



READING BLUE COAT

Assessment, Marking and Reporting Policy

Assessment

In line with the principles of Responsive Teaching, as set out in the Teaching and Learning Policy, we understand that the main purpose of assessment is to improve the quality of pupils' learning and the standards of achievement.

Assessment is an integral part of achieving our pupil-focussed learning objectives.

- Assessment by the teacher should be used to inform the planning of future lessons and tasks
- Assessment should be used by the teacher to give informative feedback to students. The feedback should help students and teachers set targets for future learning. Success criteria should be clearly communicated
- Active assessment should be part of every lesson through listening, questioning and observing pupils' work.

Marking

Marking is the main way of regularly communicating to pupils their progress; it also demonstrates how their work is valued by their teacher. This, in turn, enables pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress.

This approach is upheld in the following ways:

- Each department has its own Homework and Marking policies that are approved by the Deputy Head (Academic) and set out the frequency and type of written feedback that pupils can expect.
- It is neither reasonable nor helpful for staff to correct every single mistake. It is expected that staff will draw attention to errors in understanding, mistakes in the use of subject-specific language and any glaring grammatical or spelling mistakes or errors in calculation. The extent to which this is done is a matter of professional judgement bearing in mind the individual, and any relevant factors such as SEND.
- All marks or grades given must be meaningful to students. At the outset of the year each department must ensure that their marking and grading system is explained to all pupils.

- Pupils in classes being prepared for public examinations should have access to the marking principles used in assessing the specification they are studying.
- Marking should be as constructive as possible. The Commendation system should be actively used, as outlined in departmental and school policy, to reward attainment, effort and progress.
- Pupils should know when work is due in and in what form they will receive the feedback. Deadlines must be clearly established, as well as interim deadlines for coursework. Assessed work should always be returned to pupils within reasonable timeframes, and students should be apprised if there are circumstances preventing this.
- Teachers are expected to keep an up-to-date record of the progress made by their pupils. This may be in paper or electronic form, but it should be available for inspection by Heads of Department or the Senior Leadership Team at any time.
- Records kept should inform teachers, parents, line managers and pastoral teams of each pupil's performance. The information should be sufficient to track progress, inform the reporting process and lesson planning, and to enable the teacher to set meaningful academic targets. Any relevant SEND and EAL information also should be included

Reporting

The procedures for reporting in the School are the responsibility of the Deputy Head (Academic). In this task, he is assisted by the Directors of Section.

Parents and Pupils' Consultation Evenings

The best form of communication with parents and pupils is face to face. To this end there are two Parents and Pupils Consultation Evenings for each year group except Year 11 and Year 13.

Attainment Grades

Attainment Grades are reported once a term.

Year 7, 8 and 9 Standardised score

The teacher enters a percentage based upon at least one Assessment Piece (AP) completed since the last attainment grade. The AP should be an individual piece of work but can be a test, project or something else. The AP is set at the HoD's discretion.

The percentages is converted into a standardised score with a mean of 100 and a standard deviation of 15 (the same as MidYIS etc). This is colour coded to indicate progress by the individual, comparative to prior attainment.

Blue	Above expected progress
Green	Expected progress
Amber	Slightly below expected progress
Red	Significantly below expected progress

Alongside the percentage the teacher enters a few words of praise and a short focus for how to improve (~200 character limit). The HoD enters a brief descriptor of the AP linked to that attainment grade.

Year 10 and 11 9-1

There is one attainment grade based upon exam criteria. This is a projected grade and should be awarded based upon what the teacher believes the student will get in the final exam given the standard of work since the last attainment grade. It is understood that there will be an element of caution in the early stages of the GCSE course. Mock exam grades are awarded using exam criteria. The attainment grade is colour coded to indicate progress by the individual, comparative to an agreed target grade set by the HoD at the beginning of the academic year.

Blue	Above expected progress
Green	Expected progress
Amber	Slightly below expected progress
Red	Significantly below expected progress

Alongside the grade the teacher enters a few words of praise and a short focus, agreed with the student, for how to improve (~200 character limit).

Year 12 and 13 A*-U

There is one attainment grade based upon exam criteria. This is a projected grade and should be awarded based upon what the teacher believes the student will get in the final exam given the standard of work since the last attainment grade. It is understood that there will be an element of caution in the early stages of the A level course. Mock exam grades are awarded using exam criteria. The attainment grade is colour coded to indicate progress by the individual, comparative to an agreed target grade set by the HoD at the beginning of the academic year.

Blue	Above expected progress
Green	Expected progress
Amber	Slightly below expected progress
Red	Significantly below expected progress

Alongside the grade the teacher enters a few words of praise and a short focus, set by the student, for how to improve (~200 character limit).

Commitment to Learning (CTL) Grades

CTL grades are entered once per half term. There are separate grades for classwork and homework.

Homework CTL grade criteria

Blue	Pupil has exceeded the RBCS expectations
Green	Pupil has completed all homeworks on time and to the best of their abilities
Amber	Pupil has handed in at most two homeworks late and/or not completed to the best of their abilities
Red	Unacceptable Commitment to Learning outside the classroom

Classwork CTL grade criteria

Blue	Pupil has exceeded the RBCS expectations
Green	Pupil is punctual and arrives to lessons fully prepared. They contribute to discussions and work effectively at both individual and group tasks.
Amber	Pupil has failed to meet the above expectations on at most three occasions
Red	Unacceptable Commitment to Learning in the classroom

Tutor reports

These are sent home once per year and comprise of two sections. One section is written by the student reflecting on their own commitment to the wider school community and pastoral development. The tutor then checks them, before writing a comment of their own.

Parents may, of course, contact the school at any time to request to see any subject teacher, the Form Tutor, the Head of Department or the Head of Section if they have a concern about any aspect of their child's progress.

Author(s):	Rob Tidbury
Date:	June 2019
Review Frequency:	Annually
Next Review Date:	June 2020
References:	n/a
Governor:	Laura Hyde
Date of Governor Agreement:	June 2019