Windermere School: Measuring Pupil Performance - Marking, Prep and Assessment

Next Review Date: August 2026

Reviewed by: SLT

Review Period: 12 months

Staff Responsibility: Deputy Head

Marking Principles

The **Teachers' Standards** state that teachers should '**give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**'.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of raising attainment. This can be achieved in a number of ways and does not simply mean the use of extensive written dialogue or comments.

Windermere School is committed to developing a marking practice throughout the school that raises attainment without creating an excessively time-consuming burden for teachers. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

All marking should be meaningful, manageable and motivating, and this provides the basis for Windermere School's procedures.

Meaningful marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Consistency across a department or a school is important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine how marking is best suited in their areas, responding to the different demands, and drawing on teacher professionalism to create meaningful and manageable approaches.

Manageable marking is proportionate and considers the frequency and complexity of *written feedback*, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Feedback can take the form of spoken marking / verbal feedback, written (teacher) marking (either on paper or electronically), teacher whole class feedforward sheets, peer marking or self-assessment, with a

high emphasis towards oral feedback in the EYFS. Current research on marking does not show any one of these techniques to be any more or any less effective than any other, but does suggest:

- Careless mistakes should be marked differently from errors resulting from misunderstanding. The latter may be addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Grading work can reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of the teachers' comments.
- Time spent simply acknowledging that work has been seen is likely to be better spent providing specific information about how to improve, even if it means fewer pieces of work are marked overall; a simple mantra might be to mark less, but mark better.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to feedback.
- Using targets to make marking as specific as possible is likely to increase pupil progress.

Motivating marking is *marking which helps to encourage pupils to make progress*. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to *acknowledge the work a pupil has done*, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive written marking. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to *check their own work by understanding* the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.

Roles and responsibilities

Classroom teacher	• Setting and marking of work (including prep tasks and summative assessments) as per the Windermere School guidelines below. • The maintenance of an effective mark book (Senior School) or individual Pupils Pathways files (Elleray). • Target setting within each written report. • The completion of Student Intervention Plans (Senior School) where required. SIPS are forms which should be completed where a teacher is concerned that a pupil is failing to make sufficient progress, or gains a much lower than expected grade on an assessment.
Head of Faculty / Subject Leader	• The monitoring of good practice and consistency across the faculty/department in line with the Windermere School guidelines. • The sharing of best practice in marking and assessment within and out-with the faculty. • At the Senior School, the regular monitoring of marking and mark books (at least 5 times each academic year) using the Windermere School Work Review Form (Appendix 1). • At Elleray, the regular monitoring and reviewing of pupils' workbooks and exercise books (at least twice each academic year) using Staff meetings to share best practice.
Senior School Deputy Head / Head of Elleray	• To ensure consistency of practice across departments/faculties/subject areas and to assist HoF/HoDs/Subject Leaders develop consistency (e.g. consistently high standards) within sections. • To manage issues raised through Work Reviews (Senior School) and Book Reviews (Elleray) • The sharing of best practice.

Windermere School Marking Guidelines

1. Pupils' work should be **marked regularly** by the teacher. The definition of 'regular' marking will depend on each specific class, the volume of the work they are producing and the nature of that work. It is the role of the Head of Faculty/Department/Subject Leader to ensure that each Scheme of Work lays out the nature of marking required for an individual programme of work, and then do all he/she reasonably can to ensure that such frequencies/types of marking are achieved.

2. This marking can be via:
    - verbal feedback (or recorded audio feedback) e.g. via feedforward sheets and class discussion;
    - written marking;
    - peer marking;
    - self-assessment (including taking themes from feedforward sheets and creating their own targets based on this).

3. We should encourage pupils to undertake self or peer evaluation before submitting work to be assessed by the teacher, e.g. using 'task completion criteria'. The University of Oxford's Department of Education completed research in 2019, which showed that peer assessment was significantly more effective than either teacher or self-assessment.

4. Written feedback should be made using a colour other than the one the pupils use for their own feedback, corrections or dialogue marking comments. At Elleray marking is in green ('green for go' – positive comments) and in pink ('pink for think' – what is next, what can you do to improve) as appropriate.

5. Work should be returned to the pupil ideally by the next lesson but within a week, whichever is appropriate. However, there may be specific times, such as coursework feedback, where detailed feedback may take longer.

6. **Dialogue Marking**
   Windermere School stickers are available for staff to use, where appropriate, to give detailed written feedback for **Years 7-11**. These stickers come in 3 sizes to allow for different writing sizes and different amounts of detail, depending on the task. They can also be imported into documents for use electronically or amended by Faculties to suit their needs or a particular situation (e.g. the Science booklets use of the marking stickers).

   These stickers aim to encourage deep marking, the process whereby teachers provide detailed written feedback to pupils. This feedback should offer specific guidance to allow the pupil to improve or enhance their future performance. Pupils are then expected to respond in writing to the guidance. It is important that teachers subsequently check pupils have responded appropriately, acted upon advice/targets given and completed any corrections that were requested.

