Francis Barber

Assessment and Marking Policy

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

Principles of assessment

At Francis Barber we assess pupil's strengths on arrival using a wide range of tools. We establish baselines in Reading, Spelling and Numeracy and assess current levels using a range of CD subject focused assessment materials. In addition our pupils are assessed to measure their readiness for school using a version of the 'coping in schools' scale and we screen for their resilience and wellbeing using the RCARDS form. Our aim is to recognise the 'whole child' and recognise all types of progress including reviewing the number of concerns and good news slips the pupils are awarded.

Following the initial assessments on arrival, pupils will then be assessed regularly on a half termly basis in each academic subject area and will be assessed in a range of other areas including effort, behaviour and attitude. Pupils will also be assessed further on a termly basis to identify their progress in Reading and Numeracy - this is assessed with an age score

Pupils' progress is measured from their baseline assessments on arrival to the end of each term. Assessment may be scored in the cases of Reading, Spelling and Numeracy in ages, these ages can move upwards but not downwards as once the age has been reached, it is deemed to not reverse. In the cases of most National Curriculum subjects, these are graded with GCSE grades 1 - 9 and for some subjects such as Functional Skills with a Pass or Fail grade in line with the subject assessment. These assessments can move up or down in line with pupil performance at any particle point.

Assessments and Reporting

Summative Assessments

- Subject teachers assess pupil learning at least once every half term. The assessments can be formal or informal, written or oral as is deemed most appropriate for the subject, topic and stage in the course.
- Pupils are reassessed every term in Reading, Spelling and Numeracy.
- Yr 11 pupils have formal mock exams in the autumn term and towards the end of the spring term.
- Keyworkers complete a 'Coping in Schools' EBAF assessment for each pupil once a term.

Formative Assessments

Teachers will use a range of techniques to give them information to help provide formative assessments around pupils and their progress for example, marking and feedback, questioning, regular short recap quizzes, self and peer-assessment and/or observations.

These formative assessments will be used to assess knowledge, skills and understanding and to identify gaps and misconceptions.

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4 in Year 11.

Measuring progress

We measure progress in reading spelling and numeracy in ages. The expectation is for pupils to make progress of ⅓ of a year in a term and therefore, at least one year in a school year.

In subject areas we use GCSE grades and our expectation is for pupils to make progress of a whole grade per year and this represents high expectations compared with National DFE expectations.

Assessing Personal Development

Keyworkers and teaching staff report on pupils' personal development on a half termly basis in areas of progress such as effort, attainment and behaviour. Good news, concern slips, attendance and punctuality are also tracked. These progress measures are shared with parents in the Holistic report on a half termly basis and analysed to identify progress across the school.

Recording and Reporting

- Subject teachers record pupil attainment levels on Schoolpod every half term.
- Keyworkers record pupil levels for attitude, behaviour, and effort (Graded from 4 - 1) on SPOD every half term.
- Every half term, Interim Reports are sent to parents/carers to share pupil attainment data: subject levels, attendance, attitude, behaviour, and effort.
- At the end of every term, parents/carers receive a full report including attainment data, any exam results (Yr 11) and a comment form all subject teachers and the pupil's Keyworker describing how the pupil is performing and advice regarding further progress.
- It is the responsibility of Subject Leaders, monitored by the Head of Curriculum and standards, to ensure all data is recorded in a timely fashion.

Reporting to Parents

Progress will be reported to parents half termly through the Holistic report (half termly report for parents) which will be emailed to parents. Holistic reports include information about the child's attainment, behaviour, attitude and effort as well as the attendance and punctuality which are shared with parents.

In addition a full report will be shared three times a year which will detail pupils' progress in each subject and explain their Next Steps. This will be accompanied by the Holistic report.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Marking

Regular marking is essential for pupil progress. At FBP this is how we value the work of pupils and let them know we can see their efforts and progress.

Expectations

- Class teachers (this includes any member of staff responsible for leading a class) mark all books/folders/classwork at least once a week. This can be a simple tick/acknowledgement.
- At the end of a unit or at least twice a term, the teacher will write detailed formative feedback on a yellow sticker in the pupil's work. The feedback will include 'What went well' (WWW) and 'Next Steps'. All feedback will focus on the pupil's work. The feedback will include a GCSE (1 - 9) grade to show the pupil's attainment. The feedback will include an effort grade: Ex (Excellent), Gd (Good), S (Satisfactory).
- Where possible, pupils' work will be marked using green or purple pens.

- Moderating marking is a regular agenda item for subject meetings.
- 'Book looks' are carried out once a term led by SLs, SLT and members of the Heads' Team.
- Non-specialist staff or Learning Mentors will be given support with marking as required, by their SL.

The Francis Barber Marking Policy below is displayed in classrooms and included in pupil books/folders.

Non-Examination Assessment (NEA)

NEA includes internal assessment and externally marked and/or externally set practical examinations.
Examples of internal assessments include all internally set tests at KS3 and 4.

Externally set assessments include for the following KS4 courses: Art GCSE, Sports Leaders, Performing Arts and Media, Prince's Trust, Childcare, PSHE (SWEET), AQA FS Speaking and Listening, AQA Entry Level FS.

Procedures for planning and managing non-examination assessments.

Senior leadership:

Ensure the correct conduct for non-examination assessments

- A clear schedule for internal assessments, marking, moderation and externally set NEAs and deadlines are on the school calendar at the beginning of the academic year (if possible) and shared with all staff.

