



All Saints Catholic High School

Assessment, Reporting & Recording Policy

"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"

School Mission Statement

Date Reviewed: September 2025

Next Review Date: June 2027

Types of Marking

Prior to setting and marking a piece of work both staff and students should be clear about the purpose of the marking.

Key Expectations

Frequency – Feedback opportunities (including verbal feedback) should be regular and within the two week timetable cycle, unless otherwise specified in each department's Learning Journey Document.

Explicit success criteria, for each piece of work, that have previously been shared with students must form the basis of the comment only marking. The success criteria can be in the form of generic level descriptors, examination board criteria or mark schemes generated by the teacher or students for the specific piece of work.

Each piece of formatively assessed work must have "what went well "(www) comments; "even better if "(ebi) comments. Teachers may also reflect the effort of the pupil – making specific reference to:- O (Outstanding), G (Good), RI (Requires Improvement), U (Unacceptable Effort) as per department policy.

Pupils must reflect on their feedback and action next steps after every formal formative assessment task : "my response is" (mri). Re-visiting MRI's to look for and challenge misconceptions is considered outstanding practice.

Appropriate time for the learner to respond to the comments by improving the work must be found within class time to enable teacher or peer support to be given to students if required.

Summative Marking

Frequency – within each assessment cycle each subject should set at least one formal assessment. Departments will identify the timeframe according to their schemes of learning (Learning Journey Document), but ensure that relevant progress and attainment data is input into the school system according to the school calendar.

Summative assessments are standardised & moderation processes are in place for at least the key pieces of work assessed throughout the year. These must include the use of shared and consistently used success criteria in the form of generic level descriptors, exam board criteria or mark schemes for each specific piece of work.

Current summative grade(s) & projected grades will form the key information used to report to parents.

In all Key Stages, teachers will report on effort, and progress made by the pupil.

In Key Stage 3, teachers will provide an assessment score to the data manager who will produce a year group rank order to then determine an appropriate Progress Indicator grade, which will be reported to parents. (Foundation, Developing, Secure, Excellence)

In Key Stage 4, teachers will report a Projected Grade (GCSE 9-1 grades).

In Key Stage 5, teachers will report a Current Working Grade (BTEC or A Level).

Post Assessment Review

Following a summative assessment period, the following actions will take place:

Departments – Subject leaders will facilitate a review of the questions and pupil responses given in the assessment. They should use their databases to identify which questions have been answered well and less well than expected.

Subject leaders in conjunction with their colleagues may then use this information to review pupil's knowledge & understanding at individual and group level, for future assessments and/or support colleagues with resources and pedagogy that has had the greatest impact on pupil outcomes.

Pastoral teams – Pastoral teams should use published in-school data to identify and reward pupils for their outstanding progress & achievement in a range of subjects across the curriculum.

Similarly, they should identify pupils who have a number of areas of concern due to under-performance and/or serious dips in performance from the previous assessment period. This information should be used pro-actively to intervene, liaise with parents, set performance/behaviour targets and monitor progress going forwards.

Reporting to Parents

Reports containing attainment and/or progress will be sent home to parents/carers 3 times during an academic year.

The Autumn term report will contain attitudinal data only, and the Spring & Summer reports will also contain attainment data including a percentage score from that term's assessment, and a comparator against the average score in each subject.

There will also be a minimum of 1 Parents/Carers evening in each year group.

All subjects should continue to use the following format to structure feedback to pupils after assessments have taken place:-

W.W.W. (What Went Well): These are the things my teacher thinks I did well at and should keep doing to continue making progress

E.B.I. (Even Better If): These are things my teacher knows will help improve my work and help me achieve. I need to try to include these in my work from now on.

M.R.I (My response is): Having read my teachers comments, this is what I am going to do to improve my work

Feedback and Assessment

This appendix acts as a guide to feedback and assessment so that pupils' learning and the results of their learning are both recognised and acted upon.

At All Saints Catholic High School we believe :

- Every child has their own unique gifts and talents and is capable of being successful in their learning.
- Outstanding teaching, which includes high impact proven teaching methodologies, including teachers actively using assessment and marking to guide students on their learning journeys, can unlock and develop pupils' potential.
- High challenge and expectations, clear goal setting with clarity around success criteria and feedback are all essential elements of ensuring that students maximise their potential.
- Formative assessment and marking has a greater impact on learning than any other type of assessment or marking.
- Summative assessment plays an important role in measuring pupil progress.
- Marking and assessment should help teachers diagnose strengths and areas for development in learning programmes and their own pedagogical approaches.

Main Principles:

- Teachers must set appropriate but challenging tasks and tests in order to expose and make visible students' thinking and learning to maximise the effectiveness of feedback and assessment.
- For marking to be effective students must be required to respond and improve their performance following feedback and time for this must be available in lessons. Marking must require students to work harder than teachers.
- Marking must support the development of students' knowledge, skills and conceptual understanding.
- Where teachers share a class they should contribute, proportionally, to the marking/feedback and assessment of students' work.
- The school will provide appropriate professional development for staff in proven assessment and marking practices to support high expectations and appropriate challenges.

