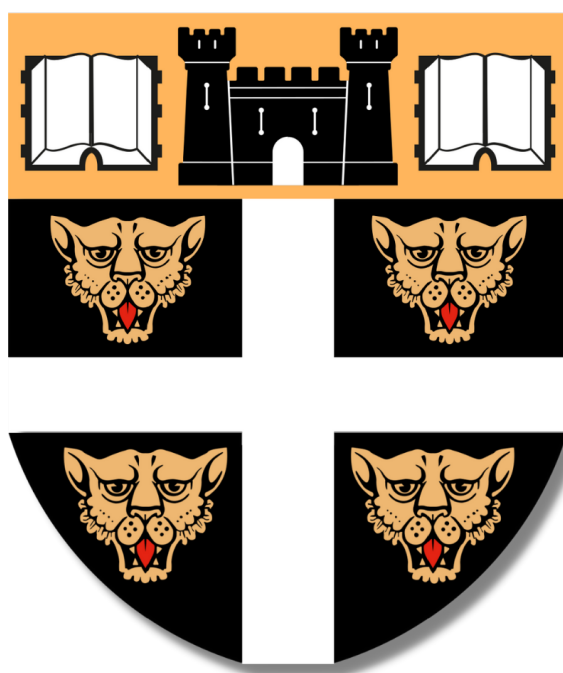


Assessment and Marking Policy (Senior School)

Dover College



Owner:

Assistant Head,
(Teaching & Learning)

Date: August 2026

Approved By:

Chair of Education Committee

Date: August 2026

Review Frequency

Annually

Last reviewed on:

August 2026

Next review due by:

August 2027

Introduction

The following principles underpin our assessment policy:

- Assessments will provide diagnostic evidence to evaluate student performance and progress which will be reported to students and parents. This will also allow ongoing evaluation of teaching strategies and the curriculum
- A variety of assessment methods will be used, and modified according to the needs of different learners.
- Assessments will include student self-assessment, peer assessment, teacher assessment and external moderation, when appropriate, to encourage reflection on the process of learning.
- Assessments and the criteria against which they will be marked will be communicated to students in advance.
- Assessments will comprise both formative and summative assessments. Both types of assessments will be integrated into unit planning and form part of the on-going teaching schemes of work
- There will be regular assessment of students' approaches to learning, attitudes, behaviour and effort as well as the assessment of knowledge, skills and attainment.
- Assessment should link judgements about attainment to evidence and provide a basis for dialogue between students, teachers, and parents.
- Assessment data will be recorded and communicated to students and parents when appropriate.

Purpose of assessment

Students:

- To serve as a tool that will encourage and motivate students to learn.
- To build positive self-esteem and encourage students to strive for their personal best
- To inform students about, and to enable them to monitor, their current knowledge and skills development
- To assist students in setting goals for academic and personal development and progression.
- To empower students to be independent, self-reliant and self-critical learners.

Teachers:

- To determine students' prior learning and possible educational needs.
- To identify students' specific academic strengths and areas of growth so that they can adapt their teaching and planning.
- To gauge the academic progress made by students and adapt schemes of work if necessary.

- To provide feedback for students to improve their performance and achieve personal goals.

Parents:

- To gauge and understand the strengths, weaknesses, progress and achievements of their child.
- To assist their child in achieving their academic goals.

Senior Leadership Team (SLT):

- To aid the school in determining whether a student will be successful within a particular course/academic programme.
- To monitor teacher and departmental effectiveness and the progress and achievement/attainment of students.
- To inform action plans to further develop teaching and learning and plan effective staff-development programmes.
- To establish a knowledge base to work with teachers for the development of the curriculum and generate information which will be used to guide the development of future School Development Plans.

NFER CAT 4 Tests

The Assistant Head (Teaching & Learning) is responsible for all internal NFER CAT4 testing

- Testing using the NFER CAT tests is carried out in Shelland Lower Sixth (and on any other untested pupils) annually.
- Marking is carried out by GL assessment and the results are confidential to the College.
- The results are available to teachers for diagnostic and tracking purposes and are used as part of an ongoing 'value-added' exercise.
- Our aim is that every pupil achieves a grade above their predicted CAT 4 grade (baseline). From this "aspirational grade", a pathway is established for each pupil in which end of year target grades are determined which they are expected to achieve if they are to reach their aspirational end of year course.

The current levels are benchmarked against each child's progression pathway towards the aspirational grade for their GCSE. CAT4 data is used alongside other assessment information to help establish ambitious and appropriately challenging targets for each pupil.

Tracking progress

There are six assessment points throughout the academic year (every half term-5 or 6 weeks). The progress of pupils is assessed by the teachers and reported on the half termly Academic Pupil Profile (APP) which indicates their current level levels (in levels 3 and 4 qualifications) and their aspirational end of course level. Indicators also assess criteria such as punctuality, behaviour, effort in class and effort with prep. These are colour coded to enable an instant diagnostic assessment.

The assessment of current levels must be based on evidence of pupils' work/performance. This must be formal testing for 5th Form and Upper Sixth pupils, using practice exam papers (Mini) mocks and multi topic tests (end of topic tests should also include some questions on previous topics/units to provide a clearer picture of the pupil's overall progress). The results of tests must be shared with the pupils and their parents on the ISAMs platform.

In addition to the half termly assessment, the progress of all pupils is reviewed regularly by class teachers, who record and monitor progress using iSAMS Gradebooks, which highlight any issues and lack of progress. Heads of Department are responsible for the correct and consistent use of Gradebooks and the implementation of action plans, which include measures such as interventions, sanctions, referral to the Learning Support Department and communication with parents/Houseparents. Heads of Department share all issues and action plans during line manager meetings on a weekly basis.

End of Year Examinations

All pupils are examined in curriculum subjects at the end of each year.

- It is expected that all subjects in Shell-Fourth Form and Lower Sixth will set papers.
- The marks obtained are collated by the Assistant Head (Teaching & Learning) for analysis and to inform the 'value added' exercise as well as monitor and assess the performance of the Departments.
- All results are reported to parents in the Summer Term reports.

Mock Examinations

Mock examinations are set for the 5th form and the Upper 6th at the end of November and in March each year, though 'practice' papers are also set during normal lessons whenever appropriate. Mock examination results are used to assess pupils' progress towards their aspirational grade and as the basis of advice on their entries to public examinations. The results are collated and analysed by the Assistant Head (Teaching & Learning) and form the basis of discussions at the parents' meeting in December and January. They are also used to review and assess the performance of Departments and identify any potential issues. They also inform forward calculations of predicted grades.

