



# ASSESSMENT, MARKING AND REPORTING POLICY

## **Aims of Assessment and Marking at Huddersfield Grammar School**

To provide feedback to pupils on the progress being made and their level of understanding  
To enable pupils to know what they need to do to improve  
To encourage the setting of targets (by pupils and members of staff) for future work  
To inform teachers of the progress being made, the degree of understanding and mastery of concepts and skills.

A variety of assessments may be used by subject teachers. These may include:

- Summative assessment such as testing or work set to establish the degree of understanding
- Formative assessment, such as discussion, questioning pupils, providing feedback verbally and through marking, target setting by teachers and pupils.

## **Marking and Assessment**

The Marking Policy provides guidelines within which academic departments develop more detailed departmental marking policies.

Marking is an opportunity for both teacher and pupil to assess and evaluate academic progress in a supportive, consistent and individually tailored context.

Marking should be calculated to:

- Develop pupils' knowledge, understanding, imagination and performance,
- Demonstrate to pupils the importance that teachers attach to their work
- Monitor the progress of individuals, classes and Year Groups; alert teachers, subject leaders and pastoral leaders to pupils' needs and difficulties.

Most work should be marked by the teacher. Where pupils assess their own or each other's work, through self-assessment or peer assessment, it should be monitored regularly.

Work should be marked frequently and returned promptly. This is likely to be once a week to encompass most work.

Progress on long-dated tasks should be monitored to ensure that interim and final deadlines are always met. Where pupils are engaged in project type, lengthier tasks, weekly assessment or consultation can take place alongside a terminal mark, i.e. pupils should not be left, even at A level, with a lengthy period prior to a deadline (2-3 weeks) without some form of interim assessment.

Pupils should understand the marking criteria. Teachers should explain their marking and grading criteria, which should be in line with departmental policies. In some subjects this may be assisted by giving pupils inserts for exercise books or files.

Where appropriate, work may be given a grade or numerical mark which is recorded.

Most work should carry a comment. This may be:

- Brief in the case of mechanical tasks requiring fixed responses,
- A congratulatory or encouraging sentence,
- A comment or target of specific advice on how to improve,
- An explanatory analysis of errors,
- A direction towards further independent research,
- An instruction to arrange individual tuition.

It should be possible for a pupil to understand where and how they have gone wrong and what they need to do to improve.

Pupils may also comment, drawing the teacher's attention to problems successfully overcome or to continued difficulties and uncertainties and be encouraged to set targets for future work.

Subject to the need to move on and not to demoralise, important and significant errors should be corrected by pupils. Corrections when required should be checked by the teacher.

Prohibited collaboration should be identified and penalised.

The work of dyslexic or other pupils with Curriculum Support should be in line with the advice received from the Special Educational Needs Co-ordinator.

The Head of Department / Subject teacher is responsible for the development, monitoring and consistent application of a departmental marking policy, which should include consideration of:

- Frequency, e.g. at least once each week on average,
- Use of comments,
- Marking of coursework and controlled assessments:
  - (i) Establishment of deadlines,
  - (ii) Interim assessment,
  - (iii) Extent of communication of information to parents and pupils,
  - (iv) Application of criteria externally determined by examination boards,
  - (v) Maintenance of records,
- Use of individual pupil targets,
- Tracking of long-term progress,
- Use of worksheets with mark allocations and time indicators,
- Standardisation of marks for comparative purposes where necessary for school assessment systems, internal examinations, setting and reporting,
- Marking the work of pupils with special needs in accordance with the policy of the Curriculum Support Department,
- Other matters peculiar to individual departments or that may arise from time to time.

Teachers should make an intelligent judgement of the most effective balance between the proportion of time spent on marking and on other important teaching techniques.

## **Homework and Assessment**

Homework is an essential part of every pupil's education and it plays a crucial part in ensuring a successful and happy school career. There is a school Homework Policy.

### **The Purposes of homework**

- To develop in pupils independence and personal responsibility for learning.
- To promote partnership between pupils, staff and parents.
- To reinforce and consolidate classroom learning.
- To prepare for future class work.
- To learn, revise and review work already covered.
- To provide opportunities for individual research.
- To promote enjoyable and purposeful learning at home through an interesting variety of achievable tasks of different levels.
- To encourage pupils to engage in a degree of self-assessment regarding their understanding and progress of work done in school.

### **The Role of Pupils**

To take responsibility for homework, to value it as a part of the learning process and to reflect on their progress. A Pupil Planner is issued to all members of the school.

- Pupils should listen carefully to instructions.
- They should note down these instructions clearly.
- It is their responsibility to ensure that they understand what is expected of them and to consult the teacher before the completion date if they are experiencing difficulties.
- They must ensure that they have the resources needed to complete the homework.
- Homework should be carried out to the best of their ability.

- Homework should be completed by its deadline.
- Pupils should plan ahead and prioritise in order to meet deadlines.
- If pupils are absent, they are responsible for seeking the advice of the teacher in order to make up all essential work missed.
- Pupils should be aware of the School Homework Timetable and remind teachers to set homework if necessary.

