



WAKEFIELD GIRLS' HIGH SCHOOL

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VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD (2 YEAR)

Version	Date	Change details
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V1.02	Jan 2022	Reviewed, HJB, WGHS Head, JOR, 6th Form Head
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WGHS Senior Section Marking and Assessment Policy

1. Purpose of the policy

The purpose of this policy is to outline the assessment, marking and reporting offered at WGHS.

List of abbreviations and meanings

PSHEE - Personal Social Health Economic Education

RSE - Relationship and Sex Education

Linked Policies

This policy should be read in conjunction with:

WGHS Curriculum Policy JS

WGHS Curriculum Policy SS

2. Policy Aims

This policy aims to:

- Outline the principles for assessment, marking and reporting
- Provide detail about the assessment, marking and reporting at all key stages

3. Introduction and Overview

Wakefield Girls' High School uses assessment, marking and reporting as tools which assist in the raising of standards and in the future planning for teaching and learning:

The Policy is based on a number of principles:-

- To gain a knowledge of each student's achievements (what they know, understand and can do) and attainment levels (the marks/levels they obtain) in order for them to maximise their full potential;
- To provide, analyse and use internal and external data to:
 - Agree a baseline that makes comparisons possible
 - Identify trends over a student's school career
 - Track students' progress
 - Predict students' performance at public examinations
 - Raise individual student and staff expectations
- To provide objective and meaningful evidence to feedback accurately, clearly and regularly to students, parents and colleagues;
- To provide all staff with information to support students' progress;
- To promote independent learning;

- To help in the identification of students with specific learning needs and support their needs

In practice, the above principles can only be achieved if there is agreed action as outlined below.

By individual teachers:

- Assessment tasks include public examination questions
- Assessment criteria are shared with students so they understand what is expected of them to reach a high standard
- Opportunities are provided for peer and self-assessment in addition to teacher assessment
- A range of strategies is used, including enquiry, class work, home work, observation of and discussion with students, as well as written and practical tests
- Assessment data is used to determine whether learning objectives have been met and to inform future lesson planning
- Records are kept in mark books/spreadsheets/firefly/google classroom and on students' work
- Assessment information is made available to the next teacher at the end of the academic year or the beginning of the following academic year

4. Marking Feedback and Grading

Feedback to students and parents is an extremely important part of the teaching/learning process. Therefore, regular marking of written work combined with regular testing is essential. This allows teachers to monitor both the effectiveness of their teaching and the progress made by individual students. It also allows the students to assess their own progress and to identify any areas of weakness or lack of understanding which can then be remedied. Feedback should be both summative and formative.

Standard practice

- Marking of students' work should be carried out every 2/3 weeks - and should be systematically recorded in books/on google classroom or Firefly.
- Marking should be carried out against a prepared scheme so that consistency is maintained across not only class groups but throughout departments and across year groups.
- Whenever possible a breakdown of how marks are to be awarded should be prepared and communicated to students to facilitate the planning of the work.
- Realistic and positive feedback is an extremely important facet of the assessment procedure and a balance of praise and criticism should be used for all students. Any marks or grades should be accompanied by helpful, constructive comments that are positive, detailed and specific enough to encourage the student to make progress. These could be in writing on individual pieces of work or given verbally to individuals or recorded on firefly or google classroom or where appropriate, given to whole groups.
- It is important to point out incorrect spellings, grammar, punctuation and procedures; not only in the light of present GCSE marking regulations, but because failure to do so usually means that identical errors will be repeated in future pieces of work.

- Where appropriate students should be made to correct mistakes and where corrections have been asked for it is important they are checked by the teacher.
- Assessment of students should include a **variety of techniques** but should include regular testing, which may vary from short, impromptu tests to longer ones where students have been given the opportunity to revise.

For subjects that are taught jointly with QEGS:

Please advise your counterpart at QEGS of any issues you are having with a pupil– it may be that they are happy for you to phone parents or if their is a bigger issue they might want to phone parents on your behalf.

If you do not have a counterpart at QEGS, then please inform the Head of Sixth Form so he can support and monitor the pupil.

If there are any communication problems, please inform the Deputy Head Academic who will contact a member of Academic SLT at QEGS.

Within Departments:

- There should be ongoing review of schemes of work to identify assessment opportunities, to match learning objectives and attainment of students
- Marking criteria should be discussed within departments and, where appropriate, standardisation/moderation meetings should occur to obtain agreement on teacher judgement
- Use of pupil database for recording and analysis of data
- Written internal examinations -
 - Entrance Examinations e.g. at 11+
 - Years 7-10 in May/June
 - Year 11 Mocks in January
- Performance, practical and oral examinations occur in subject time wherever possible, and out of the examination period
- External baseline testing -
 - Year 7 MIDYIS in the Autumn Term
 - Year 11 public examinations in May/June
 - Year 12 Alis testing
 - Year 12 public examinations in May/June
 - Year 13 public examinations in May/June

Marking of examination papers and results

Years 7-10 only:

- Results should be placed in the spreadsheets in staff shared and should be returned to the students once the grades have been agreed with the Deputy Head Academic

