

Kings Langley School



Assessment & Marking Policy

REVIEW DATE: MAY 2016

KINGS LANGLEY SCHOOL

A Policy Title ASSESSMENT

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B Rationale

In the application of this policy, the school will strive to reflect the school aims to ensure the happiness of all individuals who are members of our community by setting the right conditions and attitudes to allow each student to reach their potential.

Assessment is both the measurement of performance at a given point in time, and a way of gaining information to promote future learning. Both are

essential in raising standards and are key professional skills. In support of the ethos of Kings Langley School, whereby the happiness and self-esteem of each student is paramount, any method of student assessment must be such that in design and implementation it respects and upholds each individual student's self-worth, whilst at the same time being objective. This process should look to include roles for teachers, students and parents/carers.

C Purpose

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Show what students can do under controlled conditions
- Inform the target setting process and identify areas for improvement
- Promote subsequent intervention and actions required by teachers, students and parents/carers
- Allow teachers, students and parents/carers to understand where the students are and what progress that has been made against clear criteria

Assessment for learning will:

- Provide insight into students' learning for students, teachers and parents/carers
- Promote success for all
- Ensure teachers give specific and clear feedback which identifies next steps
- Enable students to reflect on their work and consider what they need to do to improve
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by allowing students to continuously seek areas to develop

D Guidelines

Assessment of learning

The teacher will

- Provide a periodic summary through teacher assessment and tests
- Ensure students are tracked over time and show progress
- Identify gaps in students' knowledge, understanding and skills
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning

- Implement strategies to accelerate progress to meet local and national expectations
- Mark and measure against National/ school criteria and standards

The student will

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Know which areas require further development and be prepared, with support from teachers and parents/carers, to work on them independently

The parents/ carers will

- Have a summary measure against National/ school criteria and standards
- Be able to follow progress of their child throughout the different courses
- Be aware of areas that require development and will be able to support their child appropriately
- Support intervention strategies implemented to support accelerated progress identified by the school for their child

Assessment FOR learning

The teacher will

- Provide frequent verbal and written feedback which identifies strengths and the next step for improvement
- Promote student involvement in self and peer assessment
- Act on insights gained to inform curricular targets
- Plan using students' prior knowledge and data tracking
- Provide opportunities for all students to demonstrate their achievements
- Make standards and objectives explicit to students
- Promote inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement
- Engage students with questioning and discussions which will develop their thinking and reasoning

The student will

- Know what standards are required and do their best to achieve them
- Know what has been achieved against known success criteria and what to do next
- Challenge themselves to make progress by using feedback given
- Gain confidence, motivation and self-esteem as a learner and be prepared to work independently
- Improve own self and peer evaluation skills and be able to set their targets and next steps

- Understand that making mistakes, improving and developing work is an on-going process and will lead to better progress

The parent/carer will

- Be able to identify current standards of work and know what the next steps are for their child to make progress
- Support and encourage their child to complete their next steps, liaising with the school/ teachers if required
- Provide an environment for students to complete their independent work or ensure their child uses the school homework club/prep evenings
- Talk to their child about their work, the progress they are making and look through work checking standards of work such as presentation before it is handed in

This policy should be read in tandem with the home-school agreement, and teaching and learning policy.

APPENDIX 1: COMMON MARKING SIGNS

To help you in your learning your teachers will all use the same signs and symbols as shown in this chart.

Mark in margin/ in text	Meaning/Action
✓	Good work, correct or good point
X	Mistake of "fact" or answer
SP	Spelling mistake
UL	Underline (usually a heading)
//	Start a new paragraph
P	Punctuation
T	Subject specific terminology used incorrectly or missing