



Assessment Policy (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Last Reviewed: November 2023

Frequency of Review: Annually

Next Review Due: November 2024

Definition of Assessment

Assessment is the process which provides information on an individual student's experience and achievement. It defines what the student knows, understands and can do.

Purpose of Assessment

The purpose of assessment is to recognise and celebrate students' achievements and facilitate moving to the next target. Furthermore, it promotes the quality of teaching and learning so that all students are helped to make steady progress.

Summative and formative assessments are regularly analysed to monitor and critically evaluate the success or otherwise of teaching, intervention and current programs of study. Analysis will be undertaken by teaching staff who work directly with individual children to determine trends and patterns that may exist for specific groups.

Basic Principles of Assessment

- Assessment should encompass an evaluation of students' achievements across the entire range of school experience.
- Assessment should be positive. It should provide opportunities for progression and differentiation. It should, therefore, encourage achievement and help the student to move forward. To this end, it should include constructive criticism and comment on strengths and weaknesses. It should both indicate what the student can do and what the student needs to do in order to improve.
- Assessment should be an integral part of the learning process.
- Assessment should arise out of a shared understanding by teacher and students of clear and explicit learning targets and shared assessment criteria.
- Students should always be fully aware of the criteria against which their work will be evaluated. As a result, students will be encouraged to take more responsibility for their own learning.
- Students should be encouraged, as far as possible, to contribute to the assessment of their own work and progress. The process of assessment should enable students to become more reflective learners.
- Teachers should always use the results of assessment to inform the planning of future teaching and learning. Assessment should, therefore, help teachers to plan work best suited to each student's stage of development and should provide opportunities for progression and differentiation.
- Every student has a right to fair and unbiased assessment, irrespective of creed, gender, colour, national, ethnic or social background or disability.
- Reasonable adjustments will be put in place for pupils with SEND or disabilities.

EYFS

Weekly

- Daily and weekly observations of each child are carried out clearly linked to the EYFS assessments. These are reviewed weekly to inform planning.
- Planning is linked to each child's 'Next steps' and individual interests which are discussed at our regular planning meetings.

Termly

- Termly learning journal is completed and linked to the EYFS assessments (meeting standards or working towards)
The targets are from the 7 areas of Learning and development and are linked to their age in months, ie, 40-60 months.
- These targets are discussed with parents at the termly parent's evenings and are categorised as:
 1. Emerging
 2. Expected
 3. Exceeding

Summer term

In May/June transition meetings are arranged with parents. The outcomes are shared with the Reception class teacher for the following September.

In June a **school readiness report** is written and shared with their chosen school. All documentation is shared with the teacher when they visit the child in their setting prior to starting school.

EYFS Foundation Profile

At the end of the final term of the year in which a child reaches 5, as they move from Reception to Year 1 an EYFS profile written report will be completed.

It will provide an assessment of the Learning and Development category for each of the 17 Early Learning Goals (ELGS)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early_Years_Foundation_Stage_profile_2023_handbook.pdf

Clearly stating if the child is currently working as:

- Expected = Meeting "expected levels" or
- Emerging = Not yet reaching expected levels

The written report will be shared openly with parents for discussion with the child's teacher during an additional parents' evening.

The summary report will be shared with the Year 1 teacher or any new school or provider if the child is not staying at Our Lady of Sion School. This will always take place before the second half term of year 1.

Assessment Timetable KS 1 + 2

| Term /Year Group | Autumn Term | Spring Term | Summer term |
|------------------|--|--|--|
| Year 1 | Reading Unaided Writing Baseline Phonics Power Maths | Reading Unaided Writing Phonics Power Maths | Reading Unaided Writing Phonics Power Maths PTE + PTM |
| Year 2 | Reading Baseline Phonic Unaided writing Power Maths Science + Foundation Subjects | Reading Phonics Assessment Unaided writing Power Maths Science + Foundation Subjects | Reading Phonics Power Maths PTE + PTM Science + Foundation Subjects |
| Year 3 | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT PTE + PTM |
| Year 4 | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT PTE + PTM |
| Year 5 Year 6 | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT | Reading Spelling Unaided writing Writing Speed Power Maths Multiplication Tables Science RS Self-Assessment Foundation Subjects NGST + NGRT PTE+ PTM + PTS |

- Denotes externally marked, moderated and standardised formal assessments.