Aims. The purpose of marking & feedback is to help:

- Actively engage students within the learning process through identifying areas of strength within their work, areas for improvement and how to make the required learning gains.
- Students acquire knowledge, understanding and skills relevant to further academic or vocational study and employment in a world of rapid and discontinuous change.
- Ensure students have sound literacy and numeracy skills.
- Students be successful and passport them to future employment, training or further and higher education.

Policy

- The school has identified Assessment for Learning as a key element in school improvement. Assessment for learning is a continuous process, adopted by all teachers, which involves setting clear objectives linked to learning outcomes, oral and written feedback and peer/self & formative assessment.
- Providing feedback on pupils' work is both regular and continuous. It follows logically from well planned and differentiated work set in class and for homework.
- Formative marking and feedback will recognise: pupil's effort, strengths (www – what went well) and help to identify specific "next steps" for improvement (ebi – even better if).
- Pupils will be given regular and continuous opportunities to reflect upon their work, make corrections and action next steps (mri – my response is)
- Teaching staff should refer to the school's Literacy Policy for guidance on marking for spelling, punctuation and grammar.
- To compliment formative assessment and determine a pupils' current level of attainment, formal and summative assessments will take place in accordance with the subject's Learning Journey Document. In all key stages, summative assessments will be awarded a raw mark (minimum 100) or a percentage score (See Appendix 4), These levels /grades will be supported with additional formative marking feedback which may include appropriate additional supporting tasks: www/ebi comments to ensure pupils understand their strengths and know how to address misconceptions and improve.
- To ensure Assessment judgements are valid and reliable, departments will internally moderate/ standardise a piece/s of work, using clear criteria, according to the school calendar. Evidence of assessment management is collated within the departmental standardisation/assessment record. The expectation is that agreed summative results are then submitted using the school's data capture system.
- Accurate records of regular classwork & homework marking are kept in mark books/data bases, identified in each department's Learning Journey Document to assist in: Tracking pupils / Identifying underachievement and intervention/ Aiding curriculum planning and report writing.
- Recorded levels are further analysed by subject leaders using comparative data (prior attainment levels & contextual information) to track progress, inform planning, in order to remove any barriers to learning, and increase levels of attainment.
- The department's KS4 Learning Journey Document will work backwards from the GCSE exam in Y11 to the start of Y10, and map out all formal formative and summative assessment activities that should be marked, have feedback provided, and require a response from the pupils. This assessment calendar will complement the department's curriculum map, and identify periods where staff can revisit topics that pupils haven't fully grasped. The LJD will also contain a tracking system which records successes and areas for development (PLCs) that are subsequently used by teaching staff to identify intervention at a class, small group or individual pupil level. The tracking system will also record outcomes of pupils' summative assessments as an evidence base for grades that are reported to parents/carers or input into the school's data capture system. The tracker may also be used to identify trends over time in pupils' learning outcomes, and whether they are secure in particular topics.
- The department's KS3 Learning Journey Document will work backwards from the end of Y9 to the start of Y7. It will contain the same elements as the KS4 LJD, and link to the KS3 curriculum plan.
- Progress Leaders and tutors systematically analyse and utilise pupil data to identify underachievement, support intervention and implement assertive mentoring.
- Parents & Carers will be kept informed of their child's progress at regular points in the school year that are identified in the school calendar.

- Parents'/Carers' Evenings give the opportunity for teacher/parent/carer dialogue, essential in involving parents/carers as partners in the assessment process. Interim progress checks are made every term to provide information about progress being made towards targets, and levels of personal achievement.
- This policy is cross referenced with the teaching and learning policy where assessment informs teachers of the success of the strategies used in the classroom.

5. Monitoring

- Quality assurance of assessment practices take place as part of the school's calendared self evaluation cycle to ensure consistency across departments.
- Line Management structures ensure that subject teachers are consistent in their application of assessment practices outlined in this policy. Middle leaders gather evidence from a variety of sources (observation, book audits, dept MERs) to confirm good practice and if necessary challenge areas in need of development within their areas of responsibility.
- Where non-compliance is identified, procedures are in place to determine an appropriate course of action.



What do the correction signs mean?

WWW	What Went Well. These are the things my teacher thinks I did well at and should continue to do in order to succeed.
EBI	Even Better If. These are things my teacher knows will help me improve my work and help me achieve. I need to try to include these in my work from now on.
MRI	My response is. Having read my teachers comments, this is what I am going to do to improve my work.

What do the literacy symbols mean?

Sp	Spelling error. Watch out for homophones! Write out the correct spelling three times at the end of your work.
P	Punctuation error. Check Full stops, commas, apostrophes, question marks, exclamation marks, marks, colons, semi-colons, ect.
Cp	Capital letter. Ask yourself - have you missed one or put one in by mistake?
Gr	Grammatical error. Check verb tense and subject/verb agreement. Remove slang terms. Check for syntactical errors (does the sentence have all the words in the correct order?)
//	A new paragraph should start here.
Pres	Some of your work has not been presented to your usual standard. It is difficult for the teacher marking to clearly make out the words you have written. Take your time and fully form all your written work.

