

Marking, Assessment and Reports Policy

Senior School

1. Aims

This policy provides guidance in:

- Marking classwork and homework
- Assigning grades for half-termly and termly assessments and reports
- The writing of full reports

All departments should adhere to the policy. However, it is understood that more detailed subject-specific requirements will be outlined in departmental documentation.

2. General Principles For Marking Student Work At Kent College:

2.1 At Kent College we believe that effective feedback plays an essential role in enabling our pupils to develop academically.

2.2 We recognise that regular grades and numerical marks can be detrimental to a pupil's perception of themselves as learners and can distract from the feedback and direction they are given. Noting this, grades will not always be given in response to pupils' work, as is appropriate to each task.

2.3 In place of grading all work, staff will mark and give feedback in a manner that encourages pupils to engage actively with the learning process. Comments should be constructive, enabling the pupil to identify their successes (learning that has been consolidated) and mistakes (learning that is still developing). Manageable targets should be created. Staff should give pupils time to engage with the feedback in lessons and may ask them to set their own targets.

2.4 Teachers should be aware of any special educational needs and issues such as dyslexia, dyspraxia, organisational difficulties etc. In these cases, comments should focus on content and subject-specific language. Problems with Standard English should be communicated to relevant support staff. Rather than correcting every mistake, focus on a persistent error.

2.5 While we envisage that most work will be marked with constructive feedback only, certain key assessments may be graded. Departments may mark such work numerically or use a department specific version of the Progress Grades used for reporting. However, staff will still give detailed feedback and expect pupils to engage with their targets.

2.6 For some tasks related to GCSE and A-level work, staff will utilise grades. Departments should link their grades and comments to the criteria set out by examination boards. Staff will still give detailed feedback and expect pupils to engage with their targets. Pupils should be advised that marks given for homework are not predicted grades and that even coursework marks are subject to external moderation.

2.7 Most work should be returned within one week in line with the Homework Charter. Pupils should understand that longer pieces of work may take longer to mark.

3. The Kent College Assessment and Reporting System:

All pupils receive grades and most year groups receive termly reports. See the following reporting and assessment overview for approximate timings. These grades, which will be entered onto the school's administrative system (ISAMS from September 2021), should be based on the marks given for homework as well as for work done in class. Teachers are expected to keep a record of these marks in their mark book. Departments should maintain a tracking system for each student on the Central Resources Area.

3.1 Reporting and Assessment Overview

The approximate timings of key events are below:

	Autumn Term	Spring Term	Summer Term
Year 7	Grades (Oct) Parents' Evening (Nov) Termly Report (Dec)	Grades (Feb) Parents Evening (March) Termly grades (March)	Lower School Exams and results (June) Grades (May) Termly Report (Jul)
Year 8	Grades (Oct) Parents Evening (Nov) Termly grades (Dec)	Grades (Feb) Termly Report (March)	Lower School Exams and results (June) Grades (May) Termly Report (Jul)
Year 9	Grades (Oct) Termly Report (Dec)	Parents' Evening (Jan) Grades (Feb) Termly grades (March)	Grades (May) Termly Report (Jul) Internal exams (June)
Year 10	Grades (Oct) Termly Report (Dec)	Grades (Early Feb) Year 10 mock RS and English exams (Late Feb) Parents' Evening (March) Termly grades (March)	Internal exams (May) Grades (May) Some GCSE Exams (May-Jun) Termly Report (Jul)
Year 11	Grades (Oct) Termly Report (Dec)	Mock Exams (Jan) Grades (Feb) Parents' Evening (Jan) Termly Report (March)	Grades (May) GCSE Exams (May-Jun)
Lower 6th	Grades (Oct) Termly Report (Dec)	Parents Evening (Feb) Grades (Feb) Internal exam week (Late Feb) Termly grades (March)	Grades (May) Internal exams (June) End of Year Report (late Jun)
Upper 6th	UCAS Predicted Grades (Early Oct) Parents' Evening (Oct) Grades (Oct) Termly Report (Dec)	Grades (Feb) Mock exam week (Feb) Termly Report (March) Parents' Evening (March)	Public Exams (May-Jun)

3.2 Grades for Academic Work

Grades and reports are opened on the School's MIS early in the term and remain open until the deadline. Therefore, it is possible to assign grades, write reports and make amendments at any stage in the cycle. Please note that the deadline is the same for all year groups and teachers are advised to plan ahead accordingly. All grades and reports should be completed by 2pm on the day of the deadline.