KS 1 + 2 Assessments

Recording and Tracking

A wide range of evidence is noted and recorded by both the class teachers and teaching assistants including test and assessment results marked internally / externally, recorded observations, moderated tests and verbal dialogue with students. It is important that pupils are involved in this process through self and peer assessment. Teachers keep daily records of these in their planners and shared spreadsheets.

At KS 1 /KS 2 children receive weekly spellings from the Phase Phonics /Letters and Sounds scheme.

In Year 2 they also have a weekly mental Maths test based on their times tables and the Maths topic of the week.

In KS2 further externally marked and standardised assessments take place: -

- Termly spelling (NGST) and reading (NGRT).
- Half termly Arithmetic and Reasoning online Power Maths assessments.
- Termly Multiplication testing (Year 4 only) using the Government recommended MTC tests online.
- Annually in English (PTE) Maths (PTM) and Science Year 5 and 6 only (PTS). These results will report how the child is doing in relation to their previous years scores as well as standardised scores.

Internally marked/Moderated assessments

- Maths Assessments take place at the end of each unit.
- Internally marked end of unit assessments taken from the Spelling and Grammar bug Active Learn Assessment resources.
- Termly Internal writing assessment moderations
- Annual writing speed assessments (September)
- Science Assessments take place at the end of each unit linked with the Junior Schools science scheme Plymouth Science. These assessments test scientific knowledge and skills.
- Termly 'Discovery RS' self-assessment sheets

Communication between staff is paramount in ensuring that the children's progression is linear and that each child's individual needs are being met.

A half termly grade will be given for achievement in all the Foundation subjects across KS1 and 2 based on end of topic assessments, teacher assessments and evidence in children's books.

This assessment will be reported in the form of

- WT (working towards)
- WA (working at)
- GD (Greater dept)
- GD+ (Greater depth +, this will be only used in very exceptional cases)

Every 6 weeks key assessment data is recorded, tracked and monitored using SIMS and POWER BI.

Consultation Evenings

Parent's consultation evenings for KS1 and KS2 take place during the Autumn and Spring terms. All appointments are 10 minutes and are conducted remotely or in person. Parents are given the opportunity to choose.

Reports

Formal summative reports are highly valued by students and parents and provide an accurate account of the students' progress. Reports are descriptive and written in a language that parents and children can understand. They are based on ongoing teacher assessments as well as standardised tests and assessments marked both internally and externally (GL assessments www.gl-assessment.co.uk) reporting on the positive progress a pupil has made.

In Reception students will receive reports with comments on each of the 7 areas of Learning and Development each term and an overall achievement grade in the final summer term for each area.

Achievement grade: WT – working towards
 WA – Working at
 GD – Greater depth

In Years 1-6 reports are written at the end of each term.

Reports contain comments under the main headings of Effort and Achievement:

Achievement grade: WT – working towards
 WA – Working at
 GD – Greater depth

Effort grade: E – Excellent
 G – Good
 N – Needs improvement

Reporting schedule for Junior School
Autumn term

Y – signifies a comment/grade will be provided

| Subject | Written comment | Achievement grade | Evidence for information only | Effort Grade Teacher assessment |
|--|------------------------|--------------------------|---|--|
| Mathematics | Y | Y | End of unit tests and half termly assessments with Power Maths | Y |
| Times Tables | | Y | Weekly testing and termly MTC results | Y |
| English Written, Handwriting reading and general | Y | Y | Written performance indicator assessments and NGRT test results End of Unit topic spelling and Grammar tests teacher marked based on the Active learn Spelling and Grammar bug assessments | Y |
| Spelling | | Y | Weekly testing and NGST test results | Y |
| Science | Y | Y | Y1 – 5 end of unit assessment and scientific skills coverage assessments based upon the Plymouth Science scheme | Y |
| Art and DT | Y | | | Y |
| R.S. | Y | | RS discovery end of topic assessment criteria | Y |
| Humanities (Topic Year 1+2) | Y | | Class work, Creative Prep | Y |
| Computers | Y | | Teacher assessment | Y |
| Music | Y | | Teacher assessment | Y |
| PE | Y | | Teacher assessment | Y |
| World Languages | Y | | Teacher assessment | Y |
| Class Teacher | Y | NA | NA | NA |
| Class teacher reports (PSHEE/RSE is mentioned in the class teacher report) | | | | |

Spring term

Y – signifies a comment/grade will be provided

| Subject | Written comment | Achievement grade | Evidence for information only | Effort Grade Teacher assessment |
|--|---|-------------------|--|---------------------------------|
| Mathematics | Y | Y | End of unit tests and half termly assessments with Power Maths | Y |
| Times Tables | | Y | Weekly testing and termly MTC results | Y |
| English Written, Handwriting reading and general | Y | Y | Written performance indicator assessments and NGRT test results End of Unit topic spelling and Grammar tests teacher marked based on the Active learn Spelling and Grammar bug assessments | Y |
| Spelling | | Y | Weekly testing and NGST test results | Y |
| Science | Y | Y | Y1 – 5 end of unit assessment and scientific skills coverage assessments based upon the Plymouth Science scheme | Y |
| Class Teacher | Y | NA | NA | NA |
| PD | Child written self-assessment based on certain questions taken from the term's PSHEE/ RSE topic planning. | | | |

Summer term

Y – signifies a comment/grade will be provided

| Subject | Written comment | Achievement grade | Evidence for information only | Effort Grade Teacher assessment |
|---|------------------------|--------------------------|---|--|
| Mathematics | Y | Y | PTM external assessment tests and End of unit tests and half termly assessments with Power Maths | Y |
| Times Tables | | Y | Weekly testing and termly MTC results | Y |
| English Written, Handwriting reading and general | Y | Y | PTE external assessment tests and NGRT test results. End of Unit topic spelling and Grammar tests teacher marked based on the Active learn Spelling and Grammar bug assessments | Y |
| Spelling | | Y | Weekly testing and NGST test results | Y |
| Science | Y | Y | PTS (Y5 and 6) external assessment tests and class work. Y1 – 5 end of unit assessment and scientific skills coverage assessments based upon the Plymouth Science scheme | Y |
| Art + DT | Y | | Teacher assessment | Y |
| R.S. | Y | | RS discovery end of topic assessment criteria | Y |
| Humanities (Topic Year 1+2) | Y | | Class work, Creative Prep | Y |
| Computers | Y | | Teacher assessment | Y |
| Music | Y | | Teacher Assessment | Y |
| PE | Y | | Teacher assessment | Y |
| World Languages | Y | | Teacher assessment | Y |
| Class Teacher | Y | NA | NA | NA |
| Class teacher reports (PSHEE/ RSE is mentioned in the class teacher report) | | | | |

Cognitive Abilities Testing

All students sit a CAT4 test at the appropriate level as part of the School’s Entrance Test. In addition, in Year 9 all students sit a digital MIDYIS assessment. Students in Year 12 sit ALIS testing as a benchmark for A level expectation. The data generated provides valuable information on an individual student’s potential and is a benchmark against which to measure progress, thereby enhancing the school’s tracking process. Furthermore, these national tests formally set targets in specific GCSE subjects for individual students and, in conjunction with SIMS Assessment Manager and Power BI (previously SISRA tracking):

- measure the achievements of individual students throughout their time at the school (value-added)
- monitor the achievements of faculties and departments
- enable a range of analyses (eg, gender, SEND) to be made
- enable support programmes and intervention needs to be identified
- monitor the achievements of the whole school in the context of our student intake

All the above increasingly informs future planning and target setting.

