



**SLINDON
COLLEGE**

MARKING AND ASSESSMENT POLICY

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Approved by:	Curriculum & Staffing Committee

In order to realise our aims of encouraging pupils to achieve excellence in all aspects of school life, Slindon College has a marking and assessment policy which outlines our aims to:

- Promote good progress and enable pupils to achieve their full potential;
- Allow teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment to inform curriculum planning.

It is the responsibility of every teacher to understand and apply the methods of assessment used within their department. The methods of assessment, marking and providing feedback on work will be applied consistently throughout the College.

Assessment will provide the necessary feedback to every student to enable them to understand their progress, achievements and inform them of the next steps, in order to improve their learning, make maximum progress and achieve the highest attainment. This is an important part of the learning process which forms an essential part of the dialogue between teacher and pupil and informs the planning of lessons.

Principles:

- Slindon College believes that effective assessment is a fundamental element in ensuring pupil progress.
- Effective Assessment for Learning (AFL) is a key component in pupil development and progress - assessment indicates strengths and identifies areas for improvement; lesson content and delivery are planned according to individual needs; lesson objectives and learning outcomes are clearly communicated; pupils are aware of their own targets and are given appropriate personalised feedback to help achieve them.
- Marking of each pupil's work should be relevant, specific and formative.
- Pupils understand what their strengths and weaknesses are and what they need to do to progress.
- It is important to provide pupils and parents/carers with regular information regarding progress.
- Pupils' achievements will be celebrated.
- Summative Assessment is used to determine class sets and groupings.
- Slindon College keeps up to date records of pupils' progress and provides information to parents via termly reports.
- Teachers will use assessment data to plan their pupils' learning journeys and to decide the best pathway in KS4 and KS5.
- Assessment data will also be used to inform parents/carers of their child's progress and can be used to inform outside agencies for example in annual reviews.

Objectives:

- To monitor, evaluate and review pupils' current stages of progress and identify their next steps for progress and improvement.
- To give pupils accurate feedback on their progress and attainment, that they can understand and act upon.
- To develop pupils' self-esteem and confidence in themselves as active learners.
- To encourage pupils to value and take pride in their work.
- To celebrate and reward pupils' progress and attainment through use of praise and encouragement.
- To agree and set challenging, achievable targets for improvement.
- To provide evidence of assessment, recording and reporting, to various stakeholders e.g. Local authority, parents/carers governors and ISI.
- To develop the pupils' skills to enable them to develop and become more independent, reflective learners.
- To inform teachers to provide the best possible curriculum to ensure success for every pupil.

Responsibilities:

The SLT will:

- Ensure a consistent approach to assessment, marking, recording and reporting, in line with agreed procedures.
- Ensure that all teachers report (as necessary) appropriate summative assessment data including exam result data.
- Ensure that all teachers provide appropriate formative personalised feedback to pupils.
- Evaluate staff/subject/pupil and groups/whole-school performance comparative to other staff/subjects/pupil groups/schools.

Heads of Departments/Subject Leaders should:

- Monitor assessment, marking, recording and reporting practice within their subject area(s), ensuring that it is consistent with agreed procedures as described in the Department Handbooks.
- Ensure that all teachers involved in their curriculum areas are provided with up-to-date information regarding subject specifications and assessment criteria.
- Ensure that regular assessment is carried out in all subjects within the Curriculum area, in all year groups.
- Facilitate opportunities for standardisation of marking and sharing best practice within their curriculum areas.
- Monitor the effectiveness of teaching groups, specifications, programmes of study and schemes of work within their subject area(s) in the light of assessment, recording and reporting information.
- Ensure that monitoring assessment, marking, recording and reporting practice within their subject area(s) is applied effectively.

Subject Teachers will:

- Ensure that all pupils are actively involved in their learning and in the self-assessment of their progress.
- Share learning objectives and success criteria with pupils.
- Provide pupils with regular formative feedback on the standard of their work, in line with agreed marking and assessment procedures as described in the Department Handbooks.
- Use assessment data to inform lesson-planning and differentiated activities to meet the identified needs of individual pupils.
- Provide SLT and parents with a summary of pupil performance via termly reports.

Marking and Feedback

- All marking and feedback will be against the lesson's learning objectives or success criteria and pupil's personal targets; teachers will also recognise effort, presentation and independent thinking.
- Any learning points / misconceptions will be addressed in the marking and feedback given to the pupils.
- Pupils will have the opportunity to reflect on the feedback given to them by their teachers and question comments made.
- There will, whenever possible, be an opportunity for the pupil to participate in the process so that there is a shared perspective on marking and feedback.
- Marking and feedback must be given for all classwork and be a constant dialogue between the teacher and pupil, to encourage and evidence progress over time through pupils' work.
- Marking and feedback will be carried out professionally and pupils will benefit from positive reinforcement and clear direction and advice offered by their teachers.
- The approach used for marking and feedback of Prep pupils work is described in the Prep Handbook.