3.3 Lower School

In Years 7 to 9, pupils are given half termly grades in each subject based on their Attitude to Learning (ATL) - see below. Research shows that effort is the key to success, so the purpose of these ATL grades is to help pupils identify how they can improve in their essential work habits. They are assessed on three areas: Resilience, Reliability and Respect. Staff should use a "best fit" approach in applying these grades, though the published descriptors set clear requirements. Tutors should use these grades as a starting point to set targets for improvement.

In the end of term report, pupils are also given a Progress Grade (PG1-5) for each subject along with their ATL grades. These grades are designed to show where a pupil is currently working in relation to the expected knowledge, understanding and skills relevant to each subject at that stage. A combination of these grades and her report comments should give each pupil a clear idea of how to improve.

3.4 Middle School and Sixth Form

Year 10 is something of a transition year. We begin the year using ATL grades and Progress grades, but move towards GCSE based grading as the year proceeds.

In Year 11 and in the Sixth form we continue to use ATL grades but also utilise the grading system appropriate to GCSE and A-Level. Pupils are also given grades based on the exam grade they are likely to achieve at the end of the course should current rate of progress continue. Teachers may assign 'slash' grades (e.g. A/B) for pupils who are working at the borderline between two grades. The following grades are available:

- GCSE grading 1 - 9 (9 being the highest)
- A Level courses: A*, A, B, C, D, E, U (plus borderline grades)

ATL GRADES



5

4

3

2

1

RESILIENCE

A very resilient approach to learning

- Starts tasks quickly.
- Regularly contributes in class in a manner that shows real engagement with the subject.
- Pays **close attention** to teacher feedback to make significant progress.
- Works very hard to complete tasks, **even when challenged**.

A resilient approach to learning

- Starts tasks promptly and works hard to complete tasks.
- Engages in lessons.
- Uses teacher feedback to make progress

Target: to improve engagement or perseverance in lessons

One of:

- Can take too long in starting tasks.
- Works at tasks but could make greater effort.
- When work becomes challenging, she can start to become disengaged.
- Contributes in class, only when prompted.
- Needs to pay more attention to teacher's feedback.

Target: to improve both engagement and perseverance in lessons

Two or more of:

- Can take too long in starting tasks.
- Works at tasks but could make greater effort.
- When work becomes challenging, she can start to become disengaged.
- Contributes in class, only when prompted.
- Does not pay attention to teacher's feedback.

Target: significant improvement in engagement and perseverance in lessons.

One or more of:

- Deliberate procrastination in starting tasks.
- Will not contribute in class even when prompted.
- Needs to show more independence in completing most tasks.
- When work is challenging, tends to disengage.

RELIABILITY

Completely reliable with homework and organisation.

- **Always** completes homework on time to the best of her ability.
- Is **always** on time to class.
- **Always** brings the correct equipment.

Reliable with homework and organisation.

- Completes homework on time and as required.
- Is on time to class.
- **Nearly always** brings the correct equipment.

Target: to improve reliability with homework or organisation

One of:

- **One** homework task not completed correctly or on time without good reason.
- Has been late to class without a good reason **more than once**.
- Has not brought the correct equipment to class **more than twice**.

Target: to improve both reliability with homework and organisation.

Two or more of:

- **One** homework task not completed correctly or on time without good reason.
- Has been late to class without a good reason **more than once**.
- Has not brought the correct equipment to class **more than twice**.