	Feedback on your most recent work **Title:** ..... **Date of feedback:** .....
What you have done well	
Your work would be even better if…	
Your comment	

Stickers are also used at Elleray for some subjects or projects at the teachers' discretion and particularly in Year 6 in order to familiarise pupils prior to Year 7. Elleray use similar stickers, but with colour added:

	Feedback on your most recent work **Title:** **Date:**
What you have done well?	• •
Your next step	•
Your comment	

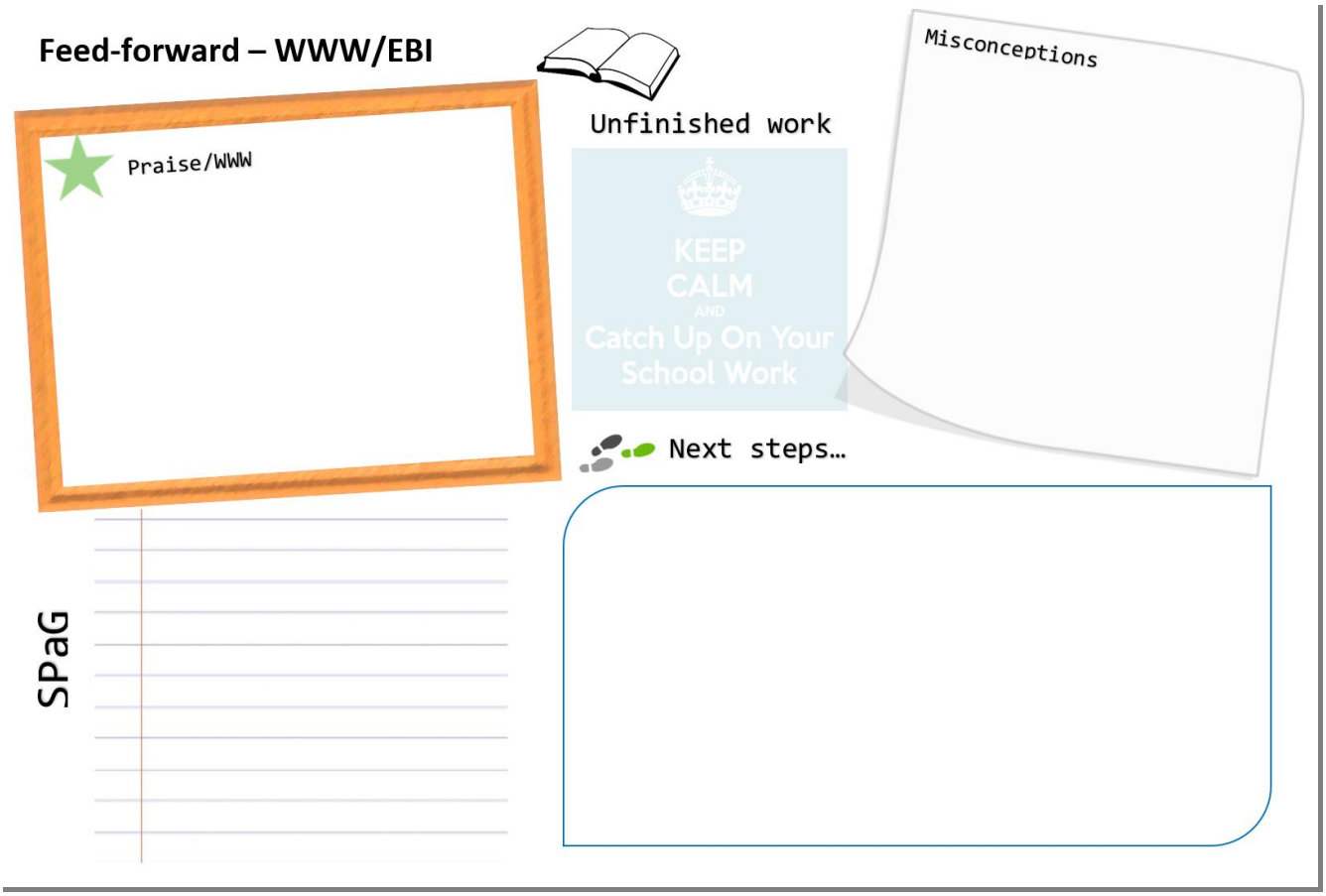
Comments within the marking stickers or within evaluation forms should be sufficiently positive, detailed and specific to encourage pupils to make progress. Individual departments/faculties may make different decisions about the use of the marking stickers, but as a minimum within a subject/class a pupil should expect to receive a detailed marking sticker at least once each half term.