Target Setting

Teachers should set termly targets in discussion with every pupil. The target should be written in the front cover of the pupil's exercise book/folder and referred to regularly by the teacher to encourage focus and progress.

The following pens will be used as follows:

Stationary Used	Task Undertaken
Black Pen	Pupils work/peer assessment/self-assessment
Coloured Pen	Teacher feedback/peer assessment/self-assessment

The Five Main Types of Formative Marking and Feedback

- In-Depth Teacher Marking – Marking stamp feedback
- Peer/Self-Assessment
- Verbal Feedback
- Marking for Literacy Using Whole-School Codes
- Acknowledgement Marking

In-Depth Written Feedback using marking stamps

Teachers written feedback should:

- Be predominantly positive, encouraging and constructive;
- Be personal and address pupil by their chosen name;
- Relate to lesson objectives, learning outcomes and/or personal development targets;
- Challenge the pupils to think for themselves;
- Reward and encourage pupils to celebrate what they have achieved;
- Identify next steps;
- Must be completed twice every half-term as a minimum.

Self-Assessment and Peer Feedback

Pupils will be assisted by an adult (verbally or provided a scribe) in order to complete self-assessment or provide feedback to peers. Self-assessment and peer feedback will be carried out once per term.

Peer and Self-Assessment

The teacher must establish a safe and controlled environment for peer marking to take place regularly and set out clear parameters for feedback to avoid any upset or misunderstanding. All peer and self-assessment should be verified by staff whilst acknowledgement marking is being undertaken.

Verbal Feedback

Verbal feedback (VF) is a valuable form of formative feedback. It should take place frequently throughout a lesson particularly where LSAs (Learning Support Assistants) are available. Some subjects may use this type of feedback more frequently because of the nature of their subject. For example, in drama, music, cookery, DT and physical education the most effective feedback is often verbal. In written subjects such as English, Humanities, Maths etc. VF should be identified as having taken place by using a dated VF stamp.

Examples of in-depth feedback and stamp examples provided in Appendix II

Marking for Literacy using whole College codes

The majority of Slindon College pupils come to us with literacy difficulties and many struggle with spelling, grammar and punctuation, therefore it is important that teachers recognise this and differentiate accordingly.

It is not necessarily expected that staff correct every punctuation, spelling and grammatical error in every piece of writing as this can draw away from the learning objective and in some cases can be demoralising for the pupils.

In the Prep department, or for less able pupils, it may be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes. In all key stages, when marking for literacy, all staff should use the whole College marking code. This should be displayed in classrooms and/or in the pupils' books. The marking code to be followed by all teachers is displayed below.

C	Capital letter
SP	Spelling
P	Punctuation
//	New paragraph
?	Unclear expression
^	Missing word

Acknowledgement Marking

Teachers will acknowledge all work variously through the use of ticks or stamps, simple literacy corrections and/or brief attainment-based comments.

Recording and Reporting Purpose

- To celebrate pupils' achievements;
- To inform differentiation in order to meet effectively the needs of individual pupils;
- To report pupils' progress to parents/carers;
- To evaluate attainment in relation to subject targets;
- To establish next steps.

How and when are pupils assessed?

Attainment Grade:

Key Stage 3 (Year 7 - Year 9) assessment system is based on a 1 (lowest) to 9 (highest) grade scale. The knowledge, understanding and skills required for each grade have been set so that the grade a pupil is working at during Key Stage 3, broadly reflects the grade that we would expect them to achieve should they take a GCSE in that subject in Year 11. For example if a pupil achieves a grade 5 for a particular subject in Year 9 it puts them on track for achieving broadly a grade 5 in the same subject at GCSE in Year 11. It is important to emphasise that a pupils' rate of progress often varies over time and may differ between subjects. Please also note that not all subjects at Slindon College offer traditional GCSE pathways, an equivalent is offered by BTEC or subject accreditation with SEG, Pearson or AQA. The Key Stage 4 and 5 attainment broadly reflects the final predicted examination grade or level.

The diagram below shows how the 1-9 grade system works from Year 7 to Year 11. The standards for each grade become progressively harder from one year to the next during Key Stage Three. This means that a pupil is making:

- Good progress if they achieve the same grade in Year 7, 8 and 9 because the standard needed to achieve that grade gets progressively more challenging.
- Rapid progress if the grade they achieve increases in Year 7, 8 and 9
- Insufficient progress if the grade they achieve falls during Key Stage 3.