*When teachers mark a piece of work that requires a SPaG focus, they should use the above codes.

Key Stage 3 Assessments

Intent

To provide as accurate a judgement as possible about the progress our young people are making and to provide teachers with information which assists them to plan how to help pupils make further progress.

Implementation

Each Key Stage 3 subject is expected to submit a raw score for every pupil in Years 7-9. The range for the raw score should be at least 0-100 (i.e. a percentage) but can be as high as 0-200. The methodology for calculating the raw score is entirely at the discretion of each subject, however where there is an examination element in the end of Key Stage 4 assessment for the subject there should be an examination element in the Key Stage 3 assessment. To that end, Key Stage 3 Summative Assessment Windows will be calendared.

Calculating the Raw Score

Departments should decide what work will contribute to the Raw Score and the weighting of the work - for example:

Mathematics	<ul style="list-style-type: none"> → Three Assessments in the Summative Assessment Window - each assessment scored out of 60. → Total score out of 180. → Where pupils are absent for one or more of the assessments, a teacher estimated mark will be submitted for each based on the pupil's work during the year on the topic(s) being assessed.
Geography	<ul style="list-style-type: none"> → Two Assessments in the Summative Assessment Window - each assessment scored out of 50. → The Project on Fjords - scored out of 20. → Total score out of 120. → Where pupils are absent for one or more of the assessments, a teacher estimated mark will be submitted for each based on the pupil's work during the year on the topic(s) being assessed.
Art	<ul style="list-style-type: none"> → The Observation/Baseline Unit - scored out of 30 → The Mark Making Unit - scored out of 40 → The Imagination/Gothic Novel Unit - scored out of 50 → Total score out of 120

Assessments

Assessments should assess knowledge, skills & understanding accrued throughout the entire year. In addition, End of Year Assessments in Years 8 & 9 should assess elements of the curriculum taught in previous years. This is critical to the development of retention & retrieval processes.

Individual exams should last for 60 minutes maximum, however the number of tests that a department wants to administer is up to them.

When testing classes of Low Ability or Vulnerable children, you may want to permit the class teacher to provide reading assistance (perhaps by reading the questions to the class). You may also want to allow additional time - perhaps by spreading two one hour tests over three lessons.

Impact

The process whereby the Raw Score is calculated should provide diagnostic information for both the future learning of the young people & the effectiveness of curriculum implementation.

Knowledge, skills & information gaps should be identified allowing tweaks to be made to the curriculum where wholesale gaps are identified; and personalised learning interventions to be created for individual pupils' future learning.

Sets for the following academic year in the Core subjects for Year 7→Year 8 and Year 8→Year 9 are to be communicated with the deadline the same as the Progress Checks.

We are also looking into the feasibility of reporting the assessment outcomes alongside the usual information in the End of Year report.

Checklist

- Methodology for calculating the raw score inc. component weightings, number of assessments (if applicable), mark range - to be shared with SLT link teachers.
- Summative assessment(s) where applicable - to be shared with SLT link teachers.

Ensure High Standards in Handwriting and Presentation of Work

Guidance for Teachers & Pupils

In our school monitoring, evaluation and reporting process (MER), we have a specific focus on the presentation of pupils' work. The guidance below will help pupils and teachers at All Saints meet and maintain the requirements of high quality presentation in line with whole school guidance.

Handwriting and Presentation Objectives

- Establish high expectations and pride in everything we do – both of ourselves and of the pupils.
- Create a clear and consistent set of guidelines for the presentation of pupils' written work.
- Motivate each individual to routinely present their work in the best possible way.
- To enable pupils to recognise work that is presented to a high standard.

Expectations for Teaching Staff

- Teachers are the most important role model for presentation and high expectations; Teachers model to the pupils their expectations of how pieces of work should be presented.
- Pupils should write in blue or black ink. Pens should be used for written work.
- Teachers give written feedback in green pen (WWW & EBI). Pupils will respond to teacher feedback in a purple pen (MRI).
- All diagrams, charts and lines should be drawn in pencil using a ruler. Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for Pupils

- The date is written on the first line to the right of the page. Leave a line then write the Title/Learning Intention. Leave a line and then put in any subheading. Leave a line then start from the left. **See graphics below**
- Pupils leave one line between each paragraph. Only question numbers should be written in the margin.
- Deletions should be made by one single line crossing through the word.
- Write fluently and legibly, using the neatest possible handwriting.
- GRAFFITI. Exercise books and Knowledge Organisers must be free of graffiti and doodles.

How an outstanding piece of work should be laid out.

	<u>Date</u>
miss a line	
	<u>Title</u>
miss a line	
<u>Subheading on the left</u>	

All drawings in pencil and use a ruler to draw tables and graphs.

Complete all MRI and spelling Corrections X3 in **PURPLE pen.**



← **Never draw doodles or write graffiti.**

Any deletions made by a single line crossing through the word or sentence.

Know your colours:

**Black/Blue
Pen**

Black / Blue for all written work

**Green
Pen**

Teacher

**Purple
Pen**

Peer Marking & MRI Corrections