



# ST. JOSEPH'S COLLEGE

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## **Assessment, Marking & Reporting Policy**

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

### **Introduction and Aims**

We celebrate the success of every pupil. Our knowledge of each pupil is used to encourage and support them to achieve. We believe that effective assessment provides information to improve teaching and learning.

Through assessment pupils are encouraged; enabled to recognise and value their achievements and formulate, in partnership with their teachers, strategies for improvement. Assessment is integral to the learning taking place and recording and reporting should be set in the context of learning. Assessment in the College is based on the following principles:

- There should be frequent opportunities for assessment and a range of assessment techniques should be used.
- The learning objectives and the criteria against which work is assessed should be made clear to students when tasks are being set.
- Pupils should be involved in setting their learning objectives and should also be given the opportunity, where appropriate, to assess their own work through peer evaluation
- Pupils should be given the opportunity to reflect on what has been achieved; diagnose steps for further development and review their progress.
- Pupils should be helped to set targets for further development which are specific, measurable, attainable, realistic, and time related.
- The outcomes from assessment, recording and reviewing of progress should be used to monitor and evaluate curriculum planning for the group and for individuals
- Assessment should be used for motivation and as a vehicle for a relationship between pupil, class teacher, Form Tutor, and Parent.

### **Purpose of assessment**

- to enable pupils to demonstrate what they know, understand and can do in their work;
- to help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each pupil;
- to aid target setting and continuity of progression between year groups;
- to provide regular information for parents which enables them to support their pupil's learning.

Our aim is to make the process of assessment, recording and reporting manageable and relevant.

Our objective is to enable each pupil to make significant achievements in their learning.



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## **Assessments**

We recognise various methods of assessing a pupil's learning. The type of assessment that we make varies from subject to subject and we formally record information that affects future learning.

Assessment can take many forms: indeed, it is the range and variety of the assessment methods used within the College which enable teachers to gain the clearest picture of a pupil's attainment.

The College makes use of regular and formal assessments, such as examinations (public and internal), non-examined assessment (NEA), homework, practical work, oral work and class tests, to determine pupils' abilities.

Teachers are also involved in the continuous assessment of pupils' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork.

## **Summative assessments**

Summative assessments are given periodically to determine at a particular point in time what pupils know and do not know. Summative assessment in the classroom is both an accountability measure and a moderation process.

## **Formative assessment**

Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning whilst they are happening. In this sense, formative assessment informs both teachers and pupils about their level of understanding at a point when timely adjustments can be made. These adjustments help to ensure that all pupils continue to make progress. Formative assessment is continuous, specific to each year group and/or subject, and as such is personal to each teacher.

**See appendix 1 for details of Assessments in the Prep School**  
**See appendix 4 for details of Assessments in the Senior School**



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## Marking

Marking of pupil's work is a fundamental part of the process of teaching and learning and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual pupil can improve. Marking will also encourage pupil to look at errors in a positive manner.

Feedback is the process whereby pupils are informed of what they have achieved and what they need to do to improve further. Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, and pictorial or symbols. Feedback provides positive comments on what has been completed and provides developmental points for improvement.

## Aims and objectives

We mark pupil's work and offer feedback in order to:

- show that we value the pupil's work, and encourage them to value it too;
- boost the pupil's self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help pupils learn;
- offer the pupil specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- make a pupil aware of the next steps in their learning;
- share expectations;
- gauge the pupil's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning;
- ensure consistency of practice.

## Principles of marking and feedback

Marking and feedback should:

- be constructive, with pride of place given to recognition of the efforts made by the pupil. Pupils may receive incentive stickers and House Points as recognition of achievement. Certificates celebrating significant progress are given out in Assemblies;
- give pupils opportunities to become aware of and reflect on their learning needs;
- relate to the lesson objective and, increasingly, the pupil's own personal learning targets. This includes sharing the learning objectives and the key expectations for the task right from the outset;
- inform future planning and individual target setting;
- be appropriate to the age and ability of the pupil, and may vary across year groups and section;
- focus on only one or two key areas for improvement at any one time;
- involve pupils in the marking process, both as self-markers and peer marking. The younger the pupil, the more important it is that the feedback is oral and immediate;
- allow specific time for pupils to read, reflect and respond on comments made;
- always be carried out promptly.

It would be neither reasonable nor helpful for staff to correct every single mistake that a pupil makes. However, it is expected that staff will draw attention to errors in understanding, mistakes in the use of subject-specific language and any glaring grammatical or spelling mistakes or errors in calculation. The degree to which such mistakes are to be corrected on the pupil's work is a matter for individual teachers and departments to take into account in



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the light of the effect that the correction would have on a student's self-esteem or motivation – especially in the case of students with Learning Difficulties and Disabilities (LDD).

