Birmingham Independent College

MARKING, ASSESSMENT, RECORDING AND REPORTING POLICY

Created 01/09/2015
Revised: 15/02/2017
Review: 31/08/2021

Contents

1. Introduction

1.1 At Birmingham Independent College (BIC) we believe the purpose of assessment, recording and reporting is to track learner performance, analyse performance data and use this information to plan appropriate teaching and learning experiences and set meaningful progress targets. This policy aims to detail the roles and responsibilities of staff when using high quality assessment, the associated record keeping and subsequent reporting needed to ensure that all learners make progress and that future learning is informed.

1.2 BIC will focus on the following assessment methods:

1) Assessment for learning (AfL) – formative assessment, so that the achievements of a student may be recognised during learning and appropriate next steps planned for subsequent lessons. Therefore individual learning plans can be altered due to the actual learning which has taken place rather than that which was expected. In addition, the aim of AfL is to help the student understand what they have to do to improve and achieve their targets.

2) Assessment of learning (AoL) – summative assessment, recording the overall attainment of a student in a systematic way.

3) Diagnostic – through which starting points may be scrutinised and classified so that appropriate help, stretch and guidance can be provided.

4) Reflective and Evaluative– so that teachers, support staff and students can understand how different learning and teaching methods can produce different outcomes.

1.3 Underpinning the above is BIC's ethos of providing relevant and stimulating curriculum experiences for the students, ensuring that assessment methods are appropriate and relevant to these and reflect different learning and teaching approaches.

1.4 This policy aims to support the development of excellent practice throughout BIC and will;

- Detail roles and responsibilities for assessment
- Ensure consistency of approach to marking, assessment, recording, reporting and rewarding
- Provide guidance
- Detail support mechanisms for developing assessment skills
- Encourage the use of a variety of assessment techniques
- Encourage staff and students to take a partnership view of all learning taking place and for all involved to aspire to identify strengths, and further develop aspects that can be improved

- Support inclusion and ensure differentiation and personalisation
- Be monitored regularly and evaluated as part of the BIC self-review cycle
- Provide a framework within which individuals and groups can contribute to the ongoing development of assessment, recording, reporting and rewarding policies.

2. Roles and Responsibilities

2.1 BIC Advisors will:

- Support BIC in delivering all aspects of this policy
- Ensure that this policy is regularly reviewed and updated as detailed in the BIC self-review schedule
- Determine budgets based upon learner need and development plans
- Evaluate the effectiveness of this policy in practice.
- Support BIC in the delivery of CPD related to assessment, recording and reporting
- Support BIC in the analysis of the effectiveness of assessment, recording and reporting
- Support BIC to adopt effective systems and practices

2.2 The Head of College will:

- Monitor and evaluate effectiveness in assessing, recording, reporting and rewarding students
- Ensure that assessment and progress is prioritised in all development planning and that such plans link to the BIC Self Improvement Plan
- Provide effective staff induction arrangements
- Support staff and students to continually develop assessment methods and systems
- Ensure that student and teacher assessment data are available centrally and can be easily accessed by all staff
- Review this policy as part of the BIC self-review schedule.

2.3 The teaching staff led by the Head of College will:

- Discuss, research and disseminate new initiatives in assessment
- Make judgements about assessment during internal reviews of the curriculum and student progress
- Audit the use of assessment, recording, reporting and rewarding in their subject area
- Ensure their subject development plan has emphasis on improving assessment and its uses

- Respond formally to the Head of College and Proprietary Advisors through their;
  - analysis of learner progress and learner understanding of progress
  - development plans
  - performance management system;
- Use targets for individual students to form the basis of subject targets
- Monitor and evaluate all aspects of assessment, recording, reporting and rewarding, including planning, observations, record and learning reviews, as well as report sampling outcomes
- Keep up to date on educational initiatives connected to assessment and cascade crucial information to colleagues
- Praise and reward student achievement
- Lead assessment and pilot new practices as well as managing those already established
- Ensure that all staff use the available data as part of their assessment records and target setting
- Promote the use of peer-assessment and self-assessment
- Use assessment data to inform SOWs
- Share information about students' learning with relevant members of staff and parents
- Follow BIC procedures for marking and rewarding students.