Departments are allowed to individualise the marking stickers as long as the Deputy Head approves the amendments. The key aspects all stickers must have are:

What you have done well	• What was good about the work, e.g. specific answers, accurate observations, balanced comments, etc.
Your work would be even better if…	• Comment on where development is required, or • Set a target for the next piece of work, or • Ask for corrections - it should be made clear what needs to be corrected and by what date.
Your comment	• This is where pupils should comment back to the teacher. This is best done as DIRT time (Directed Improvement & Reflection Time) when the work is handed back, or as a prep task. • This could be a note or recommendation to their future self

Over a series of tasks teachers should be able to see progress along personalised pathways as different pupils will have different targets. It is important that an individual pupil can see what is required of them to make progress. Progress can be seen in a number of ways, for example in a pupil's immediate verbal response, or in written work the next time they encounter a similar task, or through summative assessments.

7. Use of whole class feedforward sheets rather than individual feedback. This encourages pupils to engage with the marking process, and to self-select (with help) their own targets. It is also useful for staff as it helps to spot trends and pattern.



8. Project based activities and examination coursework will need to have some form of regular marking, although not necessarily formal/written marking, even if the project may extend over a lengthy period of time. This is to ensure pupils are managing the time and content of their project work effectively**.** If the coursework is below the expected standard at any stage Tutors and Heads of Faculty must be informed, although such feedback must not be contrary to any applicable examination guidelines.

9. **Marking for Literacy (Senior School)**
It is important that all staff reference errors in spelling, punctuation and grammar in the same way. Please use the following symbols:

sp	– spelling
p	– punctuation
ap	– apostrophe
Cap	– missing capital letter
//	- new paragraph
^	- missing word or detail
?	- lack of sense or factual inaccuracy

Within the English and MFL Faculties further references are regularly used and may also be adopted:

WW	– wrong word
CS	– comma splice
T	– wrong verb tense (important for EAL pupils)

10. **Staff Mark books (Senior School).** The monitoring of pupil progress can be either paper or electronic. Whatever system is used, it must be accessible to HoFs so they can ensure consistency of practice across their faculty. As a minimum in Keys Stages 3, 4 and 5 mark books should record:
    - The date of the work.
    - Its nature.
    - If the work was late/unsatisfactory.
    - Grade/mark as appropriate.
    - Assessment scores.
    - Report grades.
    - Expected grades where appropriate, and UCAS predictions.
    - Short term target grades.
    - Additional information on each pupil, including tutor, CAT data (baseline data), EAL/SEND/AGT status and whether the pupil holds a scholarship.

    Mark books will always be read in conjunction with the pupils work so there is no need to keep a record of all comments made.

    Summative assessment grades must be added to the SIMS marksheet as they occur to ensure the Parent App reflects the most up-to-date assessment and rolling attainment grades.

Marking at Key Stage 1 and 2. Regular marking of both Key Stage 1 and Key Stage 2 work should contain comments which include targets for Mathematics, English and Science. Where appropriate, teachers should mention whether the pupil received support and whether their work is neat and legible.

- It is good practice to include both positive and constructive written comments, for example in Key Stage 2 English:

  "I like the way that you have included lots of description for your characters; you have also tried to sound out unfamiliar words and use plausible spellings. Next time let's look at joining all your letters."
- Where appropriate, motivational stickers, rewards or stamps should be used.
- WALT (We Are Learning To) is a pupil friendly way of engaging pupils into their Learning Objectives. These can be used at the start of the lesson, and in Key Stage 2 each piece of work in Mathematics, English and Science should start with an underlined WALT.
- Marking is completed in green and pink pens (green for go, pink for think). The green is positive followed by the pink for next steps in learning.

Marking at Elleray in Key Stages 1 and 2 all Mathematics and English grades should be kept in each pupil's individual pathway folder. Summative assessment grades should be logged on the school's information management system (SIMS)

Marking at Key Stage 3. Regular marking of Key Stage 3 work should be marked on a **comment driven basis**. No grades should be used FORMALLY except for summative assessments which are recorded for reporting purposes. As a minimum, a class should have 3 summative assessments a year, to inform the full reports – see reporting table in the assessment section of this document.

Marking at Key Stages 4 and 5. In addition to comments, GCSE/IGCSE/IB/BTEC/NCFE level grading criteria should be used on a regular basis to give feedback to pupils on their progress with reference to the specific grade criteria published by examination boards.

Windermere School Prep / Homework Guidelines

Prep is seen as one of the principal ways in which pupil achievement can be raised. The benefits of doing prep needs to be instilled at an early age in all pupils in order that independent completion of prep becomes routine.

Prep tasks have value where they:

- enable pupils to understand that independent learning is vital to achieving success;
- give every pupil the opportunity to fulfil their potential;
- instil in all pupils the importance of life-long learning;
- provide training for pupils in planning & organising their time;
- promote a responsibility for learning within each pupil.

Teachers should therefore set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives to provide direction, focus, and structure for the pupils so they are aware of what they should know or be able to do by the end of the learning experience.

Prep should match the needs and abilities of pupils and be differentiated where appropriate. It should promote opportunities for consolidation and extension. Tasks should be related to current class work and where possible be stimulating and challenging. Pupils should be adequately prepared for the completion of tasks set.

“Most," "all," and "some" can be used to indicate the quantity or percentage of learners who are expected to achieve a learning objective or complete a task.

