



ASSESSMENT, FEEDBACK & MARKING POLICY

1 AIMS

- 1.1 As a school we want to ensure that students are systematically supported, guided and encouraged so that they become effective learners who:
- Understand how they learn and what they must do to improve further and demonstrate this by acting on feedback
 - Possess a range of effective study techniques
 - Take responsibility for their own learning
- 1.2 Therefore we need to ensure that, in line with our RGS principles of assessment (Appendix 2-4):
- 1) Timely marking and feedback effectively and promptly assesses students' progress in line with the RGS assessment cycle (Appendix 1).
 - 2) Marking and feedback, whether oral or written, encourages students; is related to understood criteria (see Appendix 2, 3 and 4); and shows the student clearly knows what is required to improve.
 - 3) Marking and feedback supports effective links with parents by encouraging them to have high aspirations for their children, to inform them of their child's progress and ensure that they have the information to support their child's learning at home.

2 STUDENTS

- 2.1 Students will be encouraged to develop their proof reading and self-improvement skills by using a red pen to mark and improve their own work. This may be their own initiative or in response to teachers' comments.
- 2.2 Peer assessment is a useful tool to be used in class and will be randomly but regularly verified by teachers.
- 2.3 Students will use the opportunities they are given to record their own progress in a subject folder or book using tracking sheets provided by the faculty area. Students will record their progress in their planners to recognise achievement and build confidence, establishing a culture of a growth mindset and a high level of motivation.
- 2.4 Students will be given time in lessons to consider feedback and to understand how it helps them in making rapid progress.

3 TEACHERS

- 3.1 "Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there", Assessment Reform Group 2002.
- 3.2 Assessment at Redland Green is used to:
- Ensure reliable and valid judgements of attainment are achieved defined by the examination boards and national standards

- Inform planning so that future tasks are appropriate, and new challenges are provided in order to extend skills, knowledge and understanding
- Provide and use data to track student progress and understand patterns, to use this expertise to mentor students in order to improve their performance
- Predict future outcomes from current attainment for individuals, specific groups and whole cohorts; and to set ourselves challenging targets to achieve as a school, as departments and as classroom teachers so that exceeding expected progress becomes the norm

3.3 **FORMATIVE MARKING**

Formative marking will include a **Next Step for Improvement** and students' will be given dedicated improvement reflection time to further deepen their knowledge using feedback effectively

- 3.4 Teachers' comments will be written in green, not red, students will show that they have read and responded to these comments. Teachers will allow lesson time for students to respond to their comments and act on next steps.
- 3.5 Positive marking will include the reason why a piece of work is good, eg excellent use of subject vocabulary.
- 3.6 Teachers will use formative assessment on a regular basis to inform planning and ensure progress of all students
- 3.7 To works alongside and inform parents of strengths and areas for improvement so that they can support their child's learning.

