



# **LEWES OLD GRAMMAR SCHOOL**

## **Senior School Assessment and Marking Policy**

## **Assessment at LOGS**

Assessment begins with a clear understanding of our pupils' attainment on entry to LOGS. Pupils sit Entrance Examinations to provide initial Entry Test Scores in Maths, English and Verbal Reasoning. On the results of these, places are offered. Pupils are tested using NFER Nelson Cognitive Ability Tests in Years 7 & 9, which further adds to our pupils' academic profiles. Results from the NFER Cognitive Ability Tests are shared with parents to ensure parents have information they need to support the progress of their child. Students are also tested for their reading ages during Key Stage 3 and intervention is implemented through the SEND department where a student has a significantly low reading age for their chronological age.

At a student's point of entry all Heads of Department receive a summary of all relevant testing, including entry test scores and appropriate SAT results. Profiles of individual pupils received from previous schools are distributed to both Heads of Years and Departmental Heads. It is the role of the Heads of Departments to ensure that subject teachers within their department are aware of individual pupil attainment level at point of entry, including any SEN and be involved in realistic target setting, monitoring the quality of teaching.

Pupils regularly receive summative assessment information regarding their academic attainment through marking of classwork and homework either against department criteria or specific criteria from exam boards. However, teachers know that the greatest gains come from formative assessment. As the primary purpose of assessment is to support high-quality learning, then formative assessment is seen as the most important assessment practice. Teachers mark work by giving useful comments and questions, to which pupils are expected to respond. Pupils are encouraged to correct all work and learn from their mistakes. Teachers regularly set pupils individual targets and assess if these have been achieved. Target setting is based predominantly performance against assessment criteria.

As a school we are trying to ensure that in all subjects, the pupils' progress is carefully assessed and recorded giving useful information for the teachers, which is then used to plan the next stage of learning. In many cases, pupils will be involved in assessing and recording their own performance. At the end of many lessons, pupils may be asked to evaluate their own learning and show that they are clearly aware of their personal targets. This gives coherence and purpose to the school's assessment strategy.

Periodically through the school year, snapshot attainment grades are recorded as a means of tracking progress and measuring success. As of September 2016 we have changed the way we monitor attainment from the grades A-E to a new system of 1-9 to reflect the new GCSE grading system. This system enables teachers to track progress through Years 7-9 that students are 'working below', 'at', 'above', or 'significantly above' the national standard of expectation, so that when GCSE assessment follows in Years 10 and 11 there is a natural progression. This is still in its

infancy and until the new GCSE grading is settled and we know which numbers will be the 'pass mark', there will be a degree of fluency with this. Heads of Faculty and Heads of Year now access this system of tracking attainment, along with the data from the other standardised tests to set target grades for students. We can now measure success from this range of information throughout a pupil's time in the school. Whilst this system is becoming part of the culture of monitoring progress, we will continue to measure success by comparing predicted grades from standardised tests against actual outcomes at GCSE and A Level.

## **School Marking Policy**

Staff mark work in a manner that affirms, encourages, challenges and sets goals for learning.

Pupils are encouraged to think positively about their work and take responsibility for the standards they wish to achieve. When setting work, teachers try to ensure that pupils thoroughly understand what is required of them.

Teachers adhere to the following wherever possible:

- Pupils receive regular and positive feedback on their work. The award of a house point or commendation acknowledges exceptionally good work, consistent work or improvement shown.
- Each Department has its own marking criteria which reflect the whole school marking policy, and work is marked in accordance with this. Within each Department there are regular meetings to standardise marking. Pupils are made aware of the marking criteria for each subject.
- In Years 7 - 9 work is marked to the assessment criteria as set by each department, and a summative comment will record that the pupil is working either at 'below' 'expected' or 'above expectation' for the age against national benchmarks.
- In Years 10 - 11 work is marked against GCSE criteria and in the Sixth Form to AS or A' Level standards.
- All work is marked as soon as possible after completion and while still fresh in the pupil's mind. All books are checked regularly.
- It is good teaching practise to periodically mark work with the pupil present so that there is an opportunity for verbal comments and questions. When marking is carried out separately from the lesson, work is returned and verbal as well as written comments may be made. Pupils have the opportunity to clarify areas they do not understand.
- Importance is attached to neatness and presentation of work to help develop examination skills and prepare pupils for the workforce. It may be appropriate for pupils to be asked to rewrite work that is below an acceptable standard of neatness and content for them.
- Marking is as positive as possible with clear guidelines given to indicate how pupils

can improve.

- Pupil ability is taken into account when marking.
- Correct use of grammar and spelling is expected and pupils will be encouraged to use appropriate resources e.g. dictionary, resource books to correct mistakes.

Recommended review period: Annual
Review by: Headmaster Assistant Head Academic,
Date reviewed: September 2018
Date to be reviewed September 2019