- "All" signifies that the learning objective is considered foundational, and every pupil should reach this goal,
- "most" suggests the learning objective is important but may have some variability in pupil performance, and
- "some" indicates a more complex or challenging learning objective, and a smaller but significant portion of pupils are expected to achieve this.

Prep must be set in line with the published prep timetable. This timetable is published at the start of each new academic year. It is expected that prep will be set on every occasion, although the nature of the prep may vary and tasks may be set across more than one prep. Prep tasks vary in length depending on the age of the pupil:

	Time per prep slot
Key Stage 1	Reading and spellings (10 minutes) each evening. Key skills prep once a week (Mathematics or English)
Key Stage 2	One subject per night, up to 4 nights a week, 30 minutes maximum
Year 7	25 minutes (but fewer subjects set prep)
Year 8	20 minutes per subject (but more subjects set prep)
Year 9	25 minutes per subject
Year 10/11	1hr 30 per night per subject
Year 12/13	Per week: 1hr for each SL subject, 3 hrs for each HL subject, 6-7 hours for BTEC and/or NCFE. Core hours as required.

For prep to be effective it has to be stimulating and challenging whilst being supported through the quality of the teaching and learning occurring in a classroom. Pupils must take full responsibility for their prep but may be supported by their parents/carers or learning support staff.

Prep should be issued in appropriate quantities, and completion dates should be both clear and reasonable. Prep tasks should be put into Prep Diaries / Reading Record Diaries (Elleray), Show my Homework/Satchel (Years 1-11) or Managebac (Years 12-13) by the teacher setting them (Senior School).

Prep should be a carefully planned and an integral part of a scheme of work. It should not be seen as an "add-on" or as a dispensable extra.

Please see table on the next side for suggestions about different types of prep task:

Types of Prep Task	Examples
Practice exercises, providing pupils with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.	• consolidation exercise e.g. Mathematics, including memorisation of tables or practising for mastery e.g. spelling words • revising information about a current topic • practising words or phrases learned in a language other than English • reading for pleasure • essay writing • 'Grammar Hammer' or Mathematics Key Skills Task.
Preparatory tasks, providing opportunities for pupils to gain background information on a unit of study so that they are better prepared for future lessons.	• Background reading on a topic; • Reading e.g. English text for class discussion; • Researching topics for a class unit of work; • Collecting items e.g. geometric shapes.
Extension assignments which encourage pupils to pursue knowledge individually and imaginatively.	• writing e.g. a book review, or summarising a newspaper article; • making or designing something e.g. a piece of art work, or a model relating to, say, a castle project; • investigations or research e.g. into a scientific topic; • information and retrieval skills e.g. using the internet to look for evidence of continental drift.

Assessment at Windermere School

High quality testing and feedback is vital if pupils are to maximise progress. Over 5 years of schooling, effective formative and summative feedback has been shown to add up to 8 months' worth of education to a pupil, especially where the feedback focuses on skills and understanding rather than simply correcting knowledge errors.

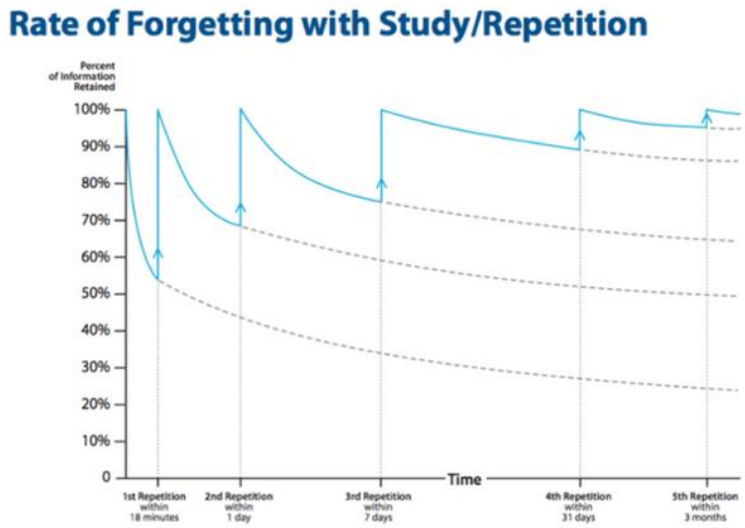
Formative Assessment: Assessment **for** Learning:

- **Purpose:** To provide feedback to pupils and teachers to improve learning.
- **Timing:** Throughout the learning process, not just at the end.
- **Examples:** Quizzes, class discussions, peer reviews, student self-assessments, prep assignments.
- **Focus:** Identifying areas where pupils need support, adjusting teaching strategies, and helping pupils understand their strengths, weaknesses and targets.

Summative Assessment: Assessment **of** Learning

- **Purpose:** To evaluate overall learning and achievement at the end of a learning period.
- **Timing:** At the end of a unit, course, or program.
- **Examples:** Final exams, research papers, coursework, internal assessments, standardised tests.
- **Focus:** Measuring what pupils have learned and their overall understanding of the subject matter.

