



# Kirkbie Kendal School Academy Trust

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<b>Change Record</b>		
Version	Date	Description
1.1	16.5.17 (Curriculum) 18.7.17 (FGB)	Addition of reference to Purple Pens and E,G,S,L feedback to students
1.2	4 Dec 18 (Curriculum)	Addition of Section 7. GDPR
1.3	Curriculum 2 Dec 19	Changes to take account of current practice
1.4	Curric 8 Dec 20	Addition to Section 4 – students that have no KS2 data
1.5	SLT 1.11.21 Curric 06.12.21	Minimal changes

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# KIRKBIE KENDAL SCHOOL ACADEMY TRUST

## ASSESSMENT, MARKING, FEEDBACK & REPORTING POLICY

### 1 GENERAL AIMS

- To ensure effective assessment which informs future learning activities.
- To provide effective feedback to students which will increase their level of understanding.
- To actively involve students in their own learning and assessment.
- To communicate assessment information regularly, simply and effectively to students, parent/carers/carers and relevant external professionals.
- To use targets to provide challenge for students.
- To measure Individual, Subject and School progress and assist School self-evaluation.

### 2 PRINCIPLES

- National benchmarks are used to set challenging targets.
- Marking and Feedback should inform future teaching and lead to improvement in student progress.
- Students should be provided with regular and varied opportunities to show what they know, understand and can do.
- Students should be involved in the assessment process so that they learn to identify the quality of work expected of them to achieve their potential.
- Assessment data should be used to help evaluate the effectiveness of the curriculum and teaching, and to predict future performance.
- Assessment, recording and reporting practice should be of a high standard, manageable and not make excessive demands on teacher time.

### 3 MARKING AND FEEDBACK

Written Feedback should:

- Relate to lesson objectives and learning outcomes.
- Acting on feedback should increase or deepen student learning or understanding.
- Challenge the students to think for themselves.

#### 3.1 Marking:

- Must be regular, kept up-to-date, and promptly returned to students.
- Each subject's assessment policy should determine the frequency of quality feedback (see 3.3).
- Marking in books should show a constant presence. This can be from ticks and comments during the lesson as well as marking out of the lesson.
- Departments marking should follow the school Literacy Policy.
- Important and significant errors should be highlighted.
- Marks should be recorded in a mark book or on School Information Management System (SIMS).

#### 3.2 Feedback:

- Formative comments will be given that facilitate improvement in a student's performance.
- Over the course of a term, when marked work is returned to a class, time must be set aside to allow each student to respond to the feedback and deepen their knowledge, understanding or skills. Improvement comments will take time to be acted on and will be completed using a purple pen. Students should spend at least 15 – 20 minutes acting on these comments which should be completed in a purple pen. This could be a class or homework activity.
- Students' work for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation will be needed to produce consistent standards between different teachers.

### 3.3 Frequency of High Quality Feedback:

- The type and extent of written feedback will vary from subject to subject.
- If you see a class for 3 hours or less a fortnight the expectation is that you should give quality written feedback at least once a half term. If you see the class more than 3 hours a fortnight, then quality written feedback should be given at least 2 or 3 times a half term. This will be set out in the departmental assessment policy.
- Progress grades (E,G,S,L) will be awarded to students in line with the frequency of high quality feedback. These progress grades inform students of the progress they are making.
- Verbal feedback should occur in all lessons and using a variety of methods such as peer coaching, using exemplar work, one on one feedback etc.

Role	Responsibility
Teacher	<p>Formative feedback will be given that facilitates improvement in a student's performance.</p> <p>Return work to students promptly and give students time to respond to improvement comments. Improvement comments will be completed using a purple pen.</p> <p>Should mark work for external examinations using the marking criteria from the exam board.</p> <p>Take part in internal and external moderation to ensure consistent standards between teachers and within the department</p> <p>Ensure work is marked in line with the frequency specified by departmental policy.</p> <p>At KS4 ensure that students have the target level or grade clearly on display on the inside cover of their exercise book or folder.</p> <p>At KS3 ensure that students have the flight path stickers displayed on the inside cover of their exercise book or folder.</p> <p>Should award progress grades (E,G,S,L) to students in line with the frequency outlined above.</p> <p>Share good practice in department meetings</p> <p>Record accurate marks/levels/grades in mark books and on SIMS as required by the A&amp;R calendar.</p> <p>Identify students who are not making the expected progress and intervene as appropriate.</p>
TLR Holder	<p>Ensure that all staff within the department follow the department assessment policy and that this reflects the whole school policy.</p> <p>Contribute to work scrutiny and monitor feedback and response to that feedback in books, at least every half term and review progress in appraisal meetings.</p> <p>Plan opportunities to moderate key assessment activities internally and externally to ensure consistency.</p>
Teaching Assistant	<p>Read through the comments written by teachers in order to guide any pupils they are working with in the class and to liaise with members of staff as appropriate</p>
Leadership Team	<p>Devise a programme to monitor the implementation of the Whole School Assessment, Marking Feedback and Reporting Policy.</p> <p>Carry out work scrutiny as part of Departmental Reviews and other work scrutiny</p>
Students	<p>Complete all assessment tasks to the best of their ability</p>