## **Verbal Feedback**

It is recognised that verbal feedback is a vital tool in raising achievement. It is a dialogue, using appropriate language and questions, with pupils having the opportunity to reflect and respond.

**See appendix 2 for details of Marking in the Prep School**

**See appendix 5 for details of Marking in the Senior School**



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## **Reporting to parents**

The College has a range of strategies which keep parents fully informed of their pupil's progress in school. We encourage parents to contact the class teacher or form tutor if they have concerns about any aspect of their son or daughter's work. There will be a number of occasions for informal meetings throughout the year; but we will always contact parents if we have a worry about their son or daughter's work.

During the year there will be a number of formal parents' evenings. These evenings will provide the opportunity to obtain details on the year ahead and/or the opportunity for parents to meet with staff to discuss their son or daughter's progress and performance and to review his or her strengths and weaknesses both objectively and positively.

All parents are provided with an annual written report which provides parents with a detailed analysis of their son or daughter's approach to learning, and his or her progress.

In addition there are annual meeting for parents of pupils in the following year groups:

Year 5: to discuss range of choices for secondary school

Year 9: to discuss GCSE options

Year 11: to discuss A Level subject choices and their implications for choice of career

Year 12: to discuss UCAS / professional apprenticeship applications and career choices

Year 13: to discuss university and/or career choices

**See appendix 3 for details of Reporting in the Prep School**

**See appendix 6 for details of Reporting in the senior part of the College**

## **Mentoring**

Some pupils might be identified for inclusion on a mentoring programme to support their progress based on academic or personal need.



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**Appendix 1: Assessments in the Prep School**

**Early Years to Year 6**

The following tests are currently in use:

- CEMS Baseline Testing (Early Years and Reception)
- Read Write Inc. assessments (Early Years to Year 2)
- Early Years Foundation Stage Profile in Reception
- Verbal and Non-Verbal Reasoning (GL Assessment)
- InCas Baseline Testing (Years 3 and 5 only)
- PIRA Reading Comprehension tests
- PUMA Mathematics tests
- Abacus mathematics tests

The results are recorded allowing pupils' progress to be tracked and monitored.



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**Appendix 2: Marking Grades – Reception to Year 6**

House points are awarded as follows for excellent effort and work. Deputy Head of Prep School Commendations worth 10 house points are awarded for exceptional work. **See the Behaviour, Rewards and Sanctions policy.**

In the Early Years Foundation Stage (Early Years - Reception), children's development is assessed with consideration of being on track for their age, in order to achieve the Early Learning Goals by the end of Reception.

Progress will be recorded as working within, towards or above age expectations.

At the end of the Reception Year, they are expected to have achieved the Early Learning Goals. These are recorded as **expected**, if achieved or **emerging**, if not yet achieved. From Reception to Year 6, the Prep School adhere to the following marking codes:

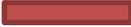
**Marking Codes  
Key Stage 1**

Symbol	Meaning	Symbol	Meaning
I	I worked on my own	A (✓)	Objective achieved
T	My teacher worked with me	WT	Working towards objective
TA	A Teaching Assistant worked with me	IEP	Working towards target on IEP (SEN only)
C	A different teacher was in my class today		Great idea/word/punctuation
	I talked to someone about my work		Does this make sense?
	Punctuation – Have you missed a symbol out?		Should this be a capital letter?
	Missing words		Spelling mistake – look for the correction above



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**Marking Codes  
Key Stage 2**

Symbol	Meaning	Symbol	Meaning
<b>I</b>	I worked on my own	<b>A (✓)</b>	Objective achieved
<b>T</b>	My teacher worked with me	<b>WT</b>	Working towards objective
<b>TA</b>	A Teaching Assistant worked with me	<b>IEP</b>	Working towards target on IEP (SEN only)
<b>C</b>	A different teacher was in my class today		Great idea/word/punctuation
	I talked to someone about my work		There is something wrong that needs fixing
<b>SM</b>	Self Marked	<b>NTT</b>	Now Try This... (stretch and challenge)
<b>TIP</b>	Example of more effective working/something to think about	<b>SP</b>	Spelling mistake
<b>Gr</b>	Check your grammar	<b>R</b>	Repetition – find a different word
<b>//</b>	To show where a new paragraph should start		



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**Appendix 3: Reporting - Early Years to Year 6**

Each term, we offer parents the opportunity to meet their pupil's teacher.

At the autumn and spring term Parent Consultation Evenings, parents receive a written Interim report and towards the end of the summer term, all parents are given a full written report of their pupil's progress and achievements during the year. We write individual comments on all subjects taught. We also include a space for parental feedback.

In the Early Years Foundation Stage (Early Years - Reception), children's development is assessed with consideration of being on track for their age, in order to achieve the Early Learning Goals by the end of Reception.