Assessment type and timing will vary, but the best structure is to use the Ebbinghaus Forgetting and Learning Curve, where pupils are asked to remember knowledge and demonstrate skills and understanding over increasing periods of time (e.g. last lesson, last week, last month, last term). This can work as effectively with low stakes tests as with more important assessments such as end of unit tests.



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Summative assessment should allow for:

Feedback which should:	• Praise work that has been done well - achievement should be recognised and rewarded. • Demonstrate where things are going wrong for an individual pupil. • Provide realistic short-term goals specific to the individual in order to provide a pupil with strategies for improvement. Pupils should be encouraged to follow such advice. • Marking should help pupils to evaluate their achievements realistically.
Evidence of progress	• Record the achievement of pupils over a period of time so accurate reports can be compiled, and progress evidenced. • Provide information about our effectiveness in teaching certain topics. It may highlight areas that require reinforcing, or a change of teaching approach. • Create individual pathways and differentiate between pupils. Support and extension work can be given if a teacher is aware there is a need. • Take into account any individual pupils' learning support needs.
Reporting	• Marking and assessment should occur in the context of relevant baselines (e.g. CAT4 and ALIS). Where an individual's progress is better than raw ability suggests, even if attainment is relatively low, suitable praise and encouragement should be given. If an individual is under-performing relative to a baseline, then this merits further investigation.

As well as assessing the progress of an individual pupil on a lesson by lesson and prep task by prep task basis, it is important that formal, summative assessment is undertaken on a regular basis (at least half termly in the Autumn and Spring terms, and termly in the summer term) in order to track the progress being made.

Formal assessments should be agreed within each department/faculty and will vary in nature, depending on the work being undertaken. All assessment must be added to the SOCS calendar for planning oversight and to the pupil's MySatchel or ManageBac calendar. Assessments should be evenly distributed across all faculties, avoiding multiple assessments on the same day where possible.

The most important aspect of any assessment is that it helps pupils to make progress with their learning. Grades by themselves tell pupils how they compare to others, but they do not tell them how to improve their work or deepen their understanding. Tests, marking criteria and examples of work show pupils the standards expected of them. Feedback on their work guides them through the steps needed to improve and reach these standards.

It is recommended that after each assessment a form such as the one below is used to help pupils self-evaluate:

WINDERMERE SCHOOL	**Geography Test**

Topic / Date							
Success Criteria	1. I completed the multiple-choice questions with the correct technique.						
	2. I used DSP when explaining landform development.						
	3. I used PEE when answering explain questions.						
	4. I showed good subject knowledge (place names, facts and figures)						
	5. I answered every question.						
	6. I am happy with my OS map skills.						
	7. I achieved my mock target grade						
Concerns before the test…							
Test mark:	Mark/88	%	Grade	Grade you are aiming for this summer	Did I revise enough? ➔		
Overall happiness with how I performed:	☺			☹			
I am pleased with…							
I struggled with…							
My 3 key targets to improve are…	1.						
	2.						
	3.						
Teacher comment…							

Group Work Evaluation Sheet

Evaluating your Group:

	Group work is great as it is a wonderful way to share ideas and support one-another. However, groups can be notorious for carrying passengers or tolerating pinion riders. At the end of this project you will be asked to judge the percentage contribution of yourself and others in the group (with 100% representing the total work done). You will complete this form without showing anyone else the percentages you have given everyone in your group.

Group name:	
Name of person completing this form:	

Name of each group member:	Their percentage of the group effort:
1.	
2.	
3.	
4.	
5.	
6. - Yourself	
Total:	

Are there any comments you would like to make about how your group worked, and how your felt about this?

Reporting Schedule, Parents Meetings and Assessment periods for 2025-2026

EYFS

	Autumn	Spring	Summer
Parents Evenings	**Week 5a**	**Week 24b**	
Assessments and Exams	**Weeks 2b & 3a Baseline**	**19a**	**Week 32a & 33b (ELGs)**
Reports	**Week 14b – Interim**		**Week 34a – Full report**

Pre-Prep (Yrs 1 & 2)

	Autumn	Spring	Summer
Parents Evenings	**Week 5a**	**Week 24b**	
Assessments and Exams	**Week 3a - Year 2 CAT tests Week 12b - AM**	**Week 19a - AM**	**Week 30a – Yr 2 PTM/PTE Yr 1 and 2 - AM**
Reports	**Week 14b – Interim**		**Week 34a – Full report including pupil written comment**

Prep

	Autumn	Spring	Summer
Parents Evenings	**Week 5a**	**Week 24b**	
Assessments and Exams	**Week 3a - CAT tests Week 12b - AM**	**Week 19a - AM**	**Week 30a – PTM/PTE/AM**
Reports	**Week 14b – Interim**		**Week 34a – Full report including pupil written comment**

KS3, KS4 and KS5

TERM	AUTUMN					SPRING					SUMMER			
	1.1			1.2		2.1			2.2		3.1		3.2	
Year / Month	Sept	Oct		Nov/Dec		Jan		Feb	Mar		Apr	May		Jun
7	PE TUTOR		R	PE				R		PE			ASS	FR
8		PE			R		PE			R		PE	ASS	FR
9		PE			R		PE			R		PE	ASS	FR
10			R	PE		ASS		E		PE		FR		PE
11			R	PE		ASS		E		PE		FR		
12			R	PE			PE			R	ASS	FR		PE
13		PE			R		ASS	E		FR	PE			
Immersion/ST														FR

Key
PE: Parents Evening
R: Report
E: Exam slip
FR: Final report, with pupil self report
ASS: Mock exam, or internal formal summative assessment

Note: **Boarding, Paid EAL & activities, music lesson and Learning Support** accompany full reports.