Role	Responsibility
	Act on feedback from teachers and peers and seek support when needed With guidance from teachers, sometimes mark their own or another students work. When advised, self-assess work using criteria.
Parent/carers/carers	Encourage and support your child Read through the comments written by teachers and discuss them with your child

#### 4 BENCHMARKS, ASSESSMENT, TRACKING AND INTERVENTION

##### Basic Principles

The most important aspect of any assessment is that it helps students to make progress with their learning and informs future planning of learning activities. Grades by themselves tell students how they compare to others but don't tell them how to improve their work or deepen their understanding. Tests, marking criteria and examples of work show students the standards expected of them. Feedback on their work guides them through the steps needed to improve and reach these standards.

##### Progress

Every child arrives at Kirkbie Kendal School having reached a different level of attainment. We have to take into account this level of attainment when measuring progress. Progress scores awarded will take into account how well each student is doing in comparison to their starting point. All students can make exceptional progress and therefore can reach the highest levels of attainment.

##### Flight Paths

Every student will be given a 'Flight Path' based initially on Fisher Family Trust (FFT) 20 benchmarks from FFT Aspire. These FFT benchmarks are based on KS2 outcomes and are checked using our own internal baseline assessments. The Flight Path sets out the pathway to the likely GCSE grade destination at the end of Year 11 using the new GCSE scale from 1-9.

Where students do not have any external KS2 data on which to base their Flight Paths subject internal baseline assessments will be used to assign Flight Paths. When a whole cohort has no KS2 data the cohort will be benchmarked using other KS3 year groups and internal baseline assessments to assign Flight Paths.

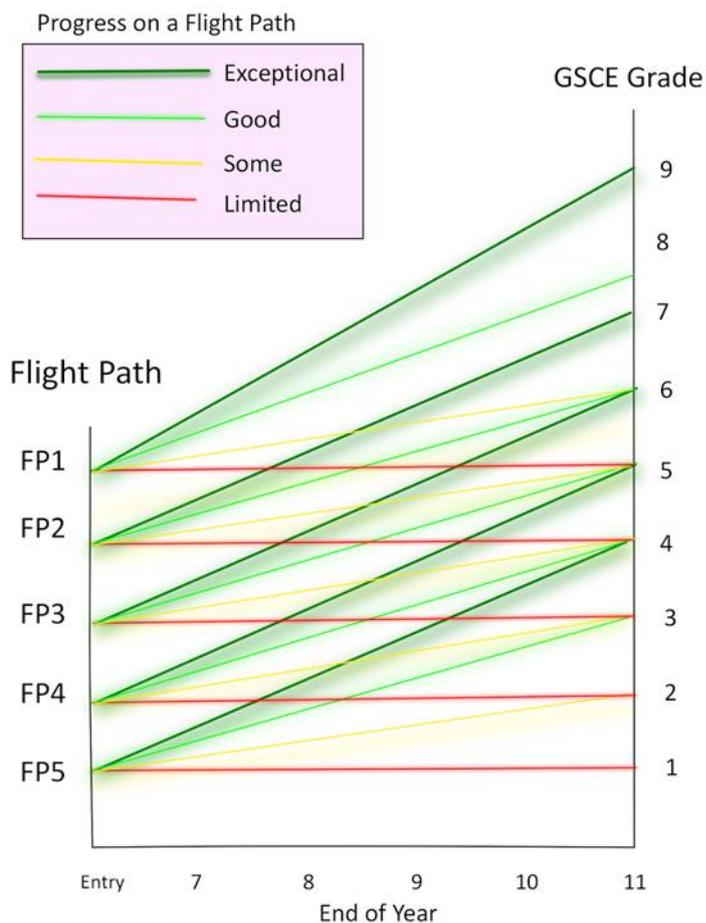
Separate Flight Paths will be allocated for each subject. These Flight Paths are likely to be the same for many subjects. Each year the Flight Path will be reviewed so that a student can move to a higher or lower Flight Path if their progress suggests this is appropriate. This will be done initially through discussion with HoD and then Deputy Head Curriculum.

