



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Academic: Curriculum

Assessment and Marking Policy - Whole School

Assessment covers all the work by teachers to measure the effectiveness of teaching and learning.

Aims:

- To monitor teaching and learning
- To encourage and inform pupils about their progress
 - 1) Marking should praise good work
 - 2) Marking should provide short term goals for improvement
- To monitor effectiveness of the teaching of a topic
- To provide teachers with information so that they can differentiate and SoW as appropriate
- To monitor pupil progress in the context of standardised assessments scores

Marking and Assessment for learning:

The most important element of marking is that it provides pupils with information and guidance to improve their work.

Comments must indicate:

- 1) What has been done well.
- 2) How work could be improved, in order to reach the next level/grade.
- 3) Comments in pupil books should always relate to attainment but may include comments for effort, with rewards as appropriate.

A range of assessment opportunities may be used:

Class marking, tests, internal exams, class questioning, peer and self assessment (using mark schemes and checklists), ICT resources, external standardised testing, continuous assessment, auditions, matches, performances, etc. It is the responsibility of Heads of Departments/subject leaders to ensure that they have a method of assessment which allows them to demonstrate the progress that pupils are making within their subjects.

Recording of assessment:

- Teachers must regularly assess and record pupil attainment.
- Teachers may also choose to record an effort grade.
- Not all assessment requires formal recording.
- There should be at least one summative assessment (related to progress towards target levels/grades/Pearson 'Steps') per half-term and these grades should be kept by the department.
- At the end of each half-term, an indication of pupils' progress is recorded on the Tracking spreadsheet. The options are: 1 (Red = below target/expected progress), 2 (Orange = on target/making expected progress) or 3 (Green = significantly above target/making above expected progress).

Monitoring pupil progress and reporting

The half-termly summative assessments are used to return a level of attainment and progress towards target grades. Pupils should be made aware of their progress frequently. Progress will also be shared with parents through interim reports. If pupils are making unsatisfactory progress (red), intervention work or

additional support can be prescribed. If there are more than 3 red areas on the interim reports, form tutors should raise a concern at a staff meeting and discuss how to proceed with subject teachers and parents, where appropriate.

Please see separate Policy for Reporting

Monitoring and Review: Policy reviewed annually and according to national guidelines.

Appendix 1

Marking Guidelines Years 3 - 11

- The school believes in positive marking.
- Comments should attempt to diagnose the problem and be encouraging.
- It is important for pupils and parents that the marking is clear and as consistent as possible.
- Pupils receive feedback regularly both written and oral.
- Opportunities for peer marking and self-assessment are provided as part of Assessment for Learning (AFL) to develop independent learners.
- Both formative and summative assessments are used by staff and report assessments will reflect a combination of these.
- The following symbols will be used throughout the School.

To correct spelling	Underline the mistake and correct it
To correct punctuation	Circle the offence
To correct paragraph	//
To correct an omission	^
To correct a capital letter	<i>Write in the correction</i>
To correct something that does not make sense or is badly written	? /
Grammar	<i>Gr</i>
Target for this piece of work	<i>(T)</i>
Poor Expression	<i>Expr</i>

For pupils - How to present your written work (to be issued at the start of each academic year)

- Include the date, title, whether it is homework or classwork and your name if you are using file paper, underline all this information
- Leave a line under the title before starting to write your composition or essay
- Write in complete sentences
- Start each sentence with a capital letter and finish it with a full stop.
- Make sure that you use a new paragraph for each idea and that you indent the beginning of each paragraph. Do not leave a line between paragraphs in handwritten work
- When you have written your story or essay, check it very carefully for spelling and punctuation mistakes
- Finally, rule a line under your piece of work to show that has been completed and is ready to be marked

Year 3 use a simplified version of the above

Project-type work requires regular marking and feedback.

For coursework – interim deadlines are set

Late work should be indicated in the teacher's mark book by an L

Please see also:

Rewards & Sanctions Policy

Reporting Policy

Assessment Years R to 2

Means of Assessment:

- Assessments are made in a variety of ways and include class marking, class tests, continuous assessment, Foundation profile and NFER tests
- In KS1 the emphasis is on verbal discussion with the pupils as they complete work as a form of assessment.
- Comments on work are very important and should both be encouraging and give advice on how to improve. This is backed up the star system and stickers (see Rewards & Sanctions Policy)