

Marking, Assessment and Reports Policy Senior School

1. Aims

This policy provides guidance in:

- Marking classwork and homework
- Assigning grades for half-termly and termly assessments and reports
- The writing of full reports

All departments should adhere to the policy. However, it is understood that more detailed subject-specific requirements will be outlined in departmental documentation.

2. General Principles For Marking Student Work At Kent College:

2.1 At Kent College we believe that effective feedback plays an essential role in enabling our girls to develop academically.

2.2 We recognise that regular grades and numerical marks can be detrimental to a student's perception of themselves as learners and can distract from the feedback and direction they are given. Noting this, grades will not always be given in response to girls' work, as is appropriate to each task. *In 2017/18 the primary focus of this approach will be with Year 7, but we envisage that it will be rolled out more widely over the next few years.*

2.3 In place of grading all work, staff will mark and give feedback in a manner that encourages the girls to engage actively with the learning process. Comments should be constructive, enabling the girl to identify their successes (learning that has been consolidated) and mistakes (learning that is still developing). Manageable targets should be created. Staff should give the girls time to engage with the feedback in lessons and may ask the girls to set their own targets.

2.4 Teachers should be aware of any special educational needs and issues such as dyslexia, dyspraxia, organisational difficulties etc. In these cases, comments should focus on content and subject-specific language. Problems with Standard English should be communicated to relevant support staff. Rather than correcting every mistake, focus on a persistent error.

2.5 While we envisage that most work will be marked with constructive feedback only, certain key assessments may be graded. Departments may mark such work numerically or use a department specific version of the Progress Grades used for

reporting. However, staff will still give detailed feedback and expect the girls to engage with their targets.

2.6 For some tasks related to GCSE and A-level work, staff will utilise grades. Departments should link their grades and comments to the criteria set out by examination boards. Staff will still give detailed feedback and expect the girls to engage with their targets. Students should be advised that marks given for homework are not predicted grades and that even coursework marks are subject to external moderation.

2.7 Most work should be returned within one week. It should be explained to students that longer pieces of work may take longer to mark.

3. The Kent College Assessment and Reporting System:

All students receive grades and most year groups receive termly reports. See the following reporting and assessment overview for approximate timings. These grades, which will be entered onto the school's administrative system: WCBS/3Sys, should be based on the marks given for homework as well as for work done in class. Teachers are expected to keep a record of these marks in their mark book. Departments should maintain a tracking system for each student on the Central Resources Area.

3.1 Reporting and Assessment Overview

The approximate timings of key events are below:

	Autumn Term	Spring Term	Summer Term
Year 7	New Parents' Social (Sep) Grades (Oct) Parents' Evening (Oct) Termly Report (Dec)	Grades (Feb) Parents Evening (March) Termly Report (March)	Lower School Exams and results (May) Termly Report (Jul)
Year 8	New Parents' Social (Sep) Grades (Oct) Parents Evening (Nov) Termly Report (Dec)	Grades (Feb) Termly Report (March)	Lower School Exams and results (May) Termly Report (Jul)
Year 9	New Parents' Social (Sep) Grades (Oct) Termly Report (Dec)	GCSE Information Evening (Jan) Parents' Evening (Jan) Grades (Feb) GCSE Options Due (Feb) Year 9 Exam week (Late Feb) Termly Report (March)	Grades (May) Termly Report (Jul)
Year 10	New Parents' Social (Sep) Grades (Early Oct) Parents' Evening (Oct) Grades (Nov) Termly Report (Dec)	Grades (Early Feb) Year 10 mock RS and English exams (Late Feb) Termly Report (March)	Internal exams (Late April) Grades (May) Some GCSE Exams (May-Jun) Termly Report (Jul)
Year 11	Parents Evening (Sept) Grades (Early Oct)	Grades (Early Feb) A-level Options Due (Feb)	Grades (May)

	A-level Information Evening (Oct) Grades (Nov) A-level taster days (Late Nov) Termly Report (Dec)	Mock Exams (Feb) Parents' Evening (March) Termly Report (March)	GCSE Exams (May-Jun)
Lower 6th	New Parents' Social (Sep) Grades (Oct) Grades (Nov) Termly Report (Dec)	Parents Evening (Jan) Grades (Early Feb) Internal exam week (Late Feb) Termly Report (March)	Internal exams (late April) Grades (May) End of Year Report (late Jun)
Upper 6th	U6 Mock exam week (Late Sept) UCAS Predicted Grades (Early Oct)) Parents' Evening (Nov) Grades (Nov) Termly Report (Dec)	Grades (Early Feb) Mock exam week (Feb) Termly Report (March)	Parents' Evening (April) Public Exams (May-Jun)

3.2 Grades for Academic Work

Grades and reports are opened on PASS/3Sys early in the term and remain open until the deadline. Therefore, it is possible to assign grades, write reports and make amendments at any stage in the cycle. Please note that the deadline is the same for all year groups and teachers are advised to plan ahead accordingly. All grades and reports should be completed by 2pm on the day of the deadline.

