

Sylvia Young Theatre School



Academic Assessment, Marking & Grading Policy

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Reviewed	Annually

ACADEMIC ASSESSMENTS, MARKING & GRADING POLICY

This policy addresses assessment including the regular marking and grading of students' work in academic subjects.

Purposes of Assessment

The purposes of assessing, marking and grading students' work include:

- Giving constructive feedback and guidance for further development of work and ideas.
- Creating and informing regular dialogue between teacher and student about progress.
- Recognising and rewarding achievement, progress and effort.
- Correcting errors e.g. factual, conceptual, spelling, calculation.
- Motivating students to improve and succeed in all their work.
- Monitoring progress and providing teachers with information on which to base their long and short term lesson planning for individuals and groups of students.
- Marking for examination purposes.
- Informing students and parents / carers of the standard that they are currently achieving in relation to national standards and expectations.

Types of assessment / marking / grading

All academic subject teachers employ a wide range of methods of formative assessment to suit different purposes and for different types of work which include the following:

Oral Assessment

Oral assessment is used both formally and informally as part of formative assessment.

Self Assessment and Peer Assessment

Students are encouraged to assess their own and others' work and progress in a variety of ways, both written and oral. The criteria against which it is being assessed are made clear to students to assist with this type of assessment.

Written Feedback

All subject teachers make considerable use of both written and verbal comments to recognise attainment, effort and progress and to set targets / identify areas for further development. If grades are given, these are accompanied by comments.

Students' work should be marked / assessed regularly. It is good practice to date students' exercise books / work when they are marked to demonstrate and check that regular assessment is taking place.

Effort grades

Students are expected to apply 100% effort to all their work – classwork and homework. This will help them to develop and improve their grades. Effort will be assessed by the subject teacher regularly and the below phrases can be applied to the work. Effort is shown through tasks being completely finished, detailed and developed, and presented with care.

Excellent	Your effort meets the highest expectations. You engage fully and all tasks are completed to the best of your ability. The presentation is thoughtful, careful and of the highest standard.
Very Good	All tasks are completed to a high standard and you have tried to do more than is expected. Even if you don't quite get the task right, it is clear you have made the very best effort.

	Presentation is careful and shows considerable time and effort.
Good	Tasks are completed with competence and you have shown good effort to do what is expected in the task. You have done what is needed and the presentation is good. Even if you found the work hard, you have tried to complete the task in full.
Meeting Expectations	Content, presentation and effort reflect the minimum expectation for the task.
Below Expectations	Work needs developing – it is too brief and needs detail. Work may be rushed and poorly presented and tasks may be incomplete. Work does not reflect the minimum expectations.

Marking codes

When marking work teachers use a variety of set codes to ensure students know how to make improvements in their work. Students are given time in the lesson to look at the comments and correct / respond to them. You will be given time in class to do this. Corrections are completed in a different colour pen from the one used in the piece of work so that teachers can see that students have fully understood.

Code	Meaning	Action
WWW	What Went Well	Keep it up!
EBI	Even Better If...	Respond to this comment, developing your work as directed.
SWM (Show Working out/Method)	You method or working out is not shown	Use the dialogue box to show some working out and make sure working out is shown in the next task.
Effort	This is your overall effort grade	Read the effort grade descriptions in the front of your books.
	Dialogue Box	Fill this box in with corrections or developments based on the EBI comment or the points below. Your teacher may give you a sentence starter.
✓ ✓ ✓	Good or Excellent Point	
	Look at this moment in your work as it needs improvement	Use the dialogue box to respond to the improvement suggested by the arrow
SP 1..2..3	Spelling correction	You are expected to write out the correct spelling 3 times at the bottom of your work.
P	Punctuation mistake. This may include capital letters.	Correct on the work

gr	Grammatical mistake – this may be tenses, or sentences that don't make sense	Correct on the work
//	New paragraph needed	
? ~~~	The wiggly line under a phrase shows confusion or a need to develop	Go back and re-read what you have written. Write out a new sentence which makes better sense.
^	Missing word	Insert the missing word.
Ⓣ	Talked About	You may want to write about what was discussed
TARGET	This is what YOU want to improve	If you see this word, write your personal targets next to it. This may appear in the Dialogue Box

At Key Stage 4, the GCSE grades 9, 8, 7, 6, 5, 4, 3, 2, 1, U are used for assessments and substantial pieces of work. Grade 9 is the highest grade on the scale. Grade 4 is roughly equivalent to the lower end of the old GCSE grade C, Grade 7 is roughly equivalent to the old GCSE grade A. Grade 4 is referred to by the Department for Education as a 'Standard Pass', Grade 5 represents a 'Strong Pass'.

Records of marks and grades must be kept by all academic staff.

Results of important summative assessments (e.g. half termly / end of unit tests) are recorded centrally for each subject. This allows the school to track students' progress across all their subjects.

There is no single prescribed method of recording marks for other pieces of work. Marks / grades may be recorded in teachers' planners, in spreadsheets on school laptops, on the school google drive or in google classroom, but must be kept in a form that can be shown to the Headteacher at any time on request.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/carers annually. Parents/carers are encouraged to work in partnership with the school by monitoring their child's work and activities, by frequent inspection of the homework completed, their exercise books and by attending meetings arranged for the purpose of discussing students' progress.

Reports

All students will receive an interim and full report each year, alongside a parents / carers' evening.

The reports are specific to the individual student. Under each academic subject there are three different categories which the teachers comment on. These are:

- **Academic Effort** (this is based on effort within lessons and homework)
- **Academic Achievement** (this is based on teachers evidence of academic attainment eg. class tests, work completed in lessons)
- **Behaviour and Attitude for Learning** (this is focused on their behaviour within lessons)

Meeting expectations is what we would always hope students are getting in all categories, it's a very positive comment and indicates a very strong report.

Meeting expectations demonstrates that based on current performance in lessons a student is very much on the right path to achieve their potential in that subject. They are doing everything we would expect them to do and their academic effort, current achievement and behaviour for learning is demonstrating that.

However, at times despite students working very hard, and their academic effort and behaviour and attitude for learning meeting expectations, their academic achievement may still be below expectations. This indicates that at the time of the report their academic achievement is potentially slightly below where we would have hoped it would be based on where we would expect them to be. It is important in this case to look at the academic effort and behaviour and attitude for the learning category alongside the academic achievement. When academic achievement is below expectations this is based on the current performance for this academic term and it is very much hoped that it will return to the trajectory of meeting expectations when combined with support from the specific subject teachers which will help the student to close any knowledge or skills gaps they have which are currently preventing them from meeting expectations.

Formal tests / examinations

GCSE students have a formal school exam mock period at the end of Year 10. In Year 11, they have mock examinations in all subjects and final GCSE examinations take place in May / June. The dates of these external examinations are issued to parents, carers and students when they become available from the exam boards. For other year groups, subject teachers set formal tests as and when appropriate for each year group. Some subjects test each half term, other subjects test at the end of each unit or module of work. Some subjects set end of year tests, others set end of Key Stage tests. The rationale behind this is that assessment and testing should be an integral part of the curriculum for each subject and should be done at a time, and in a way that best suits the individual subject. Students are informed of the dates and nature of individual subject tests and examinations by their subject teachers.