



Re-founded 1555

# Ripon Grammar School

*Helping shape the future since 1555*



## RIPON GRAMMAR SCHOOL ASSESSMENT AND MARKING POLICY

### Rationale

The purpose of assessment is to:

- To provide feedback to students so that they can make progress in their learning.
- Engage students in their learning by setting targets so that they can focus their efforts effectively and make progress in their learning. It is important that students understand the vocabulary pertinent to this assessment.
- Enable teachers to plan appropriate work that will support student learning and enable them to make progress.
- Enable teachers and students to track progress in relation to agreed targets (informed by school and national data).
- Measure student attainment against nationally recognised standards (GCSE and A level grades) to monitor student progress.
- Inform interested parties (SLT, staff, governors, parents, students) of the standards students reach.

### Aims

Ripon Grammar School's assessment and marking policy exists to satisfy two aims:

1. To provide feedback to students to enable them to reflect and improve on their learning. As a consequence of this feedback, students will be able to attain their agreed target grade (or better) at all key stages.
2. Assessment also needs to be undertaken to inform the school's reporting system as well as the school's monitoring system, as students make progress through all key stages.

### Policy

This policy will inform departmental assessment policies which are to be found in all departmental handbooks. There will be a variety of departmental assessment strategies which reflects the different style and different assessment needs of all curriculum subjects. However, underpinning all policies is the need to provide timely and appropriate feedback to students to enable them to progress in their learning. Students need to know at what standard they are performing and what they need to do in order to make progress (with reference to their potential). Assessment will take many forms and departments will use all of these different types of assessment to differing degrees. There will be a variety of forms of assessment: formative assessment such as self, peer and oral feedback, as well as summative assessment. The type of assessment will also vary according to the key stage and to ensure that students have greater involvement in their own learning the school has

Headmaster: Mr. Jonathan M. Webb, MA (Cantab).

Address: Clotherholme Road, Ripon, North Yorkshire HG4 2DG Telephone: (01765) 602647 Facsimile: (01765) 606388

Email: [admin@ripongrammar.co.uk](mailto:admin@ripongrammar.co.uk) Website: [www.ripongrammar.co.uk](http://www.ripongrammar.co.uk)



introduced a “Purple Pen Policy” for peer and self-assessment. It will be expected that assessment at KS4 and KS5 would provide specific focus on examination preparation and relevant guidance to ensure students can fulfil their potential in external examinations and meet their agreed targets.

### KS3

At KS3, departments are required to assess **at least one piece of work each term** with reference to the national curriculum guidelines for that subject. Students will be assessed according to the content delivered by the department using an array of appropriate methodology. On the basis of these assessments, teachers will be required to provide a forecast grade [in relation to GCSE outcomes] each term. These assessments will be reported to parents and recorded on a central database that is monitored by the senior leadership team and the head of school. Appropriate descriptors of attainment and progress are shared using language appropriate for students and feedback is given to students regarding their current attainment and how to improve their work. This feedback should be kept by the student in an appropriate place [e.g. progress booklet, exercise book, etc.] and it is expected that teachers will find opportunities during their lessons for students to discuss this feedback after the assessment. The form tutor will be able to discuss with the student appropriate strategies on how to improve across the whole range of subjects studied by each student through meetings and discussions held throughout the year, including those prompted by formal reporting points.

In the third form, teachers will be required to set an appropriate target grade [in relation to GCSE outcomes] based on students’ prior attainment and progress over the first two years. Targets should be both aspirational and realistic and they should help to inform intervention meetings. Intervention is overseen by the head of lower school with the assistant headteacher and SENCO, and it is designed to support students who are not meeting their target grades.

### KS4

At KS4, target grades are set and agreed, with students, early in the fourth year based on a range of prior attainment data. Students are then monitored during the fourth and fifth year regarding their progress towards their target grades. Students will be encouraged and supported to ensure they are aware of their strengths and how to make progress towards their targets. Monitoring will take the form of formative and summative assessment and data collection is monitored by the senior leadership team. Appropriate intervention, overseen by the head of upper school, in collaboration with SENCO, HOD, form tutor and senior leadership team), is designed to support students who are not meeting their target grades, e.g. mentoring, parental involvement, 1:1 tuition, meeting with headmaster.

### KS5

At KS5 students are set target grades using the ALPS system and progress is monitored against these target grades. The target grades are set, with students, in the autumn term of the lower sixth and regular discussions with students are expected throughout the course. Assessment methods have a

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significant emphasis on examination material. A summative assessment, with appropriate formative assessment, is used prior to external modular examinations.

## Examinations

Each year group has a formal examination or assessment week during the course of the year. This will provide an opportunity for summative assessment which can be used to inform in the reporting system as well as formative assessment through feedback to students. At other points during the year when reporting is required it will be expected that some form of summative assessment will take place prior to a report being written, e.g. a class test.

## Marking

Marking is a very important part of assessment. The homework timetable is drawn up by the deputy headteacher and states which subjects set homework and how frequently that homework is set. It is important that the homework timetable is followed so that students are aware of what is expected of them and parents are able to monitor whether their son/ daughter is doing the homework that is required of them. The homework task should be appropriate to the subject and would normally reflect a range of different activities. The homework must then be assessed and appropriate feedback given to the student, outlining ways to improve. The homework may also be marked in a summative way to provide feedback against national standards. Homework may also be self-assessed or peer assessed on occasion. The frequency with which homework will be marked will vary from one department to the other. It is important, however, to realise that if students have taken the time to undertake homework then teachers must acknowledge that the homework has been done. **It is expected that homework would be marked by the subject teacher at least every month for every student in every subject.** It is appreciated in addition to this that summative assessment in the form of tests and coursework will also be marked by the teacher. The quality and frequency of marking must be monitored by the head of department who ensures the departmental marking policy is adhered to. There is an expectation on the part of the student and the parents that if homework is set then it should be assessed in an appropriate and regular way.

## Monitoring and Intervention

A wide variety of data is centrally available to colleagues within each key stage. This data provides estimates for student potential and they are used in line with the “**Protocols for monitoring students**” (see appendix) to set and monitor appropriate targets for each individual student which are used throughout the school, e.g. KS2 results and CAT data at KS3 and FFT data at KS4 and ALPS at KS5, which are used to set individual targets for students in different subjects. These targets are conveyed clearly to students at the appropriate time and progress towards these targets is monitored very carefully by the teacher. When a student appears to be falling behind with their work the teacher will inform the head of department, form tutor and head of school. The department will then undertake appropriate action to support the student concerned initially. For those students who are failing to meet their target in more than one subject, the head of school will intervene and oversee a range of support measures appropriate to that student.

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