These Flight Paths will not be used to label students but will sit in the background of our data systems to help teachers award the appropriate progress grades. There are 5 Flight Paths (FP1 – FP5) which cover our cohort effectively.

##### Flight Paths and Progression

Flight Path	Exceeding Target <b>Exceptional Progress</b>  E ++	Securely on Target <b>Good Progress</b>  G +	Approaching Target <b>Some Progress</b>  S =	Below Target <b>Limited Progress</b>  L -
FP1	9/8	8/7	6	5
FP2	7/8	6	5	4
FP3	7/6	5	4	3
FP4	5	4	3	2
FP5	4	3	2	1

For reference to old GCSE grade outcomes: 9~A\*\*, 8~A\*, 7~A, 6~B, 5~B/C, 4~C, 3~D, 2~E/F, 1~G.



It is expected that G meaning Good Progress is the default grade for students who are completing work routinely to a good standard. E meaning Exceptional Progress indicates that a student is pushing to the top end of the Flight Path. S meaning Some Progress means that the student is making progress but needs to increase the rate of progress to achieve the high standards targeted. The standards set are challenging; Experience tells us higher targets are more likely to lead to strong academic progress.

The graph to the left shows how a student may progress across each year on each Flight Path.

Although we are giving discrete number outcomes on the Flight Path scale, each number is indicative of a wide attainment range. Teachers are using different kinds of assessment to make a best fit judgement about the progress grade that is likely to lead to GCSE outcomes if the current rate of progress is continued.

It is important to note that these numbers do not form a ladder. Students making Good Progress throughout Key Stage 3 will retain the

same Progress Grade. Also a student may have an excellent Attitude to Learning score but an S for progress indicating that there is a specific area of difficulty that requires some intervention. Additional intervention is likely to be appropriate for students with an S or a L.

Each subject has its own assessment model to track the learning of the students in each topic or area of work. The assessments are subject-based because what works well to provide learning information for one subject area may not help in a different subject. Each subject will use this assessment information when allocating Progress Grades for reports.

**Key Stage 4 and Key Stage 5 Target Setting**

At Key Stage 4 and Key Stage 5 students' flight paths will be replaced by an individual subject target. Target setting discussions will take place between the subject teacher and the student to set appropriate targets for students.

At Key Stage 4 these targets will be informed by Fisher Family Trust 20 benchmarks. At Key Stage 5 these targets will be informed by A Level Performance System (ALPS) benchmarks.

The student target will be reported to parent/carers/carers and will be shown on target stickers at the front of books/folders. The FFT or ALPS benchmark will be used when calculating residuals for the class. At Key Stage 4 students will still have a target grade and will still have a progress grade reported.

The following table should be read in conjunction with section 3 (Marking and Feedback)

Role	Responsibility
Teacher	At Key Stage 4 and Key Stage 5 set targets with students using benchmarks as a guide. Use prior attainment data to plan assessment tasks appropriate to the class. Track and record the progress of students against benchmarks and intervene where appropriate. Track the progress of Higher Attaining, Disadvantaged and SEND students and

	<p>intervene where appropriate.</p> <p>Record 3 Assessment marks for each class in the subject mark book and use these and other assessments to record progress in line with the A&amp;R calendar.</p> <p>Complete reports in line with whole school A&amp;R calendar.</p>
TLR Holder	<p>Implement an appropriate scheme of assessment over all year groups to enable progression to GCSE/AS/A level exams.</p> <p>Ensure all staff are supported with moderation of standards of assessment including the use of progress grades to report on progress to parent/carers/carers.</p> <p>Attend any external moderation in line with in line with exam board policy and specification.</p> <p>Track the progress of students including groups (Higher Attaining, Disadvantaged, SEND and less able) and classes against benchmarks and intervene where appropriate.</p> <p>Report on the progress of students and groups of students in line with the A&amp;R calendar.</p>
Head of Year	<p>Track the progress of students and departments with reference to groups (Higher Attaining, Disadvantaged, SEND and less able).</p> <p>Implement intervention strategies with individual students.</p>
Teaching Assistant	<p>Know the assessment information for targeted students and liaise with the teacher about improving progress</p>
Leadership Team	<p>Ensure prior attainment data and benchmark data is available to all teachers.</p> <p>Track the progress of students and departments with reference to groups (Higher Attaining, Disadvantaged, SEND and less able).</p> <p>Monitor progress of students across all departments challenging weak performance and supporting improvements.</p> <p>Use tracking information to report on outcomes to HT</p>
Students	<p>Agree targets with teacher.</p> <p>Monitor their own progress against these targets.</p>
Parent/carers/carers	<p>Liaise with school to ensure appropriate progress.</p>