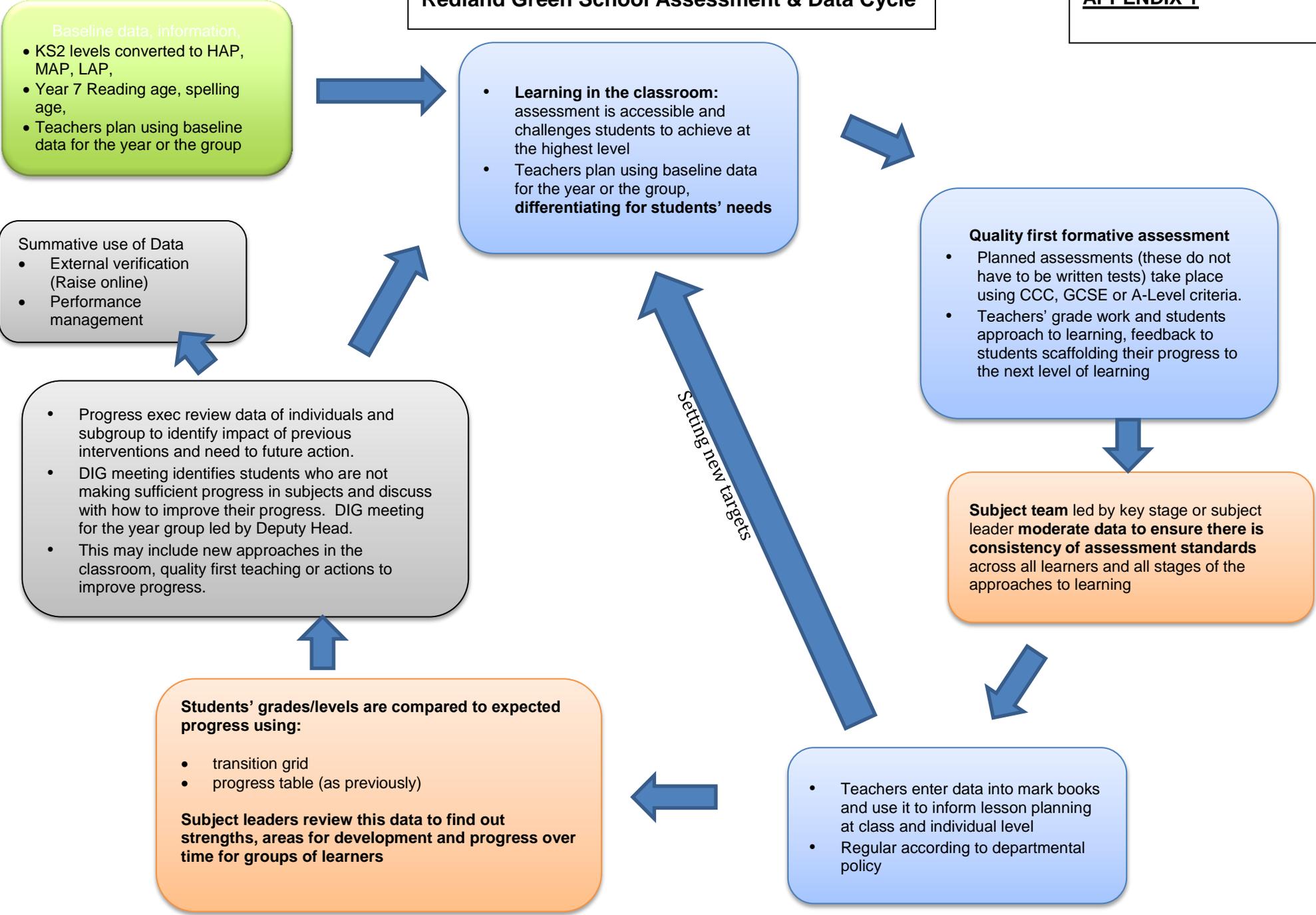
3.8 **SUMMATIVE ASSESSMENT**

- 3.9 Subject Leaders will identify the key pieces of work which will be given a CCC level (KS3), predicted grade (KS4) and current grade (KS5) at least 3 times a year (this is a summative grade). Subject teachers will inform students and parents, where appropriate, of the nature of these tasks. Students will complete work in preparation for these levelled assessments, which will be marked by the teacher with suggestions on how to improve their work (this is formative marking)
- 3.10 All students will be informed about the criteria for RGS levels at KS3 (3C's) and these will be displayed in classrooms, in students' books/folders, and in the subject area of the parents room.
- 3.11 Assessments will test the knowledge, skills and understanding and depth of learning, including evaluation and the application required in each curriculum area
- 3.12 Teachers will review students' work at least once every three weeks.
- 3.13 Subject teams will moderate levelled work on a regular basis across each key stage to ensure consistency, and also where relevant against external standards.
- 3.14 Subject teams will devise their own subject specific Marking Schemes based on this policy. This will be made clear to students and on the school website.
- 3.15 Teachers will work alongside parents by informing them of their child's of strengths and areas for improvement through the school reporting system so that they can support their child's learning.

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
02 OCT 2008	N/A	02 OCT 2008	3 YEARS	24 NOV 2011	26 NOV 2015		
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed

Redland Green School Assessment & Data Cycle

APPENDIX 1



APPENDIX 2 – PRINCIPLES OF KEY STAGE 3 ASSESSMENT & RECORDING

All subjects have developed progress maps across Key Stage 3 to outline and demonstrate students' progress in their depth of learning in year 7 and year 8. These progress maps are based on three areas linked to the pedagogy around the deep learning – we have called them Core, Combine and Create (3 C's) These progress maps identify where students' knowledge, skills and understanding are currently and therefore inform students what they need to do to reach the next stage of learning and to prepare them for the depth of learning required throughout KS3 and into Key Stage 4.

As a school we need to know every student is making rapid progress, quality first teaching and feedback will ensure that students are very clear about their individual targets for improvement.

The 3 C's (Core, Combine, Create) can be mapped to previous Key Stage 3 levels or at the upper range to GCSE levels. Therefore it is possible for us to identify students' expected levels of progress. We can then monitor effectively and rigorously whether students are making expected progress, above expected progress or not making expected progress. Following discussions with Key Stage coordinators and CTLs the KS3 transition matrices shows at what level of the 3 Cs students would expect to be at or above given their prior attainment at KS2. It has also been recognised that we need a further 'extension' criteria to ensure our students are sufficiently and creatively challenged. This will cater for those students who are secure at Create and need challenging independent work at a significantly higher level.

