



Progress and Assessment Policy

Approved	30/1/24
To be reviewed	30/1/27
Signed (Chair of Governors)	
Signed (Proprietor)	

Purpose

The policy seeks to:

- Lay out the principles of assessment within the context of Little Kinvaston School
- Lay out the procedures to be used within the school
- To comply with current thinking and advice and guidance in respect of assessment
- To enable assessment to be an integral part of teaching and learning

Methodology

	Grading system
Key Stage 3	TR4-9 for all subjects
Key Stage 4	Year 11 1-9 for all other subjects other than Entry Level and Level 1 and 2 qualifications.
	Year 10 1-9 for all other subjects other than Entry Level and Level 1 and 2 qualifications.

All grades can be divided into increments of 0.1, e.g TR4.1, TR4.2, etc., to ensure all progress is reflected.

Procedures

The assessment practices adopted by Little Kinvaston School build on the premise that "the purpose of assessment is to improve standards, not merely to measure them" (OFSTED).

In terms of day-to-day, periodic and transitional assessments there are implications for teaching and learning and how assessment evidence is gathered.

Assessment practice	Purpose
Baseline Assessment Testing	Establishes a starting point from which all further assessment opportunities will build upon. A range of sources including previous Key Stage validated results (or teacher assessment where this is unavailable), testing on entry and FFT Aspire data is used to formulate individual baselines. At this point specific interventions are put into place where appropriate.
Target setting	Once the individual baseline has been established a target is set to enable the student to make expected age related progress, narrowing the gap where required.
Teachers planning	The teacher's planning should provide opportunities for all students to progress and should be informed by baseline data and ongoing marking.

Marking	It is clear that offering information on how students should improve their work is substantially more effective than simply marking an answer right or wrong. Narrowing the focus of written comments on selected pieces of work is beneficial. Staff should mark less but mark better. The Assessment for Progress guidance should always be adhered to.
Feedback	Please refer to Assessment for Progress guidance.
Student response and creating a dialogue	Dedicated time must be provided for students to consider and respond to marking in class. This should be reflected at appropriate points in the Medium Term Plans. Students should always respond using purple pen in order to delineate staff and student comments.
Corrections	It is important to make a distinction between a mistake (something a student can do and does normally do correctly) and an error (which occurs when answering a question about something a student has not mastered or has misunderstood). If a student is judged to have made a mistake it should be marked as incorrect but do not provide the correct answer. If a student makes an error, then remind students of a related rule or provide a hint or question that leads them towards a correction of the underlying misunderstanding.
Recording	Accurate data is essential to monitor progress and indicate where areas of weakness occur that need addressing. Staff must routinely review student achievements and record evidence on the Doodle programme. This should be a continuing process to enable regular data capture and analyse progress. Given the nature of the provision within the centres, it is also essential that a record of work done against attendance is kept so that any necessary remedial steps, to ensure coverage of the curriculum, can be taken. This should also take into account the specific demands of accredited courses, especially the paperwork demands of any examination courses being delivered.
Moderation	Provides opportunities within the centres for teachers to develop their confidence and expertise in assessment by sharing and discussing with each other their evidence of student's progress. It also ensures consistency of standards across different classes. External moderation with other educational establishments will be used to enable staff to be more secure in the application of national standards for GCSE, BTEC and OCN qualifications.
Transitional Assessment	Makes full use of all available assessment data, including academic, emotional and social information to determine the student's achievement in relation to national standards.

Marking Scheme

SA

Self Assessed

PA

Peer Assessed

VF

Verbal Feedback

WAG - Working At Grade

WWW – What Went Well

EBI – Even Better If

// - New paragraph

Cp – Capital letters

pu – Punctuation

Sp – Spelling

Gr – Grammar

? – Unclear

✓ - Correct answer

X – Incorrect answer

New GCSE Grading Structure		Previous GCSE Grading Structure
9		A*
8		
7		
6	Good Pass (DfE)	B
5	5 and above	
4	Awarding	C
	4 and above	
3		D
		E
2		F
		G
1		
TR6		
TR5		
TR4		

Attitude towards Learning is reported using the following key:

1. Outstanding
2. Good
3. Requires Improvement

Assessment for Progress

Staff marking, feedback & assessment guide

Work needs to be marked with:

- a positive summative comment (how they have met the objectives)
- a formative comment (what the student needs to do to improve; these comments need to be specific and measurable).
- **Staff must mark in green pen.**
- Between these comments staff need to tick or X work, initial and use a motivational comment.

Staff should use:

Target	End of Key Stage Target	Student target based on baseline assessment and KS2 data
WAG	Working at Grade	
WWW	What Went Well	identify where the student is meeting the learning objectives
EBI	Even Better If	area which the student needs to improve with guidance
Date	Date when marked	can show progress over time if students return and improve

Formative feedback

- Formative marking needs to be done after every 6 taught sessions.
- During the lesson following formative marking, pupils must be given the opportunity to read the comments and respond to them, this can be done as a **starter**, **plenary** or **as homework**.
- Improvement lessons need to be planned into the scheme so that targets can be addressed and met.

Students need to be encouraged to use:

SA	Self-assessment	students comment on their own progress during the lesson
PA	Peer assessment	students comment on another student's work
VF	Verbal feedback	students make notes of what was said by their teacher

Marking Directory

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