2.4 Parents/carers will;

- Support BIC to help their child to make measurable progress
- Attend learning and progress reviews and be involved in discussing the assessments of their child and the setting of appropriate targets
- Ensure that BIC is provided with any relevant information that may affect progress
- Support their child in developing high aspirations and celebrate their achievements, not just high attainment
- Encourage their child to assess themselves and become a reflective learner.

2.5 Students will:

- Be expected to discuss their progress and targets
- Reflect on progress and comment on their assessments
- Attend, if appropriate, progress reviews and be involved in discussing their assessments and the setting of appropriate targets
- Be encouraged to reflect on how to improve progress and inform their tutor of any issues that may affect progress

- Have high aspirations and expect their achievements to be celebrated
- Aim to become independent, self-motivated learners.

3. Assessment Tools

3.1 BIC will use a range of assessment tools to record and communicate the outcomes of assessments. The tools will enable learners to engage with the assessment criteria before learning takes place. The assessment language will be clear and simple and learners will be clearly able to see where they are and what they have to do to progress.

3.2 As well as identifying the 'level' or score that the learner has achieved, staff will be able to include comments and there will be the facility for learners and parents/ carers to comment. Learner outcomes will be attached to each assessment, as evidence.

3.3 To support assessment and progress, BIC will develop a series of examples of 'graded' work. These examples will be explored by learners to enable them to self and peer assess and help them to understand what fulfilling a grade descriptor 'looks like'. These exemplars will also support staff to assess accurately.

3.4 Each tutor will ensure that assessments are moderated, will produce a summary of assessment, identify any changes to the module or project and use the data to inform future learning.

4. Training and Professional Development

4.1 All staff (including trainee staff) will receive an induction session on assessment, recording and reporting on joining BIC and their implementation of the policy will be monitored

4.2 Staff will be encouraged to share and experience effective practice.

4.3 Assessment, recording and reporting training will be available to staff throughout the year

4.4 Staff will be encouraged to accredit any relevant practitioner research

4.5 The Head of College will regularly review whether relevant whole staff training is required.

4.6 Students will be encouraged to assess each other's work against given criteria and eventually their own work against their own criteria, demonstrating an understanding of the level descriptions and knowing what they need to do to progress.

5. Assessment of Learning

5.1 At the end of the Autumn and Summer terms, students will be entered into external accredited exams as appropriate.

5.2 The analysis of data gathered will be disseminated and action points relating to this will feature on the BIC Development Plan

5.3 Results from formal assessments will contribute to the evaluation of teaching and curriculum and appropriate changes to the schemes of work will be made in light of evidence

5.4 Analysis of test results will also help to identify CPD needs of staff.

6. Evaluative Assessment

6.1 BIC uses data provided by staff to make predictions about students' future attainment and to set personal progress targets

6.2 The DfE also uses our examination data to include us in national league tables. Our examination data will also be measured against the current national floor targets for GCSE maths (level 1 to level 9).

6.3 BIC will respond to any changes in assessment requirements should they relate to the curriculum being delivered at the time.

7. Marking and Feedback

7.1 Comments written on the work should relate to the learning objectives and must be accessible to all students (emoticons can be used for with students with minimal language skills)

7.2 Comments should always firstly identify a positive aspect of the work and then detail ways that the student can progress. Focused comments should help the student close the gap between what they have achieved and next step improvement

7.3 Students will be expected to participate in the assessment of their own work and this will gradually lead to both marks and/or comments being written by themselves or by their peers. See Appendix 1 for an example of Beta Functional English.

7.4 The Head of College will regularly monitor the frequency and quality of 'marked' work.

7.5 All work completed as 'homework' should be collected, marked and returned as indicated in the BIC Student and Parent Handbook. Students have the right to have their work acknowledged as soon as possible.

7.6 All staff should build in regular stops during the lesson where there is feedback on progress so far. Appendix 2 details the codes that can be used to indicate where a teacher or student has intervened to support improvement.

7.7 Staff should mark written work using BIC's correction code in Appendix 3.

8. Rewards

8.1 Rewarding students for what they do well is crucial for raising self-esteem, motivating learners and changing behaviours. The rewards system will be based upon a whole BIC reward system. Please refer to the Behaviour policy for more details.