From September 2022, KS3 Progress Indicators are assigned using a Tier system based on data and students’ performance and progression will be closely monitored. (See Annex A)

Students at KS4 are assessed using these same “progress indicators” in relation to their GCSE Target grade. The data is updated regularly in Power BI (previously SISRA) to further enhance our ability to analyse, track, monitor and plan for each student’s progress. The data and individual student progress will be regularly analysed and discussed at formal TAP meetings.

Key Stage 3

At KS3 assessment is carried out as follows:

- A progress indicator grade in relation to the students Tier, eg, Outstanding/ Secure/ Developing / Concern and an attitude to learning grade Excellent/ Good/ Needs attention / poor is assigned at least 3 times a year. These grades are based on formal tests, examinations or completed modules of coursework and are entered into Assessment Manager by subject staff.

Tier Descriptions

| Tier | Description |
|------------------------------|--|
| Advanced (9) | This is the highest level of attainment, and students in this tier would be expected to be aiming for grade 9 at GCSE. |
| Higher (7-8) | Students in this tier would be expected to be aiming for grades 7 and above at GCSE |
| Intermediate (5-6) | Students in this tier would be expected to be aiming for grades 5 and above at GCSE |
| Foundation (3-4) | Students in this tier would be expected to be aiming for grades 3 and above at GCSE |

Progress Descriptors

| | |
|--------------------|--|
| Outstanding | Current progress is beyond the expected standards for the tier |
| Secure | Current progress is in line with the expected standards for the tier |
| Developing | Current progress is approaching the expected standards for the tier |
| Concern | Current progress is below the expected standards for the tier |

Attitude to Learning

This aspect will remain the same for all Key Stages. Students will be graded as follows:

| | | |
|----------|-----------------|---|
| E | Excellent | Always shows a positive attitude to learning |
| G | Good | Usually shows a positive attitude to learning |
| N | Needs Attention | Sometimes shows a positive attitude to learning |
| P | Poor | Rarely shows a positive attitude to learning |

- The tiers and progress indicators are formalised and have clear subject specific assessment criteria.
- This system provides a smooth transition to the grade structure of the KS4 GCSE grading system. It should, therefore, be clear to pupils and parents.
- Progress check sheets are currently extracted from SIMS Assessment Manager.

Example KS3 Progress Check sheet

Name: John Doe
Attendance: 97.1%

Form: 8G

| Subject | Tier | Progress | Attitude to Learning |
|---|----------|-------------|----------------------|
| English <i>Ms E. Pescott Hart</i> | Higher | Secure | Good |
| Maths <i>Mr A. McDonagh</i> | Advanced | Outstanding | Excellent |
| Science <i>Mr P. Goodwin</i> | Higher | Secure | Excellent |
| French <i>Mr S. Baudet</i> | Higher | Secure | Excellent |
| Spanish <i>Mrs I. Trevino</i> | Higher | Secure | Excellent |
| Geography <i>Mr A. Salmon</i> | Higher | Secure | Excellent |
| History <i>Mrs Z. Yacoub</i> | Higher | Secure | Excellent |
| Religious Studies <i>Mrs V. Hoarty</i> | Higher | Secure | Excellent |
| Art <i>Miss E. Dodd</i> | Higher | Concern | Good |
| John can boost his grade by taking time to record details more accurately when working from direct observation. | | | |
| Drama <i>Mrs J. Freeman</i> | Higher | Outstanding | Excellent |
| Music <i>Mr S. Jeffery</i> | Higher | Outstanding | Excellent |
| P.E. <i>Mrs E. Baxter</i> | Higher | Secure | Excellent |
| Design Technology <i>Miss T. Daly</i> | Higher | Secure | Excellent |
| Computing <i>Mr A. Sefton</i> | Higher | Secure | Good |