Target: significant improvement needed regarding reliability.

One or more of:

- **Two or more** homework tasks not completed or on time without a good reason.
- Has been late to class without a good reason **more than twice**.
- Has not brought the correct equipment to class **more than three times**.

RESPECT

Works very well with others.

- Always respects the right of other girls to learn, and **never** distracts others from their work.
- Works **very** well in paired or group work, **offering leadership or support**.
- Interacts very well with her teacher.

Works well with others.

- Respects the right of others to learn and does not distract others from their work.
- Works well in paired or group work.
- Interacts well with her teacher.

Target: either avoid distracting others or pay closer attention to her teacher's instructions.

One of:

- Sometimes distracts her classmates from working or listening.
- Does not immediately respond to her teacher's instructions.

Target: to avoid distracting others and pay close attention to her teacher's instructions.

Both:

- Sometimes distracts her classmates from working or listening.

and

- Does not immediately respond to her teacher's instructions.

Target: must not distract others from working and significantly improve her focus in lessons.

One or more of:

- **Often** distracts her classmates from working.
- Does not improve after her teacher's repeated requests.
- Has spoken in a disrespectful manner to her classmates or teacher.

Progress Grades (PG) for reports

PG5	Advanced learning Evidence of knowledge/understanding/skills at an advanced level
PG4	Secure learning Clear evidence of expected knowledge/understanding/skills
PG3	Consolidating learning Evidence of positive progress towards expected knowledge/understanding/skills
PG2	Developing learning Some evidence of positive progress towards expected knowledge/understanding/skills
PG1	Not yet making expected progress Limited evidence of expected knowledge/understanding/ skills

PG1: This grade will be rarely given. In this case a pupil should already have been “flagged up” as a cause for concern to the relevant Head of Department, tutor and Head of School.

PG2-4: It is envisaged that the majority of pupils will be awarded these grades, with progression being shown through the year.

PG5: This grade should only be awarded to pupils who are engaging with material/depth of thinking beyond that expected at this point.

It should be noted that these grades are not designed to reflect effort, only progression.

3.5 Subject teacher’s reports

Teachers will write an extended report at least twice a year. Reports are not written for some Year groups if they have recently attended a parents evening.

Reports should:

- be well written, with correct grammar and spelling.
- contain at least one clear target for academic improvement;
- be written on a ‘no surprises’ basis. Parents should not learn of substantive issues/ concerns from reports but should endorse / follow up communication with home;
- be personalised/bespoke to each pupil;
- be positive and encouraging but honest. Comments such as “she never puts up her hand,” or “she is quiet in class” are unhelpful and negative in tone;
- offer constructive advice on how the pupil can improve;
- communicate high expectations to the pupil and parents.

Reports may be brief (for example, three or four sentences), and the use of unnecessary educational jargon is to be avoided.

3.6 Form tutor’s reports

Reports should:

- comment on her participation in form activities;
- discuss any pastoral issues of note;
- identify additional contributions to school life such as participation in teams or performances in dramatic or musical productions;
- identify any additional responsibilities such as form captain or eco/charity rep.

3.7 Housemistress’s report for boarders

These reports should:

- encourage and praise student development - especially personal development;
- point out any concerns;

- comment on balance between work and activities in the boarding house;
- highlight contribution to the life of the boarding community;
- mention any active participation in boarding house events;
- comment on the way responsibilities have been carried out.

3.8 Senior leader's report

This will summarise the report, commenting on both academic, extracurricular and pastoral progress as appropriate.

Agreed by SLT: Jan 2009

Approved by Education Committee Jan 2009

Reviewed: Deputy Head: Aug 2013

Approved by Education Committee: Oct 2013

Reviewed by Deputy Head: September 2016

Reviewed by Deputy Head (Academic) July 2017

Approved by Education Committee: November 2017

Reviewed by Deputy Head Academic: April 2021

Approved by Education Committee: June 2021