8.2 In addition to this each learning and personal coach or tutor should devise appropriate, creative ways to celebrate success e.g. a postcard home or time spent with an individual member of staff. Effective practice that motivates individual students and groups of students should be shared throughout BIC.

9. Recording

9.1 Records will be kept to allow for monitoring by external bodies, as well as for day to day. Weekly testing procedure is currently used.

9.2 Records will be easily accessible, understandable, consistent within curriculum areas and available for new staff.

9.3 Records must follow the whole BIC marking guidance and be regularly monitored by the Head of College.

10. Monitoring, evaluation and review

10.1 The effectiveness of this policy is monitored by the Head of College.

10.2 Monitoring will take place through periodic audits of students' learning, student interviews, teaching observations, analysis of reports, statistical analysis and through line management of staff.

10.3 A written report will be submitted annually to the Proprietary Advisors, summarising the findings.

10.4 This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Head of College and agreed by the Proprietary Advisors.

Appendix 1 – example of mark sheet for Beta class English (aligned to Functional Standards)

Standard	Requirement	Maximum mark	Peer mark	Teacher mark
W1	a) **Candidate has clear paragraphs** set out as an introduction, separate paragraphs, and a conclusion/close. Paragraphs begins with a marker e.g. Firstly, However, Unfortunately, Lastly b) Does the **letter include everything** it needs to details of the car, why you are unhappy, your rights, what you want the garage to do?	2 marks (if there is only one or 2 paragraphs award 1 mark 2 marks if everything 1 mark if 2 bits		
W2	**Candidate has used spelling accurately** • If there are only 2-3 spelling mistakes • If there are 4-7 spelling mistakes • If there are 8 – 12 mistakes • 12 mistakes or more	3 marks max 2 marks 1 mark 0 marks		
W3	**Candidate has used punctuation accurately** If there are only 2-3 mistakes with capital letters, full stops, commas, exclamation marks, use of lists etc • If there are 4-7 mistakes • If there are 8 – 12 mistakes • 12 mistakes or more	3 marks max 2 marks 1 mark 0 marks		
W4	**Candidate has used grammar accurately** If there are only 2-3 grammar mistakes, such as subject-verb agreement • If there are 4-7 mistakes • If there are 8 – 12 mistakes • 12 mistakes or more	3 marks max 2 marks 1 mark 0 marks		
W5	**Candidate has used a formal letter layout** If all 7 parts correct 5 parts correct 4 parts 3 parts 2 or less parts correct	4 marks max 3 marks 2 marks 1 mark 0 marks		
W6	**Candidate has used an appropriate formal style and tone** If tone is correct all the time Most of the time Only occasionally	3 marks max 2 marks 1 mark		
		Total Mark		

Peer Marker
I like _____

_____

Teacher Comment

_____

_____

Appendix 2: <u>BIC's Marking Key</u>

LO /   Learning Objective Partially Achieved

LO //   Learning Objective Fully Achieved

VF   Verbal Feedback to Student

CI   Collaboratively Improved

SA   Self Assessment

PA   Peer Assessment

            'Green for Go' where the student has shown success

            ' Pink for Think' where the student needs to correct or rewrite

SW   Supported Work

Appendix 3: BIC's Correction Codes

It will be helpful for all staff and students if we use the same basic marking scheme to correct written work. It should be used in line with the individual student's level. The error should be underlined, circled or corrected and the code written in the margins.

Margin Codes:

P = punctuation

Gr = grammar

Sp = spelling

WO = word order

$\wedge$ = word missing

Ξ = change to capital

∞ = insert something

$\curlyvee$ = insert more space

Δ = remove space

A note on feedback and BIC's growth mindset programme.

Effective feedback is fundamental to our growth mindset programme. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time. We can debate about whether feedback should be descriptive or evaluative, but it is absolutely essential that feedback is productive.

Feedback should always be more work for the student than it is for the teacher. Make corrections/second edits part of the next class or do peer reviews perhaps.

HARD WORK + PERSISTENCE = SUCCESS (A GROWTH MINDSET)