Assessment, Recording, Reporting and Marking Policy

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Introduction

At Hawthorn, we believe that assessment strategies should be concerned with the whole child. The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements. As part of the National Curriculum, children are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity.

Due to the nature of the pupils who attend Hawthorn, all with an Education and Health Care Plan and frequently mental health and trauma needs, the process of assessment can be very daunting particularly as so many fear failure. It is for this reason that the school adopts a "pupil friendly" approach to assessment by involving pupils to help them understand what they need to do to make progress.

Aims

In our assessment process, we aim to gather information which enables us as teachers:

- To evaluate and record each pupil's attainments and progress and identify individual strengths and weaknesses through varied assessments and tracking.
- To match work to the needs of individual pupils.
- To provide reliable information to parents and colleagues about the progress and development of each pupil.
- To work with pupils to help them to set targets related to their learning and progress.
- To provide a reliable basis for planning for progression.

As a school we recognise the importance of continuously examining our methods of assessment, our assessment programme and the use which we make of our assessments. We also recognise the importance of involving pupils in the process of making self-assessments.

Baseline Data

When a pupil joins the school, teachers will make their own judgements about pupils' current attainment using baseline assessments from Twinkl's 11+ pack. Baseline assessment is conducted over the course of the first six weeks of their placement. Where a pupil is unable to attempt any assessment, we will focus on using Thrive to assess their mental health and emotional development. At this time, we will also set-up a tracker for each student, adding targets from their EHCP, baseline and any pre-existing academic data and our own Thrive assessment.

Formative (On-going) Assessment

Formative assessment is an everyday process of assessing/marking pupil work. We may mark with a pupil present and give feedback verbally and in writing on their work, or mark after a lesson and give feedback in writing. We may also use pop quizzes, peer assessment and other activities to make formative assessment interactive, varied and non-threatening. The main purpose of formative assessment is to provide feedback to pupils on all their work – guiding, motivating, correcting, and refocusing their efforts.

Pupil self-assessment

Pupils are encouraged at all times to think about their work and their progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis. We use open questioning to help guide a pupil to towards understanding how to progress their work.

Summative Assessments

This is a more formalised process of assessing, marking, and grading carried out at specific times. They include:

a) Twinkl Reading Assessments.

b) Baseline & Progress Tests in Maths, English and Science which all pupils take upon entry to the school and summative at the end of each topic.

c) At Key Stage 4 and 5 pupils are assessed according to the assessment criteria laid down in the Functional Skills, BTEC, City and Guilds and GCSE subject specifications.

Tracking Progress and Moderation

Class and subject teachers are expected to be fully aware of the progress that pupils are making on a day-to-day basis and keep records of this accordingly. The school's data tracking sheets on Excel must be used to record data.

Once a term, formal procedures to assess and analyse pupil progress will take place in the following format:

Assessment – A formal assessment takes place at the end of each body of work. All pupils will be assessed within individual subject areas via assessment and feedback tasks which also encompasses peer and self-assessment.

Moderation: This process is carried out by Curriculum Leaders and teachers who will meet to discuss one piece of work from each pupil during a formal meeting. The work

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must be anonymised, and the grade awarded should not be revealed until all concerned in the moderation meeting have made a judgement. If there is a discrepancy in the grade awarded this will be discussed as part of the meeting and the final grade agreed upon.

Curriculum Leaders and teachers are responsible for providing stage descriptors for the purpose of moderating the work, these are taken from Twinkl.

Pupil Progress Meetings – formal pupil progress meetings are held to discuss the progress of each individual. This is a time to consider additional intervention programmes or extension work. As part of these meetings "most able" pupils will be discussed against their pupil progress expectation.

Senior Leadership Team (SLT)- The SLT will analyse pupil progress data and use this to determine which pupils have not made expected progress (EP). This information will be shared with teachers. Teachers will then be given time to complete and prepare for this stage in the process by completing the "Pupil Progress Form" before these pupils are discussed in detail, and actions/interventions and review dates are identified. This will be recorded by the completion of the "Pupil Progress Meeting Record".

Pupil Progress & Attainment Reviews

At the start of the next academic year, a Pupil Progress and Attainment Review will take place between the relevant members of SLT and teachers. In this review, analysed data will be shared, and this may be used to set targets for the respective teacher's appraisal. In addition, attainment will be reviewed. This part of the process will look at the pupils' Predicted Grades vs their Actual Attainment Grades.