Progress will be recorded, and reported to parents, as working within, towards or above age expectations.

At the end of the Reception Year, they are expected to have achieved the Early Learning Goals. These are recorded as expected, if achieved or emerging, if not yet achieved.

For Years 1 - 6 the attainment grade is one of six letter grades. The grade awarded reflects the academic performance of a pupil in relation to the performance of the whole year group.

Grading in this manner allows us to report a pupil's performance within the context of their year group and track academic progress more carefully.



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In all year groups, the commitment, behaviour and the organisation grades are awarded as detailed below.

<b>Grade</b>	<b>Description</b>	<b>Commitment (C)</b>	<b>Behaviour (B)</b>	<b>Organisation (O)</b>
<b>Ex</b>	<b>Excellent</b>	A consistent and proactive desire to learn independently and within class; brings a positive attitude to lessons; contributes fully.	Exemplary: fully focused, attentive and cooperative at all times; helping fellow students to learn; takes an active and appropriate part in all class activities.	Homework is always fully completed, detailed and represents the best efforts for the pupil's ability; pupil is well equipped for every lesson; is prompt.
<b>Gd</b>	<b>Good</b>	A consistent desire to learn; brings a positive attitude to lessons; contributes regularly.	Good levels of focus, attention and cooperation in class; positive and helpful in lessons.	Homework is always fully completed and represents a good effort for the pupil's ability; pupil is well equipped for lessons; is prompt.
<b>In</b>	<b>Inconsistent</b>	Pupil completes tasks set with varying degrees of detail; contribution to lessons is mixed and sometimes requires a prompt from the teacher.	Usually acceptable but sometimes lacks focus; behaviour can be disruptive making it harder for students to learn.	Homework is completed although sometimes lacks detail and is occasionally late; equipment is sometimes missing.
<b>Un</b>	<b>Unsatisfactory</b>	Regularly falls below our expectation; little commitment to study is shown; unwilling to contribute to lessons.	Regularly lacks focus or displays disruptive behaviour which prevents other students learning; disrespectful towards others.	Homework is often late or incomplete; equipment is rarely brought to lessons; punctuality is poor.



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## **Appendix 4: Assessments – Years 7 to 13**

### **Internal Examinations**

Pupils in Years 7 to 10 are formally assessed by examination in the summer term. Years 11 and 13 are formally assessed at the beginning of the spring term. Year 12 are formally assessed after spring half term. Examination results will be reported to parents using full written reports or Exam Grades reports. Grading for internal examinations follows the same process as for Course Grades as outlined below.

### **MidYIS and YELLIS and ALIS**

MidYIS scores at Year 7, YELLIS scores at Year 10 and ALIS scores at Year 12 are used to provide staff with a baseline assessment of pupil ability and potential. Each scheme provides chances data for potential performance in public examinations.

These scores are used to inform and support staff in their pupil assessment, progress monitoring, review and target setting. They are also used to inform and support subject planning and evaluation, with a standardised measure of pupil and department value-added performance provided at GCSE by the YELLIS scheme and at A Level by the ALIS scheme.

The YELLIS and ALIS scores are used alongside Chances Graphs to set Challenge Grades for pupils in Year 10-13. Challenge grades aim to raise the aspirations of pupils and are used in discussions with parents and Form Tutors at key points during the year.



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### Appendix 5: Marking Grades – Years 7 to 13

When marking classwork or homework for students in Key Stage 3, teachers may give a grade in line with the criteria outlined below e.g. BC2:

#### Quality Grades

A	=	An excellent standard of achievement
AB	=	A very good standard, achieving the main objectives
B	=	A good standard, achieving most of the objectives
BC	=	Work completed to a reasonable standard
C	=	Limited success in achieving the task set
D	=	Work has not been understood or has not been completed and should be redone

#### Effort Grades

1 or Ex	=	Work shows evidence of very good effort
2 or Gd	=	A good effort
3 or In	=	Work showing inconsistent effort
4 or Un	=	Work showing little effort

In Years 10 to 13 quality grades are assigned according to the criteria used in each department's GCSE/A Level specification. Teachers may also use the Marking Grades outlined above.

For Years 7 and 8 House points are awarded as follows for a Grade A or Effort 1/Commitment Ex. Commendations worth 10 house points are awarded for Years 7 to 13 for exceptional work. **See the Behaviour, Rewards and Sanctions policy.**

When marking work the following symbols will be written in the margin with the location of the fault indicated by underlining or circling.

p	-	punctuation
//	-	paragraphing
sp or s	-	spelling
gr	-	grammar

Staff might also use conventional proof reader's symbols such as:

agr	-	agreement
C	-	capital letter
NB	-	take special note
*	-	see note at end of work
^	-	omission



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## Appendix 6: Reporting – Years 7 to 13

A formal written report is issued to parents once a year. The report contains an individual written report for all the subjects a pupil has taken, a tutor report together with a comment from the Head of Year. These reports refer to a pupil's knowledge and understanding, their strengths and weaknesses in terms of subject specific skills, their behaviour and effort together with recommendations for improvement.

