pupil's response to in-depth marking. e.g. a pupil correcting spelling, grammar, setting a target or answering a question posed by the teacher.

8.4. During class marking

- Verbal/Written feedback
- SPAG feedback
- Peer-marking
- Self-marking

8.5. Good feedback includes:

- Focusing on the learning objectives
- Provided opportunities for pupils to think things through themselves
- Confirming that pupils are on the right track
- Commenting on progress over a number of attempts
- Motivating pupils to correct errors or improve their work
- Avoids comparison with other pupils
- Supports pupils next steps
- Gives pupils the opportunity to respond

Assessment and Marking Policy

9. For Pupils

9.1. Quality of Presentation

Ensuring pupils' work is well presented and well laid out is a priority. Pupils should be supported to take pride in their work and have the opportunity to present their written work in a way suited to their age and individual aptitude. This work can be handwritten or computer generated.

9.2. Presentation of Exercise books

Each exercise book/ folder should contain on the inside cover, where appropriate, an Academic Year Progress Sheet with termly attainment (see Appendix 1) , ATLs, National Key Stage starting point and generated targets for the academic year.

10. For the Teacher

10.1. Marking for Attainment and Progress

Marking for Literacy

To ensure our literacy targets are achieved, there needs to be a common and consistent approach to the marking of SPAG errors. In conjunction with common symbols below, the following symbols can be used to correct literacy errors.

P=Punctuation	Errors in punctuation should be circled for follow-up by the pupil
Sp = Spelling	Errors with spelling should be indicated and follow-up will include (a) correction or (b) re-writing of the incorrect word(s)
Gr = Grammar	Errors with grammar should be indicated and follow-up will include (a) correction or (b) re-writing of the incorrect word(s)
// = New paragraph	
? = Unclear	<i>Use to indicate unclear language use</i>
^ = Missing	<i>Use to indicate a missing word or words</i>

10.2. Support

The following abbreviations can be used by all staff on pupils' work when it is appropriate to indicate the level of support provided.

Ind – Work completed independently

V – Verbal support provided

Assessment and Marking Policy

- Phy – Physical prompts given e.g. hand-held letter formation
- S – Scribe
- C – Copied from a model
- G – Work guided by an adult
- 1:1 – Individual support provided throughout activity
- D – Work discussed with pupil

10.3. Attitude to Learning (ATL)

Pupils are encouraged to reflect on their attitude to learning. Staff could include this grade when discussing work with pupils. It is also recorded alongside attainment levels on school reports and termly data sent home to parents/carers.

ATL 4	A very motivated and hardworking pupil	• Takes full responsibility for their learning. • Will always try to complete work to the best of their ability. • Demonstrates an ability to work independently. • Has a positive approach to learning.
ATL 3	A well motivated and hard working pupil	• Demonstrates a keen interest in their work. • Works to a standard that reflects their ability all the time. • Is determined to achieve. • Is developing the skills to enhance their own learning.
ATL 2	A pupil with potential to achieve more	• May show limited commitment, which may be hindering progress. • Will not always seek assistance when it is required. • Does not always complete all tasks presented to them. • May lack the initiative or motivation to develop their learning. • Class work and/or homework may be completed to a basic standard and sometimes may not be attempted.
ATL 1	A poorly motivated pupil	• Behaviour and negative attitude adversely affect their learning and that of others. • May often be inattentive and/or disruptive in class. • Regularly fails to complete class work or homework. • Shows minimal commitment to class work and homework.

Appendices

The Exhall Grange 'Non-negotiables' for Learning and Teaching

Appendix 1 – Academic Year Progress Sheet with termly attainment and half termly ATL

- To be placed on the front of the exercise book / folder – Secondary



Name

Nat. KS Starting Point	
Nat. End of KS Target	
Nat. End of Year Target	
Teacher adjusted EOY Target	

RA TERM 1
RA TERM 2
RA TERM 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mark						
ATL						

- To be placed on the front of the exercise book / folder – Primary

Name

RA TERM 1
RA TERM 2
RA TERM 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stage						
ATL						

Appendix 2 Poster for display**We're all marking the same way at Exhall Grange!**

Green	Your teacher's marking
Purple	Your marking
+	Shows something good about your work
-	Shows where you have misunderstood something or are incorrect
I	An improvement you should make
T	A teacher target to help make your work even better or a target you have set yourself to make your work even better
√√	Shows a very good aspect of your work
P	Shows a punctuation error
Sp	Shows a spelling error
Gr	Shows a grammar error
Exp	Written expression needs improving
//	Shows you need to paragraph your writing
?	Shows your language use is unclear
^	Shows you have missed out a word