Early and late examinations and student absence

- Decisions about whether examination timings can be altered will be dealt with on an individual basis and at the discretion of the staff involved. The grade will appear on the report in brackets. **Only grades obtained taking an examination at the published time during the examination period will be counted when determining the prize list. The only exceptions are when students are on International duty or ill with a Doctor's note.**

5. Reporting

WGHS Grade Descriptors for Reports

Attainment Grades

Year 7-9

- A1 Attainment is outstanding
- A2 Attainment is excellent
- A3 Attainment is very good
- B1 Attainment is good
- B2 Attainment is creditable
- C Attainment is acceptable
- D Attainment is unsatisfactory
- Not applicable or not able to give a grade

Years 10 and 11 GCSE grade scale 9-1

Year 12 A level grade scale A*-E, U

Year 13 A level grade scale A*-E, U

In the examination years the grades are for current attainment and are not a predictor of future performance in public examinations.

The attainment grade should reflect a teacher's total assessment of a student's performance so far in the course based on homework, classwork, any departmental tests and other information deemed appropriate by the teacher compiling the report.

It is expected that attainment grades will be moderated by departments to ensure a uniform and appropriate interpretation of grades. The year group and not the class should be taken as a standard measure when using this attainment scale. The intention is to inform both the student and the parent of progress being made.

The end of year examinations will clearly stand alone as a further measure of assessment and progress. This attainment grade should again reflect the performance in the examination and should be relative to all students in the year group and not just to those in the teaching group or set.

Academic Attitude

<p>Excellent This student is always fully engaged in lessons, showing a high level of confidence and natural curiosity. The work produced in class and at home is always completed to the best of their ability and all deadlines are met. This student is always ready to learn both independently and collaboratively, is not averse to taking risks and is receptive to guidance and other perspectives. This student is always resilient and is prepared to persevere and practice in order to develop and consolidate her learning.</p>
<p>Good This student is usually engaged in lessons, showing a good level of confidence and natural curiosity. The work produced in class and at home is usually completed to the best of their ability and all deadlines are met. This student is usually ready to learn both independently and collaboratively, is not averse to taking risks and is receptive to guidance and other perspectives. This student is usually resilient and is prepared to persevere and practice in order to develop and consolidate her learning.</p>
<p>Satisfactory This student is generally engaged in lessons, showing a satisfactory level of confidence and some natural curiosity. The work produced in class and at home is generally completed to the best of their ability and all deadlines are met. This student is generally ready to learn both independently and collaboratively, is sometimes prepared to take risks and is becoming more receptive to guidance and other perspectives. This student shows some resilience and is improving her ability to persevere and practice in order to develop and consolidate her learning.</p>
<p>Unsatisfactory This student is not engaged in lessons and her behaviour is below expectations with little evidence of natural curiosity. Work in class and at home does not reflect their potential and deadlines are seldom met. This student shows little resilience and needs to improve her ability to persevere and practice in order to develop and consolidate her learning.</p>

Merit Attainment (MA) and Merit Effort (ME) awards are given to students in all year groups each time a report is sent to parents. Staff may award up to five MAs and MEs in every group that they teach. In the case of subjects that are set from Year 9 -11 (and the banding of Year 8 Languages and Maths), students must be awarded academic merits (MAs) on transparent academic grounds. In these cases the number of merits to be awarded must equate to the number of groups taught in proportion across the year group. eg History has 4 teaching groups, award up to 20 MAs; Textiles has 1 teaching group, award up to 5 MAs. Heads of Year will check the collection of these awards and letters are sent to parents to acknowledge the number of MAs and/or MEs awarded above a set number.

Reporting Schedule

Year 13	2 Grade sheets and 2 Parents Evenings
Year 12	3 Grade sheets and 2 Parents Evenings
Year 11	2 Grade sheets and 2 Parents Evenings
Year 10	3 Grade sheets and 2 Parents Evenings
Year 7 -9	3 Grade sheets and 1 Parents Evening and Letter home from Form Tutor

Form Tutors

In the Summer term, Tutors should also write a letter which makes comments on the progress made, and understanding pupils have of the RSE curriculum covered in that year is also made. Further comments about a student's participation in Form activities such as charity events, assemblies, Inter Form sports etc. A student's participation in extra curricular activities should be noted, especially any outstanding achievements or certificates that have been awarded. Tutors should also mention if they can: where students have been supportive of other students, teachers, tutor; where students have contributed to the learning environment through good behaviour, personal organisation, resilience social skills, sense of fairness, consideration of the needs of others, being prepared to extend themselves, do that little bit extra; participation in school visits, productions, displays etc.

Reporting must also be made on the RSE programme of study and the progress a student has made. As well as reporting of the topics covered in PSHE lessons, a student's contribution to the lessons, her maturity in expressing opinions, listening skills and understanding of issues raised.

6. Tracking

Tracking is for internal use only and provides a grade for attainment and effort in each subject. In deciding an effort grade, consideration is given to a student's level of application. Tracking in Years 7/9 is usually based on a calculated GCSE most likely grade for each subject based on MidYIS, with these grades converted in-house to the A1, A2, B1 etc. grading system. Years 10/11 are tracked on MidYIS GCSE most likely grades and Years 12 and 13 on ALIS most likely.