



The Kimberley School

Assessment, Marking and Reporting Policy



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The Kimberley School is a school focussed on achievement. It therefore places a very high value on effective assessment and on the regularity and quality of teachers' marking and reporting. All teaching staff are expected to adhere to the school's systems of assessment, marking and reporting. Department and Faculty staff must read, understand and follow this policy. Line managers must ensure that colleagues implement it.



Assessment

"Overall the purpose of assessment is to improve standards, not merely to measure them", OFSTED.

The aim of assessment in school is to contribute to the process which helps pupils to raise their level of achievement across the whole curriculum.

Assessment is a procedure, which identifies every student's strengths and weaknesses so that he or she develops strategies to improve his or her performance with increasing confidence and independence.

Assessment information is used to develop appropriate teaching and learning strategies, to plan effective lessons which meet the range of abilities in a class and to review and modify schemes of work. It is a positive tool to enhance the relevance and quality of the student curriculum.

Effective assessment ensures the learning needs of students are met and progression continues through key stages and between schools.

Assessment involves and should be understood by students. It is a positive process and is used to celebrate achievement and success. Assessment helps raise the self-awareness, self-esteem and self-image of students in order that they gain confidence and develop as citizens during and after their school lives.

Assessment gives a clear profile of achievement and progress to parents/carers, employers and other interested groups.

Assessment provides the school with information that will enable the school to set targets for individuals, for cohorts and the whole student body.

- National curriculum levels and sub-levels are used to record the assessment of pupils' standards.
- A performance level ranging from 1 (lowest) to 4 (highest), is used to assess pupils' performance against potential.



Marking

- Students' progress is tracked through the marks of classroom books and folders, assessment pieces and end of unit tests. Data is collated and can be accessed by all staff.
- Students complete formal assessed pieces or tests every half term. Assessment criteria must be available to students for these pieces prior to completion. Formal feedback is given to students

on what has been done well and on how they can improve so that they can judge their progress. The marking of these formal assessments relate to National Curriculum levels and sub levels. Marks of formal pieces are centralised so that Heads of subjects and Year Achievement Leaders can access them. Departments periodically moderate such pieces to ensure that levels awarded are accurate.

- A school sticker on which both current and target levels are displayed is attached to the front of all exercise books or folders.
- Marking must be of an Ofsted standard.
- Teachers mark work regularly. Feedback from students suggests that they lose interest in their work if teachers do not mark it and provide feedback. Curriculum leaders induct all staff in their departments into the specific assessment procedures required in their subject. Not every piece of work requires rigorous marking, sometimes a tick suffices. Comments, however, incorporate an effort level and are of a formative tone i.e. tell the pupil what was good and how to improve their work. These are included at least twice per term in exercise books or folders. The first of these is in place by the end of September each year. Formative peer assessment is also used.
- Subject leaders monitor marking and assessment. As part of the Quality Assurance Cycle work is taken in from all teachers and mark sheets in planners are scrutinised. A member of the SLT oversees inspection of a sample of students' books on a regular basis.



Reporting

- Reports are sent home for all year groups. Interim reports are sent out in the Autumn and Spring terms followed by a final report in the Summer term. Therefore there are 3 occasions when performance grades and assessment levels are collected and shared with parents/carers.
- Annual Progress Consultation Evenings where parents/carers and students are encouraged to participate are held for each year group.
- The Records of Achievement system integrates the regular assessment of students' work, teachers' assessment of students' general skills and attitudes and self assessments with a celebration of each child's specific achievements. Throughout each student's school life, the Record of Achievement becomes a profile of all aspects of his or her development.
- On three occasions during the year, students agree subject specific targets with teaching staff and review them to assess progress.