Progress

| | |
|-------------|--|
| Outstanding | Current progress is beyond the expected standards for the tier |
| Secure | Current progress is in line with the expected standards for the tier |
| Developing | Current progress is approaching the expected standards for the tier |
| Concern | Current progress is below the expected standards for the tier |

Attitude to Learning

| | |
|-----------------|---|
| Excellent | Always shows a positive attitude to learning |
| Good | Usually shows a positive attitude to learning |
| Needs Attention | Sometimes shows a positive attitude to learning |
| Poor | Rarely shows a positive attitude to learning |

Key Stages 4 & 5

At KS4 and KS5 our assessment of pupils' work is firmly linked to criteria set out in public examination specifications and is therefore fully consistent with national guidelines.

Examinations and Testing

Formal testing of students within the school takes place regularly and is shown in the following table:

| Term | Internal examinations in class | External examinations |
|------|--|-----------------------|
| 1 | Years 7 to 9 Year 9 MIDYIS Year 12 ALIS | n/a |
| 2 | Years 7-9 Years 12 & 13 Year 12 and 13 mocks in majority of subjects Year 11 IGCSE Maths module EXAMS and mock GCSE examinations | n/a |
| 3 | Years 11– 13 Year 10 Maths IGCSE and any other early Language / Computing applicants | GCSE, A2 Public Exams |
| 3 | Years 7 to 10 End of year Assessments in Exam Week Year 10 mock exams in Hall. | n/a |

Reporting and Parent Consultation Schedule Senior School

| AUTUMN | Week 5 | Mon 25 Sep | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | |
|----------------|----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| | 6 | Fri 13 Oct | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | |
| | 7 | Tue 17 Oct | Deadline tutors | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | |
| | | Fri 20 Oct | | | | | | | | | | | | |
| | Week 9 | Wed 15 Nov | | | | | | | | | | | | |
| | 10 | Mon 20 Nov | | | | | | | | | | | | |
| | 11 | Thu 30 Nov | Parents Evening | | | | | | | | | | | |
| | | Fri 1 Dec | | | | | | | | | | | | |
| | 12 | Mon 4 Dec | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | |
| | | Thu 7 Dec | | | | | | | | | | | | |
| | | Fri 8 Dec | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | |
| | 13 | Thu 14 Dec | | | | | | | | | | | | |
| | SPRING | Week 15 | Mon 15 Jan | | | | | | | | | | | |
| 16 | | Wed 17 Jan | | | | | | | | | | | | |
| | | Mon 22 Jan | | | | | | | | | | | | |
| | | Thu 23 Jan | | | | | | | | | | | | |
| 17 | | Mon 29 Jan | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | |
| | | Fri 2 Feb | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | |
| 18 | | Thu 8 Feb | Issued | Parents Evening | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Week 19 | | Mon 19 Feb | | | | | | | | | | | | |
| 20 | | Fri 23 Feb | | | | | | | | | | | | |
| | | Tue 27 Feb | | | | | | | | | | | | |
| | | Wed 28 Feb | | | | | | | | | | | | |
| 21 | | Mon 4 Mar | | | | | | | | | | | | |
| | Fri 8 Mar | | | | | | | | | | | | | |
| 22 | Mon 11 Mar | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | | |
| | Thu 14 Mar | | | | | | | | | | | | | |
| | Fri 15 Mar | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | | |
| 23 | Fri 22 Mar | | | | | | | | | | | | | |
| SUMMER | Week 26 | Mon 29 Apr | Open | | | | | | | | | | | |
| | 27 | Fri 11 May | Deadline subjects | | | | | | | | | | | |
| | 28 | Mon 13 May | | | | | | | | | | | | |
| | | Fri 18 May | | | | | | | | | | | | |
| | 29 | Fri 25 May | Issued | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | Week 30 | Mon 3 Jun | Exams | Exams | Exams | Exams | Exams | Exams | Exams | Exams | Exams | Exams | Exams | |
| | 31 | Mon 10 Jun | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | Open | |
| | 32 | Fri 21 Jun | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | Deadline subjects | |
| | 33 | Fri 29 Jun | | | | | | | | | | | | |
| | 34 | Thu 4 July | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | Issued | |

| | |
|---|------------------|
| G | Gradesheet |
| R | Full Report |
| P | Parents' Evening |
| C | Checkpoint |
| T | Tutor/A2L sheet |
| E | Exams |

| | |
|---|------------------|
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| | |
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| P | Parents' Evening |
| C | Checkpoint |
| T | Tutor/A2L sheet |
| E | Exams |

