



WESTMINSTER UNDER SCHOOL

ASSESSMENT, MARKING, RECORDING AND REPORTING POLICY

AIMS

The overall aims of this policy are to:

- praise the boys' efforts and progress wherever possible and to give constructive support
- foster good working habits and an understanding of the importance of application, not least through our
- provide direct and immediate feedback to pupils on their performance so that they can make progress
- enable teachers to assess each pupil's attainment and progress.
- enable staff, pupils and parents to monitor and track progress.

MARKING POLICY AND WRITTEN COMMENTS

Written work will include constructive feedback to help with targets for improvement and in some subjects the work may include a grade or mark to indicate achievement. Heads of Departments are given some autonomy in considering which pieces of work could be given attainment marks for consistency within year groups and which receive longer written feedback. Written comments are essential, for longer or more detailed pieces of work. Comments should be constructive and positive, offering praise where it is due, and indicating what steps should be taken to make further progress.

Teachers will be explicit about marking criteria and, as part of induction at the start of the year, they will make the criteria clear to the pupils. The boys are encouraged to keep a record of the topics they have covered and to make corrections once work is returned. Teachers may wish to indicate an attainment grade once boys have reviewed their marked work and read all relevant comments. As

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outlined in the *'Behaviour, Rewards and Sanctions Policy'*, a dignius (plural digniora or 'digs') may be awarded for work that shows a very good level of effort and/or attainment has been displayed. Exceptionally good pieces of work may receive a Praemium (a prize) in Years 3 to 5 or a Dignissimum (something very worthy) in Years 6 to 8 from the Master.

As outlined in the *'Behaviour, Rewards and Sanctions Policy'*, a Cura (plural curae) may be given if a piece of work is deemed to have shown a poor level of effort. Sanctions such as referrals and detentions may be given for work and homework that a boy fails to hand in on numerous occasions. For further information on Rewards and Sanctions please refer to the *'Behaviour, Rewards and Sanctions Policy'*.

MARKING AND CONTINUOUS ASSESSMENT

In all subjects the boys' work is expected to be marked regularly and promptly and results recorded. The timing of the marking of work and the form it takes will be decided by individual Heads of Departments and outlined in departmental documentation.

It is also important that the boys should be able to gauge their progress in subjects where relatively little written work is done e.g. Music, Art and Design, Information Technology, PE and Drama. Regular feedback will be given within these subjects.

Grades/marks for work, including formal school assessments

Attainment

A piece of work may be given an attainment grade A–E: These grades correspond to the level expected of an Under School boy as opposed to National Curriculum levels:

- . A Excellent

- . B Good

- . C Moderate – this is work of only borderline standard in terms of what an Under School boy should be able to produce

- . D Poor – below the standard of what is expected of an Under School boy

- . E Unsatisfactory – this grade is expected to be used only rarely and it denotes a worrying lack of understanding on the part of the boy

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The boys may be given a numerical mark and, when this happens, the teacher will ensure that the boys understand what that mark means in relation to the School's grading system. If a significant amount of work is below the required standard, a boy may be given an Individual Education Plan (IEP) and referred to the person in charge of Special Educational Needs and Disabilities (SEND).

Specific marks and grades may not be evident in the boys' books but all teachers are encouraged to keep updated records either in their markbook, a spreadsheet or similar document that show a boy's progress and development in their subject.

Recognition of Effort

Individual teachers may choose to recognise the effort a boy has put into a piece of work by giving him an effort grade:

- . 1 Excellent – the boy has clearly worked very hard

- . 2 Good

- . 3 Moderate – the boy has shown the minimum amount of effort required

- . 4 Poor – a boy receiving this grade may be asked to repeat the work

- . 5 Unsatisfactory – this grade is expected to be used very rarely

Marking by Pupils – Peer Assessment and Self Assessment

In some subjects it may be educationally helpful for pupils to mark their own work or critique the work of others. Such marking should always be reviewed later by the teacher and this should be indicated clearly on the piece of work.

RECORDING

Staff are required to keep accurate records detailing all grades or marks allocated to pupils. This is essential so that progress can be monitored and continuity of approach for the boys can be ensured. Teachers are responsible for recording assessment results on the Management Information System (MIS), allowing for the individual tracking of pupil progress. The Assistant Master (Academic) monitors this data on a regular basis.

SCHOOL ASSESSMENTS AND EXAMINATIONS

Our assessments are both formative and summative. Formative assessment takes place in daily teaching and summative assessment takes place at intervals throughout the year. Results are analysed carefully and used to track the boys' progress as well as to inform planning. Formal examination and assessment results are entered on the MIS to be included in the individual subject reports issued in the Play and Election terms. The year average is also included in these reports.

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Years 3, 4 and 5 are assessed formatively within their lessons over the course of the School year. The boys sit more formal assessments during the Play and Election terms.

-Boys in Year 6 sit assessments in Maths and English during the Play term. They also sit the ISEB Common Pre-Tests as part of the admissions process to their senior school of choice. In the Lent term the boys sit assessments in their other subjects. They then sit a full set of formal assessments in the Election term.