Examinations at Windermere School

PTE and PTM (Progress Tests in English/Mathematics) assessments are completed at the end of each academic year in the Junior School to measure progress from Year 2 upwards. These are externally marked.

PTE, PTM and PTS (Progress Tests in English/Mathematics and Science) are completed towards the end of Year 7, 8 and 9 to measure progress. They are also externally marked.

CAT and ALIS baseline tests are used to assess pupils as they enter the school and at interval throughout their education at Windermere to give statistical indictors for GCSE and IB.

Pupils sit one-year (I)GCSEs in Year 10 and Year 11, as well as two-year (I)GCSEs in Year 11. Pupils also sit examinations in BTEC Business, NCFE Sport (Adventure) and the IB in Year 12 and 13.

Measuring and Recording Pupil Performance

Pupil progress is monitored on an on-going basis, and underpinned by Windermere School's regular reporting process – written and by face-to-face or remote Parent Evening meetings. Reports are generated for pupils/parents 3 times a year. The reporting table seen earlier shows the entire reporting programme for each academic year, alongside internal and external assessments/examinations.

Reports are used to generate short term targets on an individual basis for each pupil. **At the Senior School** this is done by the teacher working alongside the pupil, as well as the tutor working alongside each tutee. **At Elleray**, these are discussed with pupils each half term in Pathways Meetings. Bookshare opportunities are arranged each term for parents in Years 1 to 6 to share in their child's successes and achievements.

Pupil progress is also monitored using:

- Colour coding of report data internally to show pupils who are below/on/above track.

- CAT4 data. Pupils complete CATs (Cognitive Assessment Tests) at the following times:
  - Year 2 (pre-test)
  - Year 3 (pre-test)
  - Year 4 (full test)
  - Year 5 (new pupils only)
  - Year 6 (new pupils only)
  - Year 7
  - Year 8 (new pupils only)
  - Year 9 (all students – this is specifically used to inform Year 10 option choices)
  - Year 10 (new pupils only)
  - Year 11
  - Year 12 – these are ALIS tests rather than CAT4

- Assertive mentoring – Key Stages 1 and 2.

- SIPS – Student Intervention Plans. These forms should be completed where a teacher is concerned that a pupil is failing to make sufficient progress, or gains a lower-than-expected grade on an assessment.

At Key Stage 1 and 2 **attainment** is recorded using the **Windermere School Levels for Key Stages 1/2**:

Omega	Significantly above expectation	This grade is awarded to pupils whose work demonstrates performance and ability far above that expected. This grade will be rare and pupils should not necessarily be expected to maintain this grade.
4	Above expectation	This grade is awarded to pupils who demonstrate a level of performance that is above the level expected. This level of performance is demonstrated in assessments and is *maintained consistently* in class.
3	In line with expectation	This grade is awarded to pupils whose attainment in assessments and class is in line with expectation. Even if the pupil has struggled a little with some areas of the curriculum, attainment is generally good.
2	Slightly below expectation	This grade is awarded to pupils whose attainment in assessments, class and is slightly below that which may be expected. This may be because they are experiencing difficulties in accessing *some* areas of the subject or because they are underperforming due to *inconsistent effort or attendance.*
1	Below expectation	This grade is awarded to pupils who are currently performing in assessments, class and at a level below that expected.

It should be recognised that some pupils working at the lower levels are performing as well as could be expected of them, given their ability. Nonetheless, these pupils will often be making significant progress in their learning.

At Key Stage 3 attainment is recorded using the **Windermere School Levels for Key Stage 3**:

