



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

ASSESSMENT AND REPORTING POLICY

Mission Statement

Maricourt seeks to provide a living Catholic community which is rooted in Christian values and where growth and knowledge, respect love and fellowship are shared by all.

INSPIRE
WITH
MARICOURT

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Table of Contents

Aims	2
Assessment and KS4/KS5 exams	2
Periodic interim assessment.....	2
Regular assessment.....	3
Reporting and tracking	3
Quality Assurance	4
Targets and Data.....	4
Marking for literacy	5

Aims

Together with teaching and curriculum, to support the delivery of a high-quality education

To help close the learning gap between current and expected learning

To be meaningful and manageable

To raise aspiration, motivate and inspire pupils

Assessment and KS4/KS5 exams

- Assessment will take place in line with the curriculum plans.
- Year 11 and Year 13 mock exams will take place during the autumn and spring terms.
- Year 10 and Year 12 end-of-year exams will take place during the summer term.
- The week before mock exams will be exam preparation week.
- Subjects will provide revision resources prior to the assessments, for example, revision guides or knowledge organisers produced commercially or by the subject.
- For other year groups, assessments will take place during lessons and in line with the curriculum plans, unless it has been agreed with SLT that they will take place in exam venues.
- Assessments should cover knowledge and skills covered most recently and over a longer cumulative period measuring how learners 'integrate new knowledge into wider ideas'¹.
- Where appropriate, assessments should provide an opportunity to demonstrate knowledge fluently through extended writing.

Periodic interim assessment

- A minimum of 2 pieces of work must be marked in-depth and diagnostically per half-term in each subject (including assessments).² These must be standardised across the year group or tier in all subjects and the evidence retained.
- At KS5 where shared teaching takes place, the pieces of assessed work must be divided between staff to reflect the number of hours of lessons each member of staff has with the group.
- Feedback must include clear next steps and address gaps and misconceptions in knowledge.
- Assessments must be signposted in and integral to the curriculum plan.
- Curriculum plans must provide sufficient time for relevant remediation, reteaching, further practise and for learners to act upon feedback following assessments.

¹ School inspection handbook p50

² A minimum of one piece of work per half-term at KS3 in art, music and computing where curriculum time is less than 3 hours per fortnight

- The format and style of such assessments will be appropriate to the subject and curriculum plan including for example, a classwork or homework exercise, on-line assessment, or a review of coursework objectives.
- The assessment must be substantial providing an opportunity to demonstrate mastery of the subject content under review.
- At KS5, past paper exam questions should be included in interim assessments to consolidate knowledge and skills learnt in a particular topic. For assessments used in end of year exams and mocks, past papers should be created using software such as Exampro to include exam questions that cover knowledge and skills learnt up to that point. Full exam past papers should be used once all of the content of the specification has been covered as part of exam preparation.

Regular assessment

- Work should be checked regularly to identify misconceptions and literacy errors.
- It should take a smart approach, making effective use of peer and self-assessment, verbal feedback, quality dialogue with pupils, flash marking and online testing.

Reporting and tracking

- Teachers and leaders will track learning and report to parents using the following scale matched to identified sub-domains of the curriculum

Descriptor	Description
significant strength	A deep understanding of complex knowledge structures Has the capacity for skilful performance A very high success rate
secure understanding	A good foundation for future learning Secure understanding of concepts and key vocabulary New knowledge bonds to existing knowledge
some gaps	There is some confusion or uncertainty but this can be addressed by further practice, review, revisiting and reteaching
cause for concern	Gaps in knowledge are preventing the acquisition of further learning

- Sub-domains may include knowledge and skills and where appropriate include the use of extended writing.
- Subjects will draw on a range of evidence to inform judgments.
- Subject teachers will make consistent, standardised judgements.

- Assessment using the above scale is uniform and not relative to learners' prior attainment, ability grouping or set.
- The subject report must include information on how to address gaps in learning.
- This progress review will take place at the end of each term.
- Homework, effort, and behaviour will be reported as part of the progress review using the following 1 to 4 scale
 1. Excellent
 2. Good
 3. Requires more effort
 4. Cause for concern
- At KS5, the same scale will be used to report on attitude to studies.
- A personal written comment will accompany each subject report following Year 10 and end-of-year exams mock exams during Year 11 and 13.
- A comprehensive UCAS subject reference will be completed at the end of Year 12.
- Curriculum Leaders must ensure reporting sub-domains cover the content taught.

Quality Assurance

- Assessments and exams must be quality assured in advance with the curriculum SLT link.
- Following data collection points, leaders will meet to complete a gap analysis review.
- Gap-analysis reviews will draw conclusions from the data and agree actions to be taken. They will identify pupils falling behind and who may need additional support and interventions.
- Gap-analysis reviews will include a focus on the following pupil groups:
 - Disadvantaged pupils
 - SEND pupils
 - Most able cohort
 - Pupils below the expected standard on entry to Year 7
 - Pupils with high, middle and low prior attainment
 - In-year transfer pupils
- Gap-analysis at KS5 will include the review of students' own personal learning checklists in each subject.
- Subject team meetings will include 'book shares' to ensure alignment with the scheme of work and assessment expectations.
- Gap-analysis and work reviews will include pupil and student feedback and commentary.
- Half-termly file checks will take place during KS5.

Targets and Data

- Every pupil and student must strive to achieve at least a secure understanding of the taught curriculum.

- KS4 targets will be agreed with curriculum leaders using the FFT 50%, 20% or 5% benchmarking framework.
- KS4 targets are for the purposes of subject and school improvement and will not be shared with learners.
- Similarly, KS5 targets will be agreed with curriculum leaders using L3VA ready reckoner, building on the most recent performance in the subject, performance at GCSE and set significantly above national averages.
- Feedback to learners will identify clearly gaps in curricular knowledge and skill.
- Whilst work at KS4/5 may be assessed against GCSE/BTEC/ A Level criteria, feedback in terms of qualification level outcomes ('current grades') must be reserved until after the Year 11/13 mock exams.
- However, during Spring term, Year 12 students should receive forecast grades as part of their application to university or apprenticeship.
- Following end-of-year and mock exams during KS4 and KS5 subjects will agree end-of-course internal forecast grades and rankings. These will be benchmarked against the subject targets and track record.
- In all key stages, targets will inform the subject and school improvement plans.

Marking for literacy

- A consistent whole school approach is essential to ensure impact
- Subject specific vocabulary and homophone errors must always be corrected.

The following codes should be written in the margin

✓	Good Point
//Par	A new paragraph is needed
S	Spelling error. The word should be corrected 3 times
G	You have made a grammatical error
Λ	Word(s) omitted
T	Tense
!	Did you really mean this?
?	This sentence/section does not make sense.
P	Punctuation mistake
Rep	Repetition
C	A capital letter is needed
Word	This is wrong
Word	This is wrong

- Punctuation should be added/corrected as appropriate.
- Write the correct spelling in the margin or give pupils access to dictionaries/word lists and let them do this independently.
- Pupils should then be given strategies to learn spelling corrections.