

## ASSESSMENT & REPORTING

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<i>Updated</i>	<i>Jan 2012</i>
<i>Approved by Principal(s)</i>	<i>Yes</i>
<i>Review Date</i>	<i>Sept 2012</i>
<i>Key Staff</i>	<i>All Teachers, Curriculum Team, SLG</i>
<i>Reviewed by</i>	<i>Director of Studies</i>

### MARKING & GRADING STUDENTS' WORK

#### *Introduction*

This policy is intended to be a manageable policy on marking that is implemented by all the staff, and which is easily understood by all parents, agents, students and other interested parties.

Assessment of day-to-day progress depends heavily upon the marking and correction of written work and other tangible forms of student response. The main purpose is formative - helping students to see how their work can be improved and developed, identifying weaknesses and uncertainties as a basis for remedial action, and as a major and effective practical means of establishing suitably high expectations of each student. However, grades are also important as the basis on which students might realistically choose which universities to apply to, and as the basis for information given to universities about the students.

Most students want to please and believe the marking of their work to be worthy of teacher time. It is recognised that thorough, effective marking can improve student motivation and ineffective erratic marking can most certainly have the opposite effect.

#### *Marking*

In order to keep the marking load down to an effective minimum staff can use selective detailed marking of key pieces of work supported by a lighter scrutiny of other work.

All staff ensure that:

- marking is regular and thorough enough to spot errors and inaccuracies;
- marking needs to be simple, positive and student friendly.

- written comments and oral feedback communicate clearly to individual students and their parents the student's strengths/weaknesses, level of performance, suggested strategies for improving their knowledge, understanding and skills, and goals to be achieved. This can help parents who take an active role in their child's education;
- they do not readily accept inaccurate or inadequate responses to written or practical tasks;
- steps are taken to act on missing, incomplete or poorly presented work
- work is returned promptly to students;

### *Grading (1): When grades are applied*

Common grading principles are used throughout the College.

Formal Assessments will always receive a grade. Otherwise, it is at the discretion of the teacher to decide which work is graded and which may simply have a comment or be marked in another way (discussion with students, peer marking etc). Where a teacher grades a piece of work, grades will be applied in accordance with this policy. All students have the right to fair and equal access to accurate assessments in accordance with this policy. The college conforms to all relevant areas of the data protection act.

Generally, staff will use grade schemes that match the ones used in the final evaluation. A-level and UFP courses use A-E grades, for example, whilst GCSE and Pre courses use A-E.

Assessment grades should take into account the stage of the course the student has reached. They will become more accurate as the course progresses.

**Current Estimated Final Grade**      This is what a the teacher feels a student will get at the end of the course. It can be updated as the course progresses

Grades awarded will indicate that if a student continues working at their current pace and effort they could hit that grade. Where encouragement is needed It may, for example, be appropriate to award a high grade for work done early in the course that would only merit a low grade (or even fail) in the final examination.

When marks are given, the relationship between scores and grades should be set out clearly to the student and will reflect practice in the final exam which may well vary between different courses.

*Grading (2): Foundation/AS/A-level/GCSE/Pre courses*

Students can be awarded grades ranging from A to E, or a U

Grade	Quick Description	Student action
A	Excellent work	The student should try to maintain this standard of work
B	Very good work	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
C	Good work	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
D	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should look at e.g. any reading again, and make sure that all substantial points have been understood
E	Satisfactory work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and should consider attempting the piece again.
U	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and must consider attempt the piece again, unless the teacher instructs otherwise.

*Grading (4) : IELTS courses*

Students can be awarded grades ranging from 9.0 to 0, although in practice no Foundation / GCE student is likely to achieve less than 4.0.

Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
8.0 / 8.5 / 9.0	Very Good User / Expert User	The student should try to maintain this standard of work
7.0 / 7.5	Good User	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
6.5	Competent User	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should look at e.g. any essay correction again, and make sure that all substantial points have been understood
5.5	Modest User	The work has almost achieved a pass standard. The student should discuss the work with the teacher, and should consider attempting the piece again.
5.0	Modest User	The student has problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use.
4.0 / 4.5 or below	Limited User	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use.

## **APPEAL AGAINST RESULTS**

Students may appeal against coursework marks awarded, including UFP marks. The initial appeal is to the Principal and then the complaints policy can be followed and work can be re-marked as appropriate. There is an external moderator who would adjudicate on UFP grading and appeals will be notified to exam boards as appropriate

## **PLAGIARISM**

Students are warned about the dangers of this by subject staff, and instances found will be reported to the examination board when appropriate

## **FREQUENCY OF STUDENTS' ASSESSMENT TESTS**

Students are given written assessment tests in each of their academic subjects two or three times per term depending on the length of the term. An assessment is designed to last for between 50 minutes and one hour, and contains questions based on recently taught work and questions of a synoptic nature intended to revise work learnt earlier on in the course. The questions set are made to resemble those set in final examinations.

## **STUDENT REPORTS**

Twice a term, teachers write student reports that are addressed directly to the student to provide information on academic achievement, effort, attendance and achievement grades. Copies of these reports are given to students and form the basis of discussions between personal staff and their students. Subject teachers are responsible for discussing progress, setting targets and providing individual study plans.



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**SAMPLE SETTLING-IN REPORTS TO PARENTS**

Within three weeks of the arrival of a new student a settling-in report is sent to the student's agent/parent using the format:

Dear **XXX**,

Re: *student's name*

I am pleased to report that **XXX** has now settled in to life at the College and will soon sit the first tests of the year, which will be reported on in full at half term. These are the subjects on which **XXX** is enrolled. If there are any concerns please do not hesitate to contact the College.

Their programme of study comprises the following main subjects:

Economics	Level	5 lessons per week
Sociology	Level	5 lessons per week
Mathematics	Level	5 lessons per week
ICT	Level	5 lessons per week
English Programme		4 lessons per week

If there are any problems with this programme (which has been agreed with the student), please let us know as soon as possible so we can resolve it.

*Name's* Personal Tutor is **XXX** who will be able to advise on any matters connected with welfare or academic progress and can report to you at regular intervals. You will receive reports from the College every half term and these will be emailed to you. Please would you make sure that your up to date email address and other contact details are with the College at all times. The Personal Tutor or Welfare Team will be able to alert you about any issues, or you can contact our Client Care Team at the College at any time.

Strong attendance is something we have stressed a lot to students, and in order to be entered for their exams, it is important that their attendance levels remain at 95%. You will see their attendance levels for every class in the reports which are sent out at half term. Students all have a student handbook with lots of useful information in for them, and you can access this on the CATS College website.

Can I also remind you about accommodation over the year. Students may stay in College at half terms provided they book in advance when requested. They will be reminded about this through emails, posters and letters home. Students of UK compulsory school age have an additional charge and may be required to work on supervised revision all week in the



College learning centre. Students who are under 18 or who are in mainly under 18 residencies may also be required to work on revision material at this time, and may not be allowed to travel or stay in residencies without working in college during the day. Most students go home at Easter.

The College prides itself on being able to provide a warm and friendly environment for our students, and there are a range of people ready to help and provide support whenever it is needed.

Yours sincerely,

Vice Principal