Marking

The purposes of marking are:

• To monitor the progress of pupils.

• To determine the standard of knowledge, skills and understanding of the pupils.

• To assess mastery of particular skills.

• Comments corresponding to the standard of work. Comments made will be positive, developmental and constructive, appropriate and sensitive to the individual child.

• The comment should contain a realistic target for the child to achieve in the future.

• To correct inaccuracies in the work.

• To comment on the presentational skills of the work.

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• To encourage improvement.

• All work should be marked for literacy; this includes SPAG & use of subject specific vocabulary.

Teachers are advised to mark work regularly and in line with the following guidance:

• Where marks or stages are given these should be explained clearly.

• Work marked should give feedback on success, difficulties and ways to improve.

• Work should be marked regularly – at least fortnightly.

• All written homework should be marked and filed.

• Further and more detailed guidance around marking can be found in Appendix 1.

Recording

It is not necessary for teachers to keep records of every single piece of work produced by the pupils, but it is essential for them to maintain systematic records of assessments. Each system should be designed:

• To establish a manageable and efficient way of recording.

• To provide accurate information on progress.

• To provide information for written reports and verbal comments to parents, carers and significant others.

• To help determine the composition for teaching groups.

• To decide entry tiers for external examinations.

• Formal assessments should be recorded via Classroom Monitor on a half termly basis.

Reporting

There are statutory requirements for reporting to parents/carers on achievements and progress of pupils. It is required:

• That all pupils on the school roll receive an annual written report.

• The report should contain comments on general progress and brief particulars of a pupil's achievements in all subjects.

• Reports should contain targets, resulting from discussion between teacher and pupil.

• That arrangements are made for parents to discuss the report with teachers.

• The report includes a summary of the pupil's attendance and the number of unauthorised absences.

• Each subject report should contain a pupil self-assessment in that subject. This analysis will be the result of informal discussions between the teacher and pupil.

• That detailed information and explanatory comments relating to the National Curriculum levels and Key Milestones are included.

• All school leavers are provided with a record.

• That a record of a pupil's level of achievement is forwarded to the school in the case of a pupil changing schools.

Guidelines for report writing

• Emphasis should be given to the accuracy of assessments and be written in readily accessible language.

• They should have a positive effect on pupils' attitudes and motivation.

• They should highlight a pupil's strengths and weaknesses but should be written in positive language encouraging the pupil to improve performance.

• They should indicate targets to support the pupil in making progress.

All staff should:

Carefully check the spelling of pupils' names.

Carefully check that the correct punctuation and grammar has been used.

Ensure that all comments and grades are written in a black ink.

Check for typing errors.

Procedures concerning reports

Parents/carers receive 3 reports per year.

Full written reports on each subject are to sent to parents/carers at the end of the summer term.

Progress report sheets are completed for each pupil at the end of the autumn and spring terms.

Appendix 1- Marking Guidance

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Spelling, Punctuation and Grammar

Where relevant, teachers should mark pupil work in green. Teachers should identify SPAG errors in pupil work by using the following key.

SPAG Element Code	
Capital Letter	CL
Full Stop	FS
Comma	CO
Question Mark	QM
Exclamation Mark	EM
Spelling	SP

In respect of the above, teachers should initial the element code next to where the mistake has been made. Then write any spellings at the bottom of the work for the student to copy and practice.

Where there are numerous spelling mistakes throughout pupil work, teachers should use their knowledge of the pupil to identify which spellings they should prioritise for correction i.e., no more than three spellings. These will be detailed at the end of the piece of work where pupils can then practice the spelling of these identified words. Pupils should practice their spellings in purple pen as detailed below.

*** Note: teachers should use their knowledge of the pupil, discretion and sensitivity in the marking and correction of pupil work.

Teacher Comments and Feedback

At the end of the piece of work teachers should make comments in relation to the following:

SPAG

Subject Specific

Next Steps

*** Teachers must ensure that their comments include praise.

Pupil Corrections

Pupils should be encouraged and directed to review the feedback given and make corrections to their work. These corrections should be detailed in purple.

Links with other Policies:

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Curriculum Policy

Equality and Diversity

Policy Review:

Date due:	Review date/by whom
August 2024	14/08/24 S Watson
August 2025	07/09/25 S Watson

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