Grade	Attainment	Commentary
9 (A**)	Exceptional	The pupil demonstrates a comprehensive understanding of the relevant concepts and skills, and can consistently apply these to new situations. Their performance and ability are exceptional. This grade will be rare (one or two per year group) and pupils should not necessarily be expected to maintain this grade.
8 (A*)		The pupil demonstrates a very secure understanding of the relevant concepts and skills, and they can apply these to new situations. Their performance and ability are excellent. This grade will be reasonably rare at Key Stage 3.
7 (A)	Very Good	The pupil demonstrates a secure understanding of the relevant concepts and skills, and they can consistently apply this understanding to familiar concepts. This level of performance is demonstrated clearly in assessments and is maintained consistently in all their work.
6 (B)		The pupil demonstrates a mostly secure understanding of the relevant concepts and skills and they can apply this understanding to familiar concepts. This level of performance is demonstrated in assessments and is maintained consistently in all their work.
5 (C/B)	In line with expectation	This grade is awarded to pupils whose attainment in assessments, class and prep is in line with expectation. Attainment is satisfactory, and pupils operating at this level have grasped the majority of the main concepts and skills required at their age. They can apply this understanding to most familiar concepts. Pupils operating at this level have grasped the majority of the concepts and skills required at their age.
4 (C/D)		This grade is awarded to pupils who may have struggled a little with some areas of the syllabus, but whose attainment is generally fair, and they have grasped many of the main concepts and skills required at their age.
3 (D/E)	Moderate	This grade is awarded to pupils who may be experiencing difficulties in accessing some areas of the subject or who are underperforming. This may be due to inconsistent effort or attendance. Pupils working at this level will have grasped some of the main ideas, but now need to develop their application. Pupils working at this level can expect to struggle to receive a passing grade at GCSE.
2 (E/F)	Limited	This grade is awarded to pupils who are beginning to grasp a few of the main ideas and skills required, but who are either making limited progress, or are struggling to access the material being covered. It should be remembered that sometimes pupils working at this level are performing as well as could be expected of them. Pupils working at this level will struggle to receive a passing grade at GCSE.
1 (G)		This grade is awarded to pupils who are finding it hard to grasp the basic ideas and skills. It should be remembered that sometimes pupils working at this level are performing as well as could be expected of them. Pupils working at this level can expect to struggle very hard to receive a passing grade at GCSE.

At Key Stage 4 attainment is recorded using the appropriate GCSE/IGCSE:

1-9 scale	A*-G scale
9	Top 20% of old A*
8	A*
7	A
6	B
5	C/B
4	C/D
3	D/E
2	E/F
1	G

At Key Stage 5 attainment is recorded using the appropriate IB/BTEC/NCFE Levels.

Staff will be expected to generate a rolling attainment grade, the latest summative assessment grade and an expected grade for pupils taking external qualifications. This is the grade the teacher feels the pupil should achieve by the end of the examination course, if they continue at their current trajectory. This grade will be developed by staff using CAT/ALIS data, and other considerations such as test scores, and what we know about individual pupils.

Expected grades are to be generated at these times:

	1st generated:	Amendments allowed:
GCSE 2 Year	By the start of Summer Term in Year 10	After January mocks in Year 11
GCSE 1 Year	During the Autumn Term	After January mocks
Sixth Form courses	After the Year 12 Exams	After January mock exams in Year 13

Effort

Pupils are also awarded regular effort grades. Teachers need to be realistic when deciding effort levels as very few pupils are likely to get 1 or 4. 3 should be representative of the average Windermere School pupil. There are slightly different effort grade tables for the Junior School and the Senior School.

Junior School
Key Stages 1 and 2 Effort Grades:

5	**A consistently outstanding effort in all aspects during the reporting period.** This pupil is always striving to work beyond the expectation of the teacher, submitting classwork that demonstrates diligence. Extra work is often undertaken and goes to a greater depth than expected. There is an overwhelming enthusiasm during lessons and generally willingness to go the extra mile beyond his/her peers. All set prep is returned on time and is completed to a high standard. Additional content to that specified is also completed on occasions. The pupil works hard to make their writing is neat and joined. They also try hard to make number formation and diagrams very neat and very clear. All the necessary equipment is brought to each lesson.
4	**Applying above the expected level of effort.** The pupil is consistently applying good effort to classwork, often going beyond the expectations of the teacher. There is a general enthusiasm for the subject. All prep is returned on time and completed to a very good standard. The pupil tries hard to make their writing neat and joined. They also try to make their number formation and diagrams clear. All equipment is in school and usually brought to each lesson.
3	**Applying the expected level of effort to aspects of study.** This pupil is making a sound effort and taking care with most classwork, achieving the expectations of the teacher. Prep is usually returned on time and completed to a good standard. The pupil tries to make their writing neat and it may be joined. All the necessary equipment is in school and usually brought to each lesson.
2	**A disappointing effort in most areas of study.** Work is completed to a standard which demonstrates a lack of effort. Standard of classwork could easily be improved. Much prep is late or incomplete, with some not handed in. Presentation of work is poor. This pupil often has items of equipment missing.
1	**A general lack of effort, raising serious concern.** This pupil is capable of much greater effort during classwork, often submitting work of a standard well below their ability. The majority of prep is late, incomplete or not handed in. This pupil frequently forgets items of equipment, which hinders their ability to take part.