## **The Role of Staff**

### **All Teachers**

- To set homework as prescribed by the agreed Homework Timetable.
- To act in line with School and, where appropriate, departmental marking policies.
- To ensure that homework is set in reasonable time before the end of the lesson. If unable to do so, homework should be communicated to the Form Tutor.
- To ensure that pupils clearly understand the task, the completion date and the arrangements for handing in the work.
- To give an appropriate response to completed homework within a reasonable time.
- To ensure that tasks set are achievable in the time allocated and appropriate for a pupil's ability.
- To encourage pupils to reflect for themselves on the purposes of the homework they do and how well they have done it.
- To maintain careful, ongoing records for each pupil regarding completion, achievement, absence and late submission.
- To recognise and reward outstanding work and take appropriate action for late or poorly completed homework.
- To liaise with form tutors when pupils are producing late or substandard homework.
- Staff should inform their pupils at the start of the year what to do in the event of homework not being.

### **Form Tutors**

- To alert staff to any relevant home or personal circumstances, which might affect a pupil's ability to do homework.
- To assist pupils in developing positive attitudes, better organisation and time management.
- To liaise with the Pastoral Deputy Head about pupils who are having difficulties with homework.

### **Pastoral Deputy Head**

- To work with Form Tutors and Subject Leaders in order to help and support pupils who need to overcome persistent and serious difficulties.
- To respond to general queries and concerns from parents, liaising with form tutors and Heads of Departments and passing on to them specific queries, as appropriate.
- To liaise with the parents of pupils who have serious homework problems.

### **Senior Deputy Head & Assessments Co-ordinator (Senior Management Team)**

- To be responsible for the school policy and its communication to various parties.
- To take appropriate action in support of staff in the case of pupils with serious homework problems
- To ensure that departmental policies are in line with the school policy and are being effectively implemented.

### **The Role of Parents**

- To provide conducive surroundings
- To ensure that homework is completed on time.
- To ensure that enough time is provided to complete the homework set.
- To monitor the average amount of time spent on homework and to check that this is broadly in line with the school guidelines for the year group.
- To check pupil planners where this is appropriate.
- To inform the school immediately, by telephone or letter, of any circumstances which make it difficult to complete homework.
- To contact the school with any concerns.

### **Examinations**

Marks are recorded and standardised for monitoring and comparative purposes. In addition, the Year 10 and Year 11 examinations are assigned a grade to indicate what the mark gained would have achieved in a GCSE examination.

## **Reporting and Parents' Evenings**

Full School Reports are written for all Year Groups twice a year. Streamlined Reports are provided three times during the school year at the end of each half-term when there has been neither a Parents' Evening or School Report.

Each year group will also have a parents' evening during the year for subject staff to report to parents (and pupils from Year 9 upwards) on progress.

In addition, Year 9 pupils have an 'Options Evening' where they can meet Subject Leaders with their parents to learn more about subjects at GCSE level.

Arrangements for the reporting schedule and parents evenings are published for the academic year and communicated to staff and communication is made with parents via the school calendar.

Appropriate guidance to staff on the criteria and how to complete the various reports is provided.

## **Pupil Monitoring and use of MidYIS and YELLIS information**

Using the school's database and network, information on school-wide assessments is stored and can be accessed by staff. This includes reference to previous reports and examination results. In addition, the performance of pupils is tracked from entry and discussed as appropriate.

Extensive use is made of data provided by the CEM centre. All pupils in Year 7 take the MidYIS examination and pupils in Year 10 will take the YELLIS examinations. The results of these tests are communicated to staff and form the basis for the creation of individualised 'Stretch Targets' for each subject area.

On the publication of value-added data post GCSE, Heads of Departments meet with the Headmaster and members of the Senior Management Team to discuss the outcomes and analyse the data in more detail. This complements the Exam Review that Heads of Department or subject teachers will complete as part of a Departmental Audit.

## **Target Setting**

National Curriculum Levels are given to each pupil each term. These levels are recorded in the school's database to allow the tracking of an individual and/or group's attainment. Where targets appear unlikely to be met, it is expected that the school will adopt appropriate intervention strategies to ensure, as much as is possible, that this is rectified.

In the GCSE examination years subject specific grade targets are set for each pupil. Use is made of the MidYIS and YELLIS data as well subject staff's particular knowledge of a pupil. Targets are communicated to parents and referred to on reports and at other times as appropriate.

When full reports are completed, each pupil should be provided with a suggestion for improvement from their subject teacher.

More generally, as part of the teaching and learning policy, setting of targets by staff, or pupils, following assessment of their work is encouraged.

For pupils not meeting their targets, the teacher, in conjunction with the Subject Leader, will set interventions to raise the pupils work to the expected level of performance. The predicted grades will also be monitored against the subject target grades and this will be appraised during the Subject Leader meetings.

## **Daily Report**

Following a reporting period, a pupil may be placed on Daily Report to monitor aspects of their work and/or behaviour.