St Mary's School
CAMBRIDGE

Marking, Assessment and Tracking Policy

This policy is the responsibility of the *Senior Deputy and Head of Juniors.*

Last review: September 26

Next review: September 27

Ethos

Mary Ward instituted schools for girls to enable them to discern their vocation and develop their distinctive gifts thereby serving and enriching the community. Assessment, recording, and reporting are ways in which we seek to identify pupils' strengths and weaknesses and encourage them to do their best.

Rationale

We monitor the quality of education that we provide and ensure that there is a framework in place to assess pupils' work regularly and thoroughly. We use information from that assessment to plan teaching so that pupils can progress.

Assessment is the evaluation of responses, both verbal and written. At St Mary's School, Cambridge ('the School') the main aim of assessment is to contribute to the process, which helps all pupils from our Early Years to the Sixth Form, including our Boarders, to become better learners and more confident pupils. Assessment should be encouraging, evaluative, diagnostic, informative and motivating for the pupil, the teachers, and parents.

The School uses informal and formal assessment. In the Senior School formative assessment is flexible and each teacher or department is free to choose appropriate methods to develop and assess the knowledge and skills specific to the subject studied. Similarly, skills and attributes taught are supported by our HEART habits (hard work, empathy, adaptability, responsibility and thoughtfulness) and these are assessed flexibly.

Purposes of Assessment

Assessment has different aspects which can broadly be defined as formative (diagnostic) and summative. It provides information for students on their progress and attainment in particular skills both in individual terms and in relation to the peer group in the School and ultimately national criteria. Teachers use it to judge their effectiveness in achieving aims and objectives. Students are also given information about how their learning fits into expected progression of skills in each subject. Assessment gives a framework to evaluate achievement. Needs of students can also be identified and met. Students' progress and development can be monitored.

Methods of Assessment

A range of methods is used at School. This is governed by the different skills required within different subjects. Methods include:

- Observation
- Digital, including videoing and recording
- Informal daily activities such as participation in class
- Practical, oral, and aural assessments
- Formative and summative assessments
- Home learning, assessed formally or informally (by, for example, peer assessment), is set for all years, from Early Years as appropriate, with a homework timetable from Key Stage 2 to ensure an even workload.
- Formal teacher-marked assignments with comments (and grades where appropriate)
- Coursework for specific disciplines
- Formal standardised examinations are held annually

Feedback is given to students in an appropriate format and in an appropriate timeframe for the task and subject.

Tracking and Monitoring

We operate a whole School Tracking and Monitoring system which aims:

- To ensure pupils make progress that is appropriate to their current level of performance
- To highlight, in a timely manner, pupils who are having difficulty with aspects of their work
- To highlight, in a timely manner, pupils who are demonstrating excellent standards of work
- To inform planning to meet the needs of pupils
- To foster independent learning
- To encourage pupils to reflect on their progress and to learn how to learn
- To communicate clear information about progress to parents