

Marking and Assessment Policy

THE HUB SCHOOL



Transforming Lives

Policy Owner:	Headteacher	
Approved by:	CSC/Martin Green (Chair)	Date: 10/05/2018
First Adopted:	10/05/2018	
Last reviewed on:	10/05/2018	
Next review:	10/05/2021	

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1. Rational

The purpose of this policy is to ensure that the school's processes of assessing, marking and reporting are consistent across the school, are clear to all concerned and achieve an overall coherence.

2. Introduction

The Hub School is committed to ensuring that every pupil fulfils their potential. To realise this aim, it is essential that the school operates effective strategies to:

- assess pupil progress regularly;
- involve pupils proactively in the assessment and target-setting process;
- report on progress to the pupils, parents/carers, the SLT and Governing Body;
- identify pupils at risk of underachieving;
- implement effective intervention strategies to address underachievement.

3. Aims

To secure attainment and learning progression to enable high achievement by:

- matching learning and teaching provision to pupils' individual needs;
- embedding the underlying principles of assessment for learning and 'Green for Growth';
- setting challenging targets for all pupils based on prior attainment and base line data;
- regularly measuring the performance of pupils against targets and bench mark data;
- regularly monitoring pupil progress and identifying underachievement to inform prompt intervention;
- regularly standardising and evaluating work to secure consistency in assessment;
- providing information and data to parents/carers about academic progress regularly;
- comparing school performance targets for attainment and the performance of schools locally and nationally;
- providing information for stakeholders, governors, Local Authority and relevant parties to inform school self-evaluation.

4. Marking

The importance of recognising children's achievements and of giving them feedback is fundamental to the teaching and learning process.

Non-negotiable Procedures for Marking

- All marked work should be done in pink and pupils response in green
- All work must be marked and should be in line with the school marking scheme to ensure uniformity and allow pupils to engage with the feedback process in all lessons (see appendix 1).
- All feedback must be given in language that is appropriate to the child's needs and level of development.
- Pupils should be encouraged/given time to respond to marking (pupil's response to marking will vary from subject to subject but it is expected that all subjects do so at least on a half term basis).

Monitoring of Marking and Assessment

Monitoring of this policy will be done through half termly work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

5. Assessment

Assessment is a daily part of the life of a school. Formative assessments, will occur through the marking of pupil's work daily and providing feedback to pupils on their next step and what they need to do to improve.

Summative Assessment will be completed on a half termly basis.

6. Roles & Responsibilities

The overall responsibility for assessment belongs to the Headteacher. Class Teachers are responsible for assessment of the pupils they teach.

7. Reporting

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment. Teachers are expected to complete an End of Term Progress Report (appendix 2) for each pupil which can then be shared with parents/carers on a termly basis.

At the end of the academic year a written summary (Annual Report) will also be produced to support the End of Term Report. The Annual Report will be produced by the tutor and will summarise the progress of a child as a whole (appendix 3).

Appendix 1

Understanding Your Marked Work

You will see these ticks next to your objective:



You have met the objective to a good standard



You have met the objective to a minimum standard



You have not met the objective



Area of successes



Area of development/challenge question
(* Evidence of pupils response to marking)



I have taken a simpler route to the objective with extra support



I have taken a more challenging route to the objective and worked more independently



I have been given a more complex route to the objective to further challenge me

Appendix 2

Name of pupil	Year Group
Term	Tutor Group

Attendance

Current Levels								
Subject	Baseline	Current attainment	End of Key stage Target	Areas of Improvement	Attitudes to Learning (1-4)			
					Completes work	Avoids Distraction	Participates fully	Works well with others
English								
Maths								
Science								
History								
Geography								
Art								
Food Tech								
Design Technology								
PE								
RE								
PSHCEe								
COPE								
PSD								
IT								
MEDIA STUDIES								
Construction								
Hair and Beauty								
Music								

Appendix 3

Annual Report

Name

Year group

Introduction

Pupil/Peer interaction

Pupil/Teacher interaction

Social/Emotional during the school day

Overview of Progress

Head Teacher Comment