			GCSE	L2 Vocational
		Year 9	9	L2/L3
	Year 8	9	8	L2
Year 7	9	8	7	L2
9	8	7	6	L2
8	7	6	5	L2
7	6	5	4	L2
6	5	4	3	L 1
5	4	3	2	L 1
4	3	2	1	L 1
3	2	1	EL3	
2	1	EL3	EL2	
1	EL3	EL2	EL1	
EL3	EL2	EL1		
EL2	EL1			
EL1				

Progress Maps

Most subjects have a Progress Map which describes the standard of each grade for typically 2-4 assessment objectives. An assessment objective is a key strand of learning that is taught and assessed in a subject. These have been designed to make our assessment at Key Stage Three coherent with how pupils will be assessed at GCSE. Progress Maps are used at least once a term to assess pupils' work and provide them with the next steps they need to take in their learning. Further details can be found in subject Handbooks.

Summative and Standardised Assessment at Slindon College

CAT4 Testing

CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides you with an accurate analysis of potential student achievement. All students complete a CAT4 in year 7 or upon entry.

CAT4 testing gives reliable indicators for national tests and examinations, including Key Stage 2 indicators, GCSE and A level, International Baccalaureate and CBSE indicators.

NB: Whilst CAT4 are a reliable source of data and provide useful insights into pupil's strengths and weaknesses, it should be noted that the test takes the format of multiple choice questions and does not test exam skills which have to be taught and developed over time.

Renaissance Learning

Slindon pupils' literacy and numeracy is assessed through the STAR Reading and STAR Maths online testing 4 times per year - twice in the Autumn term at the beginning and end of the term and once in the Spring and Summer terms. These tests are used to monitor progress, inform planning and identify areas for improvement. They are accessible to all teachers, allowing a whole school awareness of individual pupils' reading ages and Maths levels.

STAR Reading Test

Renaissance Star Reading is a complete online assessment reading growth, showing the skills that the pupils have mastered which are aligned to the National Curriculum. Star Reading gives individualised feedback of the skills each pupil needs to focus on to meet or exceed expected standards.

STAR Maths Test

Renaissance Star Maths is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. The STAR test feeds into Freckle which is adaptive practice and focus skills for individual differentiated pupil practice.

Standardised Spelling Test

Testing takes place once a term and scores are used to monitor progress and inform planning - the scores are particularly useful to the English department and 1:1 literacy teachers.

New Group Spelling Test (NGST) is an adaptive assessment which allows termly monitoring of spelling skills, benchmarked against the national average.

The reports generated provide the Standard Age Score (SAS), allowing you to compare each pupil's performance with other children of the same age, and

track progress. Reports also provide customised implications for teaching and learning as well as offer practical help with next steps in the classroom.

Tracking Progress

Subject teachers assess and grade pupils once per term (3 times a year) using a combination of assessments that best suit that subject and their classes. This may include formal end of topic tests under exam conditions, project based assessments where pupils work in lessons and at home and other forms of assessment such as group presentations. Each termly assessment does not necessarily cover all of the assessment objectives in a subject.

Pupils will be able to identify their progress towards their targets after each assessment. All pupils will track their progress over a series of assessments, these will be summarised in pupil's books or folders. Pupils should be involved in tracking and monitoring their progress via discussions with their teachers.

Whole School Tracking

Data from the REN Learn Literacy and maths STAR tests; NGST (New Group Spelling Test) and CAT4 results are recorded and tracked. The data is used to identify areas for development and is reviewed termly by Learning Support Team, Prep, Head of Maths and Head of English to ensure that necessary interventions are implemented when required.

Reporting

Three Progress Reports are published every year at the end of each term. The teacher gives the pupil a grade for attainment from EL1 (Entry Level 1) to GCSE grade 9. Effort is worded Excellent, Good, Satisfactory, Requires Improvement, these are also colour coded using the RAG system (red, amber, green) as a visual indicator of effort and application. The teacher provides a comment on the progress that the pupil has made, their attitude to learning and what the pupil's next steps are to improve and make further progress.

APPENDIX I - Policy Summary and Guidelines

TYPE OF MARKING	METHOD OF IDENTIFICATION	FREQUENCY
In-Depth Teacher	Use of stamp and comment.	Minimum twice per half-term.
Peer and Self-Assessment	Use of stamp and comment.	Once a term each: one peer and one self. .
Verbal Feedback	Use of Green dated VF stamp.	As appropriate on a lesson by lesson basis.
Literacy support..	Whole College codes to be used.	As appropriate on a lesson by lesson basis.
Acknowledgement Marking	Ticks and date.	All work.

APPENDIX II – Examples of Feedback



A great/very good/good piece of work.....
You did,,,
Well done



Please take care when
Please focus on
Now try this



Good work on
I liked



I think you can try to



I know / understand / liked



I will try to