In Year 7 the boys take formal assessments in the Play and Election terms.

Year 8 Common Entrance classes sit their School exams towards the end of the Play term. They then sit formal mock examinations at the beginning of the Election Term in preparation for Common Entrance in June.

Year 8 Scholarship classes sit School examinations in the Play term. They sit formal mock examinations after the Lent half-term before sitting their Scholarship examinations at the end of April.

Revision guidelines for formal examinations are placed on APTUS for boys in Years 6, 7 and 8. In Years 3, 4 and 5 all necessary preparation for assessment will take place in lesson and through homework activities.

Standardised Tests

All boys in Years 4, 5 and 7 sit standardised tests (currently CAT4) at the appropriate level during the Play term. These are computerised and electronically marked. The results provide us with the baseline data which we can then use, in addition to internal examination results and teacher comments, to track progress.

Year 6 boys take Progress Tests in Maths and English during the Play term in preparation for ISEB Common Pre-Tests; these tests are also computerised and marked electronically.

SCHOOL REPORTS

Reports, written at the end of the Play and Election terms, present helpful information to parents about their son's progress. This will enable them to support and encourage their sons, and also to set targets for improvement. It is expected that parents will read the report with their son as it provides guidance to help future progress. Detailed guidance on writing reports is in the Staff Handbook.

Play Term - October Half-Term

Years 3 and 4 Form Teachers complete Progress Reports.

In Years 5 to 8, subject teachers complete general subject reports for English, Maths, Science, French, History, Geography, RS, Latin and Classics (Year 5 only). The boys are graded on the following information:

Excellent

Organisation Concentration Participation Presentation Quality of Homework* Quality of Classwork Attainment in Test(s) *

*Complete where necessary

Boys in Years 5 to 8 also receive brief Form Tutor comments. This should be a short, succinct comment regarding the first half-term's settling in process and/ or a statement about the boy's work ethic (from the information provided by the subject teachers) is required.

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Play Term – End of Term

Due to the Progress Report and a parents’ evening, Years 3 and 4 do not receive an end of Play Term report.

Subject reports are written for all subjects in Years 5 to 8 and the Form Teacher will also write a comment which reflects and summarises the subject teachers’ comments. A separate Guidance on Writing Reports document has been written and staff are directed to this document during the reporting period – See Staff Handbook.

Lent Term – Half Term

Due to parents’ evenings, no reports are completed.

Lent Term – End of Term

.. Good	Generally Good, but improvement needed	. Below expected standard
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In Years 3 and 4, Progress Reports are written by the Form Tutors (with grades from 1 to 10 visible only for staff).

In Years 5 to 7, subject teachers complete general subject reports as per October half-term.

In Year 8 full academic subject reports with their examination grades (scholarship forms) and Form Tutor reports are written. An effort and an attainment grade are also required.

Election Term

There are no half-term reports in the Election Term. At the end of the Election Term, full subject reports are written for every subject in Years 3 to 7. Effort and attainment grades are also required.

Year 8 boys will receive brief reports from all subject teachers and a final written comment from their Form Tutor.

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EFFORT AND ATTAINMENT GRADES USED IN REPORTS

Attainment Grades

- . D Distinction
- . E Excellent – working to a high standard
- G Good – generally working well S Sometimes below expected standards C Consistently below expected standards

Effort Grades

- . 1 Exceptional effort – beyond expectations
- . 2 Hardworking and committed
- . 3 Generally hardworking
- . 4 Some positive aspects but with some lapses
- . 5 Too often inattentive, unfocused and/or late or incomplete homework

PARENTS' EVENINGS

In the latter half of the Play Term, the Form Teachers of Years 3 and 4 hold a parents' evening for the parents of boys in Years 3 and 4.

Parents' evenings for all other year groups take place in the Lent Term. Form Teachers and all subject teachers of Years 3 and 4 attend a parents' evening towards the end of the Lent Term.

ACADEMIC SUPPORT

Data from assessments is used to identify individual pupils' needs.

Academic support is offered via 'clinics' in a range of subjects including Maths, French, Geography and Latin, and in other subjects it is scheduled for individuals or small groups within the timetable or at suitable time such as break or lunch times.

The Year 8 form structure (two scholarship forms and two Common Entrance forms) provides appropriate teaching groups for the range of ability. Differentiation by task or outcome is used as a strategy to extend the most able and also to support any individual need. Debates and PSHE, covering a range of topics, are used to enhance provision for Scholarship papers, particularly for

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boys preparing for Westminster and the Eton General papers. There is timetabled support for pupils sitting entrance exams other than for Westminster, e.g. Eton or Winchester which is overseen by the Head of Year 8 and the Assistant Master (Academic).

Assessment for Learning (AFL)

Data from assessments is used to inform staff about pupil learning, achievement and progress. Boys in Years 3, 4, 5 and 7 sit CAT4 standardised tests each year. Boys in Year 3 and 4 also sit the New Group Reading Test shortly after entry to the School. This enables the School to begin to track progress across year groups and provides additional information about the boys' individual learning needs.