Subject Leaders

- Understand assessment schedules, internally and externally set deadlines, requirements of the exam boards etc and plan the curriculum accordingly.
- Understand the requirements of the exam boards for moderation, training meetings etc and liaise with SLT and the exams officer to ensure everyone is clear about expectations.
- Where external moderation is required, understand deadlines and procedures, and liaise with the exam boards as required.
- Ensure that internally set tests/mock exams and mark schemes are ready in a timely manner for staff and pupils on both sites and set clear deadlines for marking and moderation.
- Ensure all staff delivering the subject and preparing pupils for tests/mocks are clear about the content, format and marking of the tests.
- Ensure all marks are reported/uploaded to SPOD/shared with pupils/parents/carers as required and follow up any missing marks with subject teachers.
- Work with the team during the moderation process to ensure that all pupils are given equal opportunities.

Subject teachers

- Understand the requirements and schedules for all internally and externally set tests and exams.
- Undertake to mark tests using the criteria and take part in the moderation process.
- Report results following the correct channels, eg: uploading results on SPOD by the published deadline.

Exams officer

- Liaise with SLT/subject leader regarding NEA exam entries where applicable, and ensure that deadlines are kept.

For more detail regarding NEA, please see FBPRU Non-examination assessment policy (Coursework/Controlled Assessments.

This policy is linked to:

- Curriculum policy
- NEA Policy
- Exam contingency policy

Date of review May 2024

Appendix 1 - Marking Code

Francis Barber Marking Code

√	Good
√√	Excellent
Sp	Check the spelling
P	Check the punctuation (. , ? ! “ ”)
C	Capital letter needed
T	Check the tense ← ↓ →
____?	Please rephrase
^ or ^^	Word or words missing
Date?	Please add the date
Title?	Please add lesson title
//	New paragraph here

Feedback

Marking:	Your teacher will mark your book/folder/practical work at least once a week and all work is marked. At the end of a unit or twice a half term a yellow sticker will be used to provide detailed feedback (see WWW/Next steps)
WWW	What went well and how you are making progress towards your target, or the learning objective.
Next Steps	What you need to do next to make further progress towards your target or the learning objective.
Attainment grade	At least once per half term, your teacher will give your work a level or a GCSE grade. For KS3 pupils – GCSE grade in line with the subject's assessment criteria. For KS4 – Yr10 and Yr11 – a GCSE grade (e.g.: 1-9), or a level for subjects such as Sports Leaders, Prince's Trust.
Effort	**E4 = Excellent** **E3 = Good** **E2 = Satisfactory** **E1= Needs Improvement**
Staff	Mark the books in Green
Pupils	Pupils use purple pen to rewrite/correct their work

Initial Assessments

- Initial assessment allows us to begin to learn about the pupil, their attainment levels and their behaviours. Pupils join the Assessment Group after their initial interview. Pupils are expected to stay in the Assessment Group for up to 5 days, depending on how they get on with the assessments.
- Accurate initial assessment provides baseline data against which pupils' progress can be measured.
- Staff use the data from the assessments to plan for the pupil, taking into account attainment data and anything that has been learnt about a pupil's learning styles.
- Reading, Spelling and Numeracy data inform staff about the need for interventions which can be stated whilst the pupil is still in the Assessment Group.
- The Assessment Group is timetabled to take place on both sites every day between 9.30 and 11.15. Most pupils should be able to start their assessment the day after their interview with the Head of School.
- It is the responsibility of the member of staff leading the Assessment Group to ensure that pupils complete the assessments to the best of their ability. If a pupil is reluctant to attempt the assessments, or refuses to do them, the staff member must encourage the pupil and support them to complete the work. Many pupils may be anxious about completing assessments due to difficult or negative previous experiences of school.
- It is the responsibility of any staff member working with pupils during their initial assessment to make a note of behaviours or learning styles that will help FB support the pupil to make progress whilst with us.
- Where possible, prior data will be used in conjunction with the FB assessments to inform staff about the pupil, for example KS2 SAT results. However, many pupils may not have SAT results and/or may have been absent from education so this data may not reflect the pupil's current situation.

Types of Assessment

Academic assessment

- Pupils are assessed in: Reading, Spelling, Numeracy, English, Maths, Art, PSHE, PE and Science. Pupils joining Pathways may have fewer assessments depending on what is deemed appropriate to their situation and needs.

Behaviour for Learning

EBAF (Electronic Behaviour Audit Form):

- The pupil completes an initial EBAF during their initial assessment. The EBAF gives the pupil the opportunity to reflect on their strengths and areas for improvement.

RCAD (Revised Children's Anxiety and Depression Scale):

- The RCADS shows areas the pupil may be struggling socially.
- Pupil completes the RCADS
- Pupils are assessed on their ability to interact with staff and peers. From this information the pupils are given a timetable suited to their needs and abilities.

Administration and Marking

- Assessment Group Keyworker is responsible for liaising with parents/carers of pupils in the group regarding, for example, planned interventions, behaviour of learning, punctuality and attendance. S/He is responsible for ensuring work is completed, including the cover sheet, and will guide and support the pupil during their first few days at FB.
- **Reading, Spelling and Numeracy** assessments are marked by the member of staff leading the Assessment Group on the day these assessments are completed. This staff member enters the results into Schoolpod.

- **Subject assessments** are passed onto the Subject Leaders or other designated member of staff who will mark the work and enter the results on SPOD. This should be done as soon as possible when the pupil completes the assessment. The pupil's assessment is kept with their classwork - in a folder or a book so pupil and teacher can see progress.
- **EBAF and RCAD** are passed to the Keyworker and the psychologist based at the school.
- All data gathered during initial assessment is recorded on SPOD in the pupil's file.

Initial Assessments

Paper test
Reading level (NFER Group Reading Test GRT II)
Spelling level (Vernon's Graded Word Spelling Test)
Numeracy level
Art
Maths paper
English reading paper
English writing paper
Science paper
Citizenship
PSHCE
PE practical and paper
EBAF
RCAD
Online / computer test
NGRT reading and spelling
IT Google