The results of internal examinations are used to assess students' progress and as a basis for reports and grade sheets. Appropriate set changes / tier changes / target grade alterations and interventions will be implemented after discussions within the department, usually involving parents, the student(s) concerned, the Faculty Head / SENCO and Deputy Headteacher.

Throughout the year informal testing is more frequent in some subjects than others. In addition to tests, students are regularly assessed on their classwork and homework tasks; the resulting marks being recorded by teachers in mark books, Firefly LP and Google Classroom for all subjects at least fortnightly. All subjects enter a grade / level each half term for each student in SIMS.

Coursework / Controlled assessment

Currently, external examinations in some subjects require a controlled assessment element. Senior management and HOFs, together with the Examinations Officer, are responsible for ensuring that the timetable of deadlines for this work is completed with the required supervision and is manageable by the students involved, particularly those in their final GCSE year. There is an awareness of acceptable AI use and impact on student work. Any use of AI for any assessed work / controlled assessment constitutes malpractice.

Self-Assessment

KS3 and KS4 students complete self-assessment forms after a series of internal examinations or tests and / or in response to a written report. The student and form tutor refer to the form during the Report Reading session just before reports are sent home and a copy is sent home with the student's reports. In addition, the forms are analysed by students, Form Tutors and the Deputy Headteacher, to assess where an individual student or a group of students may need help. Any queries raised by this analysis or subsequently by parents are dealt with promptly by the staff concerned, or where necessary by the subject HOF and Deputy Headteacher.

Consultation Evenings

These take place in person at regular points in the year. Different year groups will require bespoke parent evening timetables to ensure mock feedback, option choices and predicated results are discussed in a timely manner. Please refer to the table for details for specific Year Groups.

TAP – Teaching and Progress

TAP is about how the data entered in SIMS and analysed in Power BI is utilized effectively to improve pupil outcomes.

The data analysis will reflect attainment for whole cohorts / specified groups and individuals across the whole school against targets and expectations.

Half termly TAP meetings explore and monitor how schemes of work, individual teaching provision and departmental strategies are providing opportunities for all students to make progress and achieve good outcomes.

At TAP meetings, HOFs and Junior School Key Stage Coordinators will update on the following information:

1. Academic concerns relating to individual students – proposed interventions.
2. Academic successes relating to individual students – proposed interventions.
3. Update on whole-school strategy and how this is embedded into departmental development (evidenced)
4. Extra-Curricular Opportunities to raise profile and energy of subject areas.

5. Champions – updates on excellent teaching you have observed.
6. Training Needs – updates on staff development requirements
7. More Able – how are these students being supported?
8. SEND – how are these students being supported?
9. Challenge+ (for all) – evidence

All HOFs/JS KS Coordinators must feedback on each of these agenda items at EVERY TAP meeting.

The feedback at these TAP meetings essentially records the actions to ensure that every child here receives an inspirational education which in turn enables each child to achieve exceptional outcomes. Through focused monitoring of academic attainment and progress, we can ensure that required interventions are in place which support each child in achieving full potential.

HOFs and Junior School Key Stage Coordinators will need to consider if schemes of work are appropriate and whether exam board changes / unit changes may be required. HOFs / Key Stage Coordinators should consider assessment range and depth for each year group and discuss these with staff at departmental meetings. HOFs / Key Stage Coordinators may decide after discussion with their team to adopt new and innovative strategies to raise achievement. Sections of the schemes of work may need to be rewritten and new resources developed within the team. These focused discussions are always fed back to the Deputy Headteacher through TAP meetings and developments/concerns are then shared with the Headteacher in weekly meetings with the Deputy Headteacher.

HOFs / Key Stage Coordinators will regularly discuss the data with department staff to ensure all students are supported to achieve and make progress in line with or above expectations and targets. The team will work together to provide consistency for all students. Teachers will use KAN sheets to identify specific teaching needs and any Access Arrangements which in turn will inform and support student's teaching and learning. Any SEND matters should be raised and shared with the SENCO and the Deputy Head.

The School's Development Strategy Document will be shared and known so that there is clear direction for all teachers, middle managers, SLT and Governors. HOFs / Key Stage Coordinators will discuss the strategy aims for whole school Teaching and Learning at weekly departmental meetings. All staff will incorporate challenge, challenge +, teaching higher order thinking skills (HOTS) and adaptive teaching in their lessons.

HOFs / Key Stage Coordinators / SLT will observe the strategy aims in action in lesson observations of staff and these will be recorded in School Ip. In post observation discussions any areas for further development and improvement will be noted and supported to develop as required. Further evidence will be provided and discussed via book monitoring and standardisation / moderation of assessments amongst the team.

MARKING and FEEDBACK

Marking work and recording attainment are fundamental to assessment. Teachers are expected to mark promptly and regularly to provide feedback and opportunity for students to make progress.

Marking must be effective: Meaningful, Manageable and Motivating.

| Embedding Effective Marking | DfE Workload Principles |
|-----------------------------|---|
| ● Meaningful | ● marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. |
| ● Manageable | ● marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy. |
| ● Motivating | ● marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work. |
| Source: | DfE Workload Report (March 2016) |

All staff should use the following codes in their marking across the school to ensure students are used to the codes.

| | |
|------|--|
| ✓ | Correct/good point/well-written |
| X | Incorrect/wrong point. |
| Sp | Correct a spelling mistake (these words should be written in a spelling log) |
| P | Correct punctuation |
| CAP | Use a capital letter |
| ^ | You need to add a word |
| // | You need to start a new paragraph |
| / | Start new line |
| ? | This does not make sense/ handwriting or sentence needs to be clearer |
| T | You need to use the correct verb tense |
| | This part needs rewording/ rephrasing |
| e.g. | Provide examples. |

Marked work must have a comment pertaining to the work marked and then an individual EBI set (Even Better If). For example, sections can be highlighted for redrafting, a progress question set to practice a specific skill / technique or a task set to extend learning. Marking should be dialogic between student and teacher.

Students should be given directed time to review and complete the marking comments, either in lesson time or as a homework task. The teacher should then acknowledge the EBI has been successfully completed.

Records are concerned with noting students' attainment over a period of time and tracking progress. The principal function of marking is to enable teachers to make judgments about students' grade, set targets and inform the planning of future work. Records also provide evidence for reporting to parents either in a formal written report or at Parent Consultations.

While it is neither possible nor desirable to document everything a student does, it is necessary to collect and record evidence of progress, or lack of progress. Key evidence may be gathered from diagnostic marking of classwork and homework, from written tests, or from oral and aural work in the classroom. Increasingly, photographic, video recording, sound recording and screenshot evidence may be held on file.

However, work is marked, and depending on the number of lessons allocated to that subject teachers are expected to regularly record assessment marks.

In short, marking should be:

- Prompt
- Regular
- Constructive + Dialogic
- Clear (setting targets that are understood)
- Recorded.

SENIOR SCHOOL

Each subject leader is responsible for ensuring that the departmental policy is current, understood and implemented correctly by all teachers of that subject. There can be no prescribed method of recording as different departments necessarily work in different ways. In some subjects, a proportion of "marking" may be completed digitally or verbally, through "feedback conversations" between student and teacher, designed to ensure that the student understands what is needed for future progress. Peer and self-assessment exercises together with self-evaluation are encouraged since they have an important role to play in the development of thinking skills.

Results, including assessment /exam results, are recorded in SIMS Assessment Manager and Power BI (previously SISRA). Subject teachers record at least one progress grade per half term for each pupil. This information is thus readily available for analysis and discussion at departmental and TAP meetings with HOFs and SLT. We are using a wider range of analytical tools to gain a deeper and wider picture of progress, both in a student-centered way and across subjects to ascertain the effectiveness of teaching.

The school's recording system is designed to:

- be manageable
- involve numerical and alphabetic measures, the correspondence of the two systems being clear to both teachers and students
- be understood by, and accessible to, a variety of users
- record the work the students have done, monitor progress and guide appropriate future work
- at KS3- KS5 record students' attainments and link this to national grades according to the needs of

- the subject at GCSE and GCE levels
- provide accurate information to colleagues
- involve and motivate students
- relate to departmental schemes of work

JUNIOR SCHOOL

In Early Years, Year 1 and Year 2 we give children verbal feedback on their work. Wherever possible, work will be marked with the child so that comments on achievements and areas to work on can be given as the work is in progress. Feedback on a particular piece of work may be given at the end of the lesson when all the children are gathered together. Written comments may sometimes be added at the end of a piece of work, but these will be short to reflect the child's reading ability and the fact that verbal feedback has already been given.

In Years 1-6 teachers use marking to draw attention to areas that children need to work upon. Children are given time to respond to marking and feedback.

Individual scores are not read out in front of the whole class, nor will they ever be displayed for everyone to see. Scores/marks/results, etc are private to the individuals concerned and children are expected to respect other people's preference if they wish to keep their marks to themselves.

In addition, positive recognition of good work will be given in the classroom, eg, sharing work with others and displaying good work on the wall. Headteacher's Commendations recognise outstanding pieces of work and outstanding effort or progress. Form Teachers are also encouraged to send their students to the Senior Teachers to celebrate excellent work.

Self-assessment is encouraged from the Early Years with children being asked for a personal comment on their effort/achievement. This can take the form of written or oral comment as appropriate to the age of the child. We encourage the children to make comments about their own work and the work of fellow pupils in a positive and encouraging way.

In Early Years Tapestry is used to build a unique picture of what each child knows and feels and can do as well as their interests and learning styles. Observations are analysed against the EYFS statements and help the child's key worker identify the child's next steps. Contributions from family are welcome and at Our Lady of Sion we like to include any 'wow' moments which celebrate successful learning at home.

Specific marking is used for subject areas. These are as follows:

English

Years 1 & 2: The teacher writes the correct spelling in the pupil's Word Book and it is then written out three times to commit it to memory.

Years 3 to 6: The teacher incorporates the whole school marking codes where appropriate enabling pupils to correct errors.

Mathematics

Pupils use pencils for all mathematical recording. Incorrect answers are marked X and corrections written out either next to or below them. Where this is not feasible, corrections should be written on a separate sheet, giving page and/or other reference numbers. Original answers should be left in place for future reference. It is not necessary for a pupil to correct every mistake if they have demonstrated an understanding of the relevant concept by producing work which is mainly accurate.

Geography/History/Science

Incorrect spelling is highlighted and key words corrected at teacher's discretion.

If a pupil becomes aware of a mistake in an uncompleted piece of work which has been written in ink, they should rule a line in pencil through the incorrect work and write the correct version alongside/above it; brackets are also acceptable.

Corrections should be written at the end or in the margin in completed work.

Years 5 and 6: Ink erasers may be used to rub out minor errors on a finished piece of work.

Other Associated Policies

Curriculum Policy

Teaching and Learning Policy

SEND Policy

Monitoring and review

The Deputy Headteacher is responsible for monitoring the implementation of this policy. They will feed back to the Headteacher and meet with year group staff to provide feedback and discuss concerns.

Approved by Governing Board November 2023

ANNEX A – KEY STAGE 3 TIERS