Core, combine and create are not the same as previous national curriculum levels because they present a way of deepening the students' knowledge, skills and understanding and enabling our students to really consider their own learning and metacognition not just for GCSEs or other formal qualifications, but also for learning in their adult life.

Year 7:

	RGS Levels					
	Core	Core+	Combine	Combine +	Create	Create+
6					T	
5				T		
4			T			
3		T				
2	T					

Year 8:

	RGS Levels					
	Core	Core+	Combine	Combine +	Create	Create+
6						T
5					T	
4				T		
3			T			
2		T				

Year 9:

	RGS Levels					
	Core	Core+	Combine	Combine +	Create	Create+
6						T
5						T
4					T	
3				T		
2			T			

APPENDIX 3 – PRINCIPLES OF KEY STAGE 4 (KS4) ASSESSMENT

We use a system of predicted grades to track progress and raise achievement at KS4 in line with PiXL principles (Partners in Excellence) which is a large, national group of schools that share strategies and resources to help drive further improvement.

The aims of RGS KS4 Assessment are to, through a cycle of assessment:

- Encourage all students to develop a growth mindset towards their achievement
- Improve the motivation of our students, particularly those with lower aspirations, to make outstanding progress
- Be able to accurately identify the students who most need targeted intervention in the classroom and beyond

In order to achieve this we use predicted grades:

- Predicted grades reflect the students' achievement as a function of their current effort rather than just their current attainment - more in keeping with a growth mindset approach (Carol Dweck 2006)
- Predicted grades make more effective use of teachers' professional judgments
- Predicted grades will enable us to evaluate and compare current cohorts to the final outcomes of previous cohorts. Keeping an eye on the final 'big picture' ensuring tight tracking of gaps and underachieving groups and enable more focused and appropriate intervention

Predicted grades take the form of fine grades i.e. each grade will be subdivided into three parts (e.g. a grade B into B+, B= or B-). Students will be allocated a fine grade by teachers that reflect the security of that predicted grade, see diagram below. Predicting fine grades will improve the accurately we are able to target intervention and secure quality first teaching for our students.

	GCSE	Fine-grade descriptors for predicted grades	BTEC
Highest		At his/her current level of effort...	
	A*+	An A* or D* grade shows the student is working to a very high standard and should be challenging her/himself to further secure or extend her/his learning	D*+
	A*=		D*=
	A*-		D*-
	A+	This student has a good chance of achieving an A* (or a Distinction* in BTEC courses)	D+
	A=		D=
	A-		D-
	B+	"+" shows the student is secure at this grade and may move up to the next grade	M+
	B=	"=" shows this student is not yet secure at this grade	M=
	B-	"-" shows this student has a high chance of slipping to the grade below	M-
	C+	<i>5+ A*-C including English and Maths is required for entry to Level 3 courses at post-16</i>	P+
	C=		P=
	C-		P-
	D+	A secure Level 1 Pass Not yet secure at Level 1 High risk of not achieving a Level 1 Pass	L+
	D=		L=
	D-		L-
	E+	This BTEC student is not yet working at a Pass level	U
	E=		
	E-		
	F+		
	F=		
	F-		
	G+		
	G=		
	G-		
Lowest	U		
		can expect to achieve at the end of Year 11 if he/she continues to work with his/her current approach.	
		It is not a target grade nor is it a guaranteed minimum grade.	

APPENDIX 4 – PRINCIPLES OF KEY STAGE (KS5) ASSESSMENT

Post 16 targets are based on prior attainment at GCSE. The average point score of students at GCSE is widely recognised as being the best single indicator of post 16 performance. The grades are generated by Durham University who analyse results from over 700 mixed, non-selective, comprehensive school post 16 centres. The grade reflects what previous students taking the subject, with the same average GCSE point score, gained at the end of their two years of study. These will in effect become the minimum acceptable grade for students.

During Key Stage 5 pupils will become accustomed to working towards achieving grades appropriate for each qualification type, e.g A – U for AS level and A* - U for A2 levels. Teacher assessment should use the language of the qualification type as well as guidance on what students need to do improve their work.