3.3 Lower School

In Years 7 to 9, girls are given half termly grades in each subject based on their Attitude to Learning (ATL) - see below. Research shows that effort is the key to success, so the purpose of these ATL grades is to help the girls identify how they can improve in their essential work habits. Staff should use a “best fit” approach in applying these grades. Tutors should use these grades as a starting point to set targets for improvement.

In the end of term report, girls are also given a Progress Grade (PG1-5) for each subject along with their ATL grades. These grades are designed to show where a girl is currently working in relation to the expected knowledge, understanding and skills relevant to each subject at that stage. A combination of these grades and her report comments should give each girl a clear idea of how to improve.

3.4 Middle School and Sixth Form

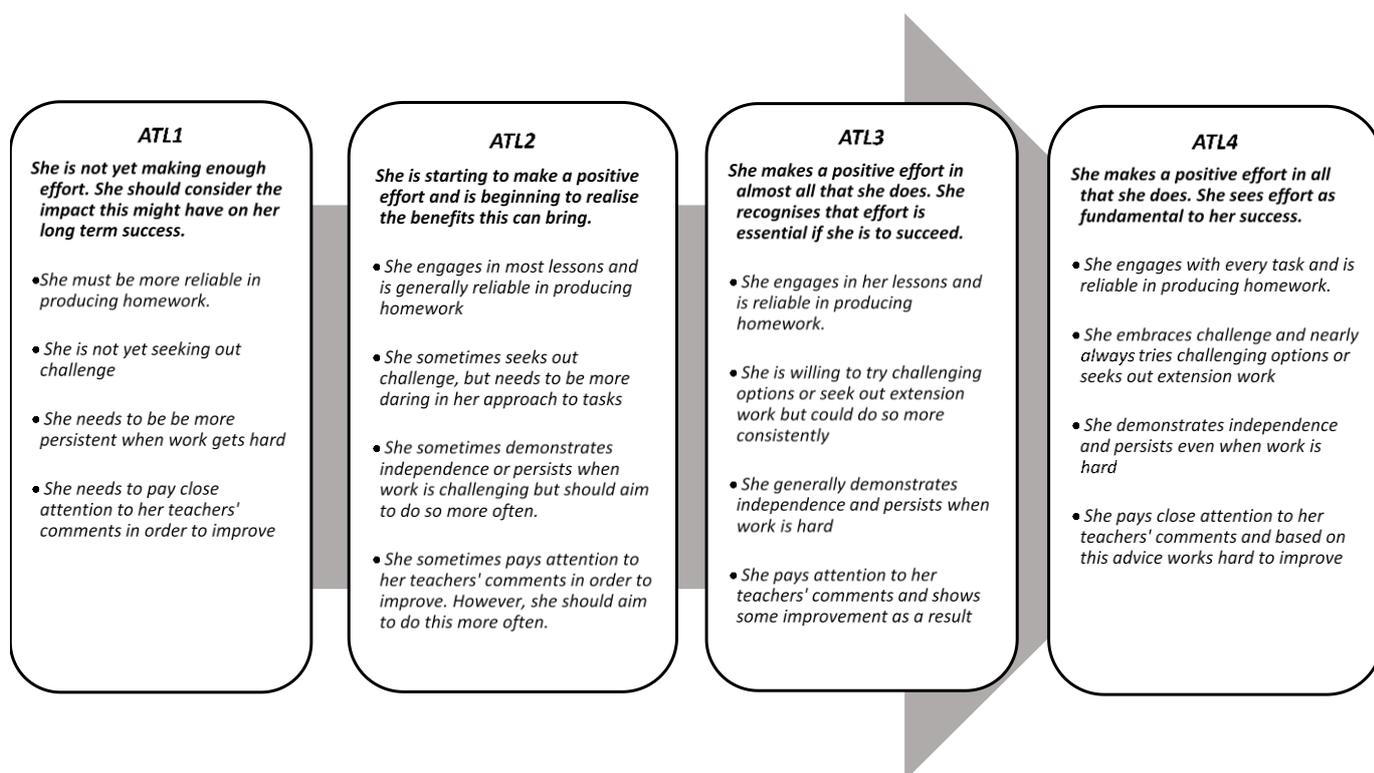
Year 10 is something of a transition year. We begin the year using ATL grades and Progress grades, but move towards GCSE based grading as the year proceeds.

