



Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

To foster spiritual growth in Christian faith and values
To value, appreciate and enjoy learning
To work for excellence
To further curiosity and creativity
To aspire to high ideals
To stimulate generous service of others

Academic: Curriculum

Assessment and Marking Policy - Whole School

Assessment covers all the work by teachers to measure the effectiveness of teaching and learning

It is fundamental to good practice

Assessment may be formal such as tests, or informal such as the questioning of pupils in class

Both formal and informal assessments are very important

Aims:

- To monitor teaching and learning through assessment
- To encourage and inform pupils about their progress
 - α Marking should praise good work
 - β Marking should provide short term goals for improvement
- To monitor effectiveness of the teaching of a topic
- To provide teachers with information so that they can differentiate and amend Schemes of Work as appropriate
- To monitor pupil progress in the context of standardised assessments scores

Assessment for learning:

The most important element of marking is that it provides pupils with information and guidance to improve their work

Comments must indicate:

- a What has been done well
- b How work could be improved

For the comments to be most effective in raising attainment it must go beyond comments on work to include the following:

- Lessons should allow pupils to respond to comments and improve their work in the light of comments
- Teachers should refer pupils back to comments made on earlier work
- Senior School pupils should assess their own work in relation to the mark scheme

The Range of assessment includes:

Class marking, tests, internal exams, external standardised testing, continuous assessment for GCSE, auditions, matches, performances

Recording of assessment:

- Records of pupil progress must be kept
- Not all assessment requires formal recording
- There should be at least one assessment per term

Please see separate Policy for Reporting

Appendix 1 – Marking Guidelines (Years 3 to 11)

Appendix 2 – For pupils – How to present your written work

Appendix 3 – Marking Guidelines (Years R – 2)

Marking Guidelines Years 3 - 11

- The School believes in positive marking.
- Comments should attempt to diagnose the problem and be encouraging.
- It is important for pupils and parents that the marking is clear and as consistent as possible.
- Pupils receive feedback regularly both written and oral.
- Opportunities for peer marking and self-assessment are provided as part of Assessment for Learning (AFL) to develop independent learners.
- Both formative and summative assessments are used by staff and report assessments will reflect a combination of these.
- The following symbols will be used throughout the School.

To correct spelling	Underline the mistake & usually correct it
To correct punctuation	Circle the offence

To correct paragraph	//
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To correct an omission	^
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To correct a capital letter	<i>Write in the Correction</i>
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To correct something that does not make sense or is badly written	? /
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Grammar	<i>Gr</i>
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Target for this piece of work	<i>(T)</i>
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Poor Expression	<i>Expr</i>
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- **Attainment** is marked numerically
Effort is graded A – E, with A being excellent and E weak.

For pupils - How to present your written work

- Include the date, title, whether it is homework or classwork and your name if you are using file paper, Underline all this information
- Leave a line under the title before starting to write your composition or essay
- Write in complete sentences
- Start each sentence with a capital letter and finish it with a full stop
- Make sure that you use a new paragraph for each idea and that you indent the beginning of each paragraph. Do not leave a line between paragraphs in handwritten work
- When you have written your story or essay, check it very carefully for spelling and punctuation mistakes
- Finally, rule a line under your piece of work to show that has been completed and is ready to be marked

Year 3 use a simplified version of the above

Corrections:

- Staff must insist on corrections as appropriate
- Class corrections – it is not necessary for staff to write the same correction in each book – the entire class can be told the mistake and correct it
- Peer marking can help pupils to understand the mark scheme so that they can improve

Project type work requires some regular marking

For coursework – interim deadlines are set

Late work should be indicated in the teacher's mark book by an L

Monitoring & Review

This will be reviewed by the Academic Policy and Progress Committee and by the Senior Management Team

Please see also:

Rewards & Sanctions Policy
Reporting Policy

*(Prepared September 2002 DPW; revised Spring 2007 HK; August 2008 DPW; September 2010 HK
September 2011HK
Next review September 2012 HK)*

Appendix 3**Assessment Years R to 2****Means of Assessment:**

- Assessments are made in a variety of ways and include class marking, class tests, continuous assessment, Foundation profile and NFER tests
- In KS1 the emphasis is on verbal discussion with the pupils as they complete work as a form of assessment.
- Comments on work are very important and should both be encouraging and give advice on how to improve. This is backed up the star system and stickers (see Rewards & Sanctions Policy)

*(Prepared December 2002 DPW; reviewed August 2008 DPW; Summer 2010 HK
September 2011
Next review due Summer 2012:)*