An annual written report is also issued for any peripatetic music, speech, drama and learning support lessons.

The subject report includes grades as per Course Grade criteria or Examination Grade if the report is issued post internal examination. A detailed teacher comment including recommendations for improvement is included for each subject.

The timing of the written reports is as follows:

<i>Year</i>	<i>Timing of Report</i>	<i>Reason for Timing</i>
7	Spring 2	Following the completion of two terms work
8	Autumn 2	Following the completion of a further two terms work
9	Spring 2	Prior to GCSE Option choices
10	Summer 2	Halfway through the GCSE course
11	Spring 1	Post GCSE Mock Examinations in January
12	Summer 2	Post Year 12 Assessment Week in February
13	Spring 1	Post A2 Mock Examinations in January

At the end of the summer term, pupils in Years 7 to 9 receive, in addition to their course grades report, exam grades and a tutor report.

Course Grade Reports are issued each half term either as a stand-alone report sheet or as part of a full written report. In the summer term exam grades are issued for Years 7 to 10 and 12. Course Grade Reports consist of a grade for attainment, commitment, behaviour and organisation. Year 7 will only start to receive an attainment grade in the second half of the autumn term.

In Years 10 to 13 the attainment grade represents the GCSE or A Level grade a pupil is likely to achieve based on their teacher's assessment of current work and potential.

<i>Year</i>	<i>Attainment Grades</i>
10	9 to 1
11	9 to 1
12	A* to E, U
13	A* to E, U



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For Years 7 to 9 the attainment grade is one of six letter grades. The grade awarded reflects the academic performance of a pupil in relation to the performance of the whole year group. Course Grades are awarded after an assessment of work from the whole year group.

<i>Year</i>	<i>Attainment Grades</i>
7 to 9	A, AB, B, BC, C and D

Grading in this manner allows us to report a pupil's performance within the context of their year group and track academic progress more carefully.

In all year groups, the commitment, behaviour and the organisation grade are awarded as detailed below.

<b>Grade</b>	<b>Description</b>	<b>Commitment (C)</b>	<b>Behaviour (B)</b>	<b>Organisation (O)</b>
<b>Ex</b>	<b>Excellent</b>	A consistent and proactive desire to learn independently and within class; brings a positive attitude to lessons; contributes fully.	Exemplary: fully focused, attentive and cooperative at all times; helping fellow students to learn; takes an active and appropriate part in all class activities.	Homework is always fully completed, detailed and represents the best efforts for the pupil's ability; pupil is well equipped for every lesson; is prompt.
<b>Gd</b>	<b>Good</b>	A consistent desire to learn; brings a positive attitude to lessons; contributes regularly.	Good levels of focus, attention and cooperation in class; positive and helpful in lessons.	Homework is always fully completed and represents a good effort for the pupil's ability; pupil is well equipped for lessons; is prompt.
<b>In</b>	<b>Inconsistent</b>	Pupil completes tasks set with varying degrees of detail; contribution to lessons is mixed and sometimes requires a prompt from the teacher.	Usually acceptable but sometimes lacks focus; behaviour can be disruptive making it harder for students to learn.	Homework is completed although sometimes lacks detail and is occasionally late; equipment is sometimes missing.
<b>Un</b>	<b>Unsatisfactory</b>	Regularly falls below our expectation; little commitment to study is shown; unwilling to contribute to lessons.	Regularly lacks focus or displays disruptive behaviour which prevents other students learning; disrespectful towards others.	Homework is often late or incomplete; equipment is rarely brought to lessons; punctuality is poor.



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## Parents' Evenings

Three types of evening are available for parents and pupils to meet with staff to discuss progress and performance.

**Sectional Information Evenings** take place at the start of the autumn term to provide details on the year ahead for all pupils, together with an opportunity for parents to meet with senior member of staff and form tutors.

**Parents' Consultative Evenings** are held throughout the year where parents and pupils are able to meet with their Subject Teachers, Form Teacher, Head of Year and senior members of staff to have individual discussions about performance and progress.

The timing of the Parents' Consultative Evening is as follows:

<i>Year</i>	<i>Timing of Evening</i>
7	November/May
8	March
9	November
10	February
11	October
12	December
13	December

**Parent Tutor Evenings** are held for Years 9, 11, 12 and 13. These events are aimed at reviewing recent progress in examinations and discussing future options (GCSE, A Levels, University and Careers). They provided the opportunity for parents and pupils to meet with a senior member of staff, Head of Year or Form Tutor to discuss academic progress and performance.