

STRATTON UPPER SCHOOL

Assessment, Marking and Recording Statement



Aims

The purpose of this statement is to establish the minimum students have the right to expect with regard to the assessment of their work. It enshrines the expectations of **Teacher Standard 6**.

Ethos

Assessment and marking underpins the progress of our students and promotes learning. It does this by:

- Regularly checking work has been completed and ensuring that the work represents appropriate standards relative to an individual's ability, needs and the demands of the course they are following;
- Providing formative assessment to develop progress through an assignment;
- Providing summative assessment to conclude assignments and provide targets for future work;
- Accurately assessing work against relevant criteria such as exam specifications;
- Accurately identifying progress relative to students' starting points;
- Demonstrating that student work is valued and rewarded;
- Encouraging student confidence by highlighting success;
- Developing student understanding by highlighting areas for improvement and how this might be accomplished;
- Providing feedback to the teacher to inform future planning to meet the needs of students;
- Providing feedback to the Department or curriculum area to inform future decisions with regard to curriculum planning;
- Supporting dialogue with students, parents and other colleagues.

Expected practice

Teaching staff are expected to ensure that:

- Students have a clear understanding of the criteria against which their work will be assessed (**6a**)
- Students receive regular feedback. This includes oral feedback, formative and summative feedback and self and peer assessment. It is particularly valuable to use a variety of assessment techniques on extended (i.e. more than 2 weeks) activities (**6b**,

6d))

- Completed assignments are assessed using the Stratton Upper School pro forma, appended to the relevant work (i.e. stuck into an exercise book or added to a file) or in the case of practical activities stored with appropriate evidence of the work (**6b, 6d))**
- Students respond to teacher advice, this could involve corrections, re- drafting activities or indicating how the advice will be incorporated into future work (**6d)**
- Assessments are credible and levels and grades awarded accurate (**6a)**
- Records of progress are maintained (either electronically or in a mark book) for all teaching groups and are used to support accurate reporting of attainment and progress and to inform future planning. (**6a, 6c)**

**Rob Watson
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Assessment acronyms used at Stratton

WWW = What went well.....

NTT = Now try this.....

EBI = Even better if.....

MRI = My response is.....