Senior School

Effort Grades – Approaches to Learning

External facing information:

Approach to learning	Work inside the classroom	Work outside the classroom
4	Classwork and class behaviour consistently exceed expectations.	Prep work is consistently completed to a standard that exceeds expectations and is always handed in on time.
3	Classwork and class behaviour consistently meet expectations.	Prep work meets expectations and is always handed in on time.
2	Classwork and class behaviour do not consistently meet expectations.	Prep work meets expectations most of the time and/or is not always handed in on time.
1	Classwork and class behaviour rarely meet expectations.	Prep work rarely meets expectations and/or is regularly not handed in on time

Internal facing notes to help staff:

When creating effort grades:

1. Start by handing every pupil a level 3 for effort. This should be the class baseline.
2. Then consider if any pupils need moving up or down.
    - A level 4 fits a pupil if they are exceeding expectation pretty much all the time
    - A level 2 fits a pupil if they have had a detention for behaviour (class effort) or prep (prep effort) this half term, or if their effort is regularly inconsistent.
3. A level 1 should be unusual and the tutor / parents should already be aware of our concerns. There will be multiple issues here!

Please hold in mind EFFORT relative to what we know about an individual.

- Do not penalise pupils subconsciously because they are quiet (they can be quiet but very hardworking), their SEND or EAL characteristics, and do ensure that we avoid unconscious bias between boys and girls.
- Do not presume that academic pupils are working hard (they may be coasting!) or that less able pupils are not pushing themselves hard (remember how long it can take for them to do tasks that others race through).

Also hold in mind that if the very occasional prep has been handed in late, but this was negotiated with you beforehand and/or there was a good reason for the prep issue, it should not penalise a pupil.

Appendix 1 – Work Review Form

Faculty/Department:	
Teacher:	
Class set (include any relevant information here, e.g. staff/pupil absences, fieldtrips, etc.)	
Person completing form:	
Date:	
Positives:	
Targets for development:	

Marking:

Good		Satisfactory		Inadequate/weak	
There is sufficient work in the pupils' exercise book to allow meaningful marking				There is insufficient work in pupils' books to allow for meaningful marking	
Work is marked regularly (as per the WS marking policy / taking into account any mitigating circumstances)		Marking is mostly regular, although there may be the occasional gap (with no mitigating circumstances)		Marking is irregular or non-existent	
Comments/targets from teacher are focused and diagnostic		There are targets for the pupil		There are few, if any, targets	
Pupils are clearly acting on targets		Pupils sometimes act on targets		There is no evidence of pupils acting on targets	
Pupils generally respond thoughtfully to personalised comments from the teacher		Pupils generally respond to comments, but this may be superficial		Pupils are not being encouraged to respond to comments	
Pupils can clearly see if they have done well or not, and marking recognises success / helps build confidence whilst showing them how to improve		Pupils can generally see if they have done well or not, and they can see how to improve		It is not clear how well pupils are doing and the marking is doing little to help the pupil improve	

Pupil work review:

	Evidence (where applicable) of **development** in:	Tick **if** this is in evidence	Evidence
A2	Knowledge Skills and Understanding		
A3	Communication (speaking, listening, reading and writing)		
A4	Numeracy		
A5	ICT		
A6	Study Skills e.g. use of a range of sources, or the ability to synthesise information.		
A8	Attitude to learning – do pupils show initiative, independence and the ability to work within a group?		
P1	Self-Knowledge – are pupils showing they understand how to improve?		
P2	Decision Making – can the pupils see that their decisions impact on their learning?		
P3	Is the pupil showing signs of adaptability, self-discipline and perseverance?		

Update History:

Compiled	Version 4	August 2011	JMarsters
Approved		September 2011	I A Lavender
Reviewed		January 2012	J Marsters
Revised		January 2012	I A Lavender
Revised	Version 5	June 2012	J Parry
Approved		June 2012	B Freeman
Approved		June 2012	I A Lavender
Revised	Version 7	October 2013	S King
Approved		October 2013	I A Lavender
Checked	Version 8	September 2014	J Parry
Revised	Version 9	September 2015	J Parry
Revised	Version 10	September 2016	J Parry
Rewritten and renamed	Version 16.1	December 2016	E Vermeulen
Approved	Version 16.1	04 January 2017	I A Lavender
Revised with Elleray additions	Version 16.2	09 January 2017	E Vermeulen / R Thomas
Approved	Version 16.2	17 January 2017	I A Lavender
Revised	Version 17.1	August 2017	E Vermeulen/R Thomas
Approved	Version 17.2	23 August 2017	I A Lavender
Revised	Version 18.1	July 2018	E Vermeulen
Revised (Elleray)	Version 18.2	August 2018	R Thomas
Approved	Version 18.2	22.08.2018	I A Lavender
Revised	Version 19.1	July 2019	E Vermeulen
Revised	Version 20.1	July 2020	E Vermeulen
Approved	Version 20.1	August 2020	E Vermeulen
Revised	Version 21.1	July 2021	E Vermeulen
Approved	Version 21.1	August 2021	P Hogan
Revised	Version 22.1	June 2022	E Vermeulen
Revised	Version 22.2	August 2022	L Moses
Approved	Versions 22.1		
Revised	Version 24.0	November 2024	L Moses
Approved	Version 24.1	November 2024	F Thompson
Reviewed	Version 25.1	July 2025	F Thompson

References:

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