## 5 ASSESSMENT AND REPORTING CALENDAR

A detailed A&R calendar will be available at the beginning of each academic year which will specify dates for Mock Exams, End of Year Exams, Interim Grade Sheets, Full Reports, collection of predicted levels or grades and Subject Parent/carers/carers' Evenings.

## 6 REPORTING: GUIDANCE FOR COMPLETION OF FULL REPORTS

Progress is reported once a term in one of three formats – Interim Grade Sheets, Full Reports and Subject Parent/carers/carers' Evenings.

### Subject Reports

Full Reports are to be written once a Year for each Year Group. Subject Teachers are expected to follow the guidelines below when writing Reports.

### Key Stage 3

- **Progress.** Excellent Progress, Good Progress, Some Progress and Limited Progress. This is based upon progress on the Flight Path. Excellent Progress – exceeding target, Good Progress - securely on target, Some Progress – approaching target, Limited Progress – below target.
- **Attitude to Learning.** Scores based upon a numerical scale of 1-4, where 1 is poor and 4 is excellent.
- **Teacher Comment.** Give one personalised sentence and one specific piece of advice for improvement. This should be a minimum of two sentences.

#### Key Stage 4

- **Student Target Grade.** Produced by combining benchmark data indicators with teachers’ own judgements and discussions with students about maximum potential by the end of the course.
- **Progress.** Excellent Progress, Good Progress, Some Progress and Limited Progress. This is based upon progress towards the DfE benchmark (FFT 50).. Excellent Progress – exceeding DfE benchmark, Good Progress - securely on DfE benchmark, Some Progress – approaching DfE benchmark, Limited Progress – below DfE benchmark.
- **Attitude to Learning.** Scores based upon a numerical scale of 1-4, where 1 is poor and 4 is excellent.
- **Teacher Comment.** Give one personalised sentence and one specific piece of advice for improvement. This should be a minimum of two sentences.
- **Forecast Grade.** The Grade or level which the student will achieve at the end of the course if he/she continues working as they are now. This will not be reported to parent/carers/carers, who will have the progress grade, but is used to track progress and target interventions.

#### Pastoral Reports

Pastoral Reports are written by the student’s Form Tutor to accompany Subject Reports. They aim to describe and celebrate the student’s wider contribution to school life and their personal development, as well as reinforce the Subject Reports.

The Form Tutor Pastoral comment should be written in the third person with the parent/carer/carer as the audience and may comment on:

- Attitude and ethos of the student including their general participation in the life of the school, e.g. use of the Library, volunteering, charity days etc
- A student’s contribution to the Form
- Any extra-curricular involvement e.g. music clubs, DoE
- Refers to Year Group specific issues e.g. Options, Sixth Form applications, work experience, transition, UCAS.
- Demonstrates by its language and tone that the student is known and cared for

Role	Responsibility
Teacher	Complete reports in line with whole school A&R calendar.
Form Tutor	Complete pastoral reports in line with whole school A&R calendar.
Head of Department	Sample check the quality of the department reports and liaise with teachers where necessary.
Head of Year	Check the quality of reports and write year head report in line with the A&R calendar.
Leadership Team	Sample check the quality of reports and write LT comments for Y11 and Y13 reports.
Parent/carers/carers	Liaise with school to ensure appropriate progress.

#### 7. GDPR

Teachers recognise that assessment and marking includes student information and have received training regarding the management of personal data.

**Related Policies:**

Appraisal Policy

Curriculum Policy

Gifted and Talented Policy

Learning & Teaching Policy

Work Related Learning Policy

SEND Policy

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