In Year 11 and in the Sixth form we continue to use ATL grades but also utilise the grading system appropriate to GCSE and A-Level. Girls are also given grades based on the exam grade they are likely to achieve at the end of the course should current rate

of progress continue. Teachers may assign ‘slash’ grades (e.g. A/B) for girls who are working at the borderline between two grades. The following grades are available:

- GCSE grading 1 - 9 (9 being the highest)
- A Level courses: A*, A, B, C, D, E, U (plus borderline grades)

ATTITUDE TO LEARNING (ATL) GRADES WITH “BEST FIT” DESCRIPTORS AND TARGETS



ATL1: It is envisaged that this grade will be rarely given to a Kent College girl. In this case a girl should already have been “flagged up” as a cause for concern to the relevant Head of Department, tutor and Head of School.

ATL2-4: It is hoped that many girls will develop through these levels as the year proceeds, if they recognise the need to engage with challenge and respond to feedback.

Please note that these grades do not relate to attainment.

Progress Grades (PG) for reports

PG5	Advanced learning Evidence of knowledge/understanding/skills at an advanced level
PG4	Secure learning Clear evidence of expected knowledge/understanding/skills
PG3	Consolidating learning Evidence of positive progress towards expected knowledge/understanding/skills
PG2	Developing learning Some evidence of positive progress towards expected knowledge/understanding/skills
PG1	Not yet making expected progress Limited evidence of expected knowledge/understanding/ skills

PG1: This grade will be rarely given. In this case a girl should already have been “flagged up” as a cause for concern to the relevant Head of Department, tutor and Head of School.

PG2-4: It is envisaged that the majority of girls will be awarded these grades, with progression being shown through the year.

PG5: This grade should only be awarded to girls who are engaging with material/depth of thinking beyond that expected at this point.

It should be noted that these grades are not designed to reflect effort, only progression.

3.5 Subject teacher’s reports

Reports should:

- be written on a ‘no surprises’ basis. Parents should not learn of substantive issues/ concerns from reports but should endorse / follow up communication with home;
- be personalised/bespoke to each girl;
- be positive and encouraging but honest. Comments such as “she never puts up her hand,” or “she is quiet in class” are unhelpful and negative in tone;
- offer constructive advice on how the girl can improve;
- communicate high expectations to her and her parents.

Reports may be brief (for example, three or four sentences), and the use of unnecessary educational jargon is to be avoided.

3.6 Form tutor’s reports

Reports should:

- comment on her participation in form activities;
- discuss any pastoral issues of note;
- identify additional contributions to school life such as participation in teams or performances in dramatic or musical productions;
- identify any additional responsibilities such as form captain or eco/charity rep.

Form tutor reports should not summarise progress indicated by the subject teachers.

3.7 Housemistress’s report for boarders

These reports should:

- encourage and praise student development - especially personal development;
- point out any concerns;
- comment on balance between work and activities in the boarding house;
- highlight contribution to the life of the boarding community;
- mention any active participation in boarding house events;

- comment on the way responsibilities have been carried out.

3.8 Senior leader's report

This will summarise the report, commenting on both academic, extracurricular and pastoral progress as appropriate.

3.9 Student's comment sheet

A blank template for student comments to be filled in will be included in the back of the report. This should be written with parent(s) as an evaluation of the student's progress and signed by both the parent(s) and student and returned to school on the first day back of the subsequent term in order for targets to be set.

Comments should:

- include evaluation of main academic achievements;
- assess value of participation in extra-curricular activities;
- note areas of which student is particularly proud;
- set out specific and achievable targets for improvement based on staff comments.

Agreed by SLT: Jan 2009

Approved by Education Committee Jan 2009

Reviewed: Deputy Head: Aug 2013

Approved by Education Committee: Oct 2013

Reviewed by Deputy Head: September 2016

Reviewed by Deputy Head (Academic) July 2017

Approved by Education Committee: November 2017