During KS5 teacher assessments will be reporting the following information:

- **A current Grade**
- **Aspirational/Challenge grade**
- **Effort grade**
- **Quality of work**
- **Meeting deadlines**

APPENDIX 5 – INTERNAL APPEALS PROCEDURE AGAINST INTERNAL ASSESSMENT DECISIONS & EXTERNAL ASSESSMENT OUTCOMES

Part One: Appeals Against Internally Assessed Marks (GCSE Controlled Assessments & GCE Coursework Units)

Redland Green School is committed to ensuring that:

- Internal assessments are conducted by staff who have appropriate knowledge, understanding and skills
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification
- The consistency of the internal assessment is secured through internal standardisation where necessary
- Staff responsible for internal standardisation attend any compulsory training sessions

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body.

If work has not yet been sent to the awarding body the school's internal procedures apply.

If the work has been sent to the awarding body for moderation, the work will be subject to the Awarding body's own procedures.

The process of querying a grade may involve three steps and should only be required in exceptional circumstances after all other discussions with the student have failed to resolve the matter. An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below. **Note** - *appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the Awarding body.*

Step 1 – An Enquiry to the School by the Candidate

If a student is unhappy with the mark awarded for internal assessment they should ask the subject teacher to explain why the mark was given.

Step 2 – A Formal Appeal to the School from the Candidate

If they are not satisfied with the explanation they may write to the Examinations Officer using the **Internal Appeals Form** within 5 days of the mark being disclosed stating their grounds for the disagreement with the mark given.

The purpose of this appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practise.

Appeals should be made as early as possible and before the end of the last externally assessed paper in the examination period.

This will then be investigated by one senior member of staff and at least one other suitably qualified member of staff. None of the investigating members of staff will have been involved in the internal assessment decision. The student will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the internal assessment procedure.

Step 3 – A formal Appeal to the Head of Centre

If the student is not satisfied with the written response, then they should be allowed a personal hearing. In this instance the student should write to the Head of Centre within 5 days of the written response asking for a hearing to occur and giving their reasons for their disagreement.

The school must give:

- Reasonable notice of the hearing
- Sight of all relevant documents
- Allow the student to be accompanied by a parent or friend
- The opportunity to hear teachers' submissions and vice versa
- Notice of who will hear the appeal

A senior manager and a Governor will hear the appeal and must be independent of the case.

Written records will be taken throughout the appeal and will include the outcome and the reasons for that outcome. A copy should be sent to the student within 5 working days.

The awarding body should be notified if there is any change to an internally assessed mark ensuring this is done before certificates are printed and issued.

Part Two: Enquiries & Appeals About External Assessment Marks

1. Enquiries About Results, EaRs

If a student is concerned about the grade(s) they have been awarded in public examinations it is possible to query the results; Enquiries about Results (EaR). Before deciding to have a clerical re-check or re-mark the student must be made aware that a remark request can result in the grade being:

- Raised
- Confirmed as correct at the same level
- Lowered

A fee will be requested for this service and this is only refunded should the **certification grade** increase (ie not just the mark awarded).

The school can ask the awarding body to re-check or re-mark grades, or for the re-moderation of coursework. Before such an enquiry can be submitted the student must give their written permission. To proceed with this enquiry:

- The student should complete the Result Enquiry Request Form and return to the Examinations Officer within the stated deadlines. Forms can be obtained from the Examinations Office or reception
- The fee for this service, as stated on the form, must be paid

If a number of scripts in one subject are deemed "significantly different to their predicted grades" then the subject teacher (with the candidate's permission) may request a remark on the student's behalf, but must first obtain the student's written permission. In these cases, the school will bear the costs and not the candidate. Requests can only be made where students have failed to achieve their predicted grade.

2. Stage One Appeal to the Awarding Body from the School

If the outcome of a query is not satisfactorily resolved then a formal appeal in the form of a written submission can be made by the Head of Centre at Redland Green School. If a student wishes to pursue this course of action to proceed they must:

- Write to the Head of Centre stating the reasons for the appeal within 7 calendar days of the outcome of the enquiry

- The Head of Centre will decide whether there is a valid argument (after discussion with the subject teacher or Head of Department). They will communicate their decision whether to appeal or not in writing
- The school will present the Stage One appeal to the awarding body
- If it is accepted that there are grounds for the appeal, the case will be examined by a senior officer within the awarding body with no previous involvement in the matter. All relevant awarding body procedures leading up to the decision will be checked for compliance with the regulator's 'Code of Practice'. Following the investigation, the appeal will either be upheld or disallowed. In the case of Enquiries after Results, a report of the investigation will be sent to the Head of Centre
- If a Stage One appeal relating to an EaR is upheld, a further review of the candidate's work may be undertaken
- The school will inform the student regarding the awarding body's final decision as soon as this is received from the examination board

3. Stage Two Appeal to the Awarding Body from the School

If the outcome of a Stage One appeal is not satisfactorily resolved then the student may write to the Head of Centre at Redland Green School within 7 calendar days of the outcome of the awarding body's appeal decision being received.

- The Head of Centre will decide whether there is a valid case to appeal
- If it is considered a valid case, the Head of Centre will make the formal Stage Two appeal within 14 calendar days of the Stage One outcome
- The candidate will be notified about the Stage Two outcome

A Stage Two Appeal includes the opportunity to present a detailed case to an impartial body appointed in accordance with the regulator's *Code of Practice* at a formal hearing. Following a hearing, the decision of the panel will be communicated to both parties within five working days with a full report provided within 28 calendar days

4. Examinations Appeals Board

If the Head of Centre remains dissatisfied with the decision of the Stage Two appeals panel, they may appeal to the Examinations Appeals Board (EAB).

Part Three: Appeals Procedure Against Centre Decisions not to Support an Enquiry About Results

Following the issue of results, the general qualification awarding body's offer [post-results services](#). Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the Exams Officer.

The service, Enquiries about Results (EaRs), may be requested by centre staff or candidates (or their parents) if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of requesting an enquiry.

When Redland Green School does not support an Enquiry about Results request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent) believes there are grounds to appeal against the Centre's decision not to support an enquiry, an appeal can be submitted to the Centre using the **Internal Appeals Form** at least one week prior to the internal deadline for submitting an EaR appeal against outcome of moderation.

Part Four: Appeals Procedure Following the Outcome of an Enquiry about Results, EaR

Where the Head of Centre remains dissatisfied after receiving the outcome of an EaR, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>.
<http://www.jcq.org.uk/exams-office/appeals>

Where the Head of Centre is satisfied after receiving the outcome of an EaR, but the internal candidates and/or their parents are not satisfied, they may make a further representation to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals procedure (Part One). Candidates or their parents are not permitted to make direct representations to an awarding body.

The **Internal Appeals Form** should be completed and submitted to the centre within **7 calendar days** of the notification of the outcome of the enquiry. Subject to the Head of Centre's decision, this will allow the Centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the Centre.

INTERNAL APPEALS FORM

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- an internal assessment decision**
- the centre decision not to support an enquiry about results**
- the outcome of an enquiry about results**

Name of appellant	Candidate name <i>if different to appellant</i>
Awarding body	Unit/module/exam paper code
Subject	Unit/module/exam paper title

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature:

Date of signature:

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the Examinations Officer, on behalf of the Head of Centre, to the timescale indicated in the internal appeals procedure.

The internal appeals procedures for Redland Green School has been produced to demonstrate compliance with the following:

JCQ General Regulations for approved centres

<http://www.jcq.org.uk/exams-office/general-regulations>
<http://www.jcq.org.uk/exams-office/general-regulations>

<http://www.jcq.org.uk/exams-office/general-regulations>

Controlled Assessments, Coursework and Portfolios of Evidence

5.8 The centre agrees to have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

Post-Results Services and Appeals

5.14 The centre agrees to have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; (A centre may place its internal appeals procedure on the school/college website or alternatively the document may be made available to candidates upon request.)

JCQ Post-results services

<http://www.jcq.org.uk/exams-office/post-results-services>
<http://www.jcq.org.uk/exams-office/post-results-services>

<http://www.jcq.org.uk/exams-office/post-results-services>

6.4 Submission of requests

Centres **must** have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure **must** be made widely available. Centres **must** therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. **Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.**

1. Appeals

Centres **must** have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure **must** be made widely available. Centres **must** therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. **Awarding bodies can only enter into discussions over appeals with centres and private candidates.**

JCQ A guide to the awarding bodies' appeals processes

<http://www.jcq.org.uk/exams-office/appeals>

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12. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Ofqual GCSE, GCE, Principal Learning and Project Code of Practice

<https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice>

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

iii.a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry.

Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from:

<http://www.jcq.org.uk/exams-office/controlled-assessments><http://www.jcq.org.uk/exams-office/controlled-assessments>

<http://www.jcq.org.uk/exams-office/coursework><http://www.jcq.org.uk/exams-office/coursework>

<https://www.gov.uk/appeal-exam-result><https://www.gov.uk/appeal-exam-result>

<http://www.jcq.org.uk/examination-system/the-appeals-process><http://www.jcq.org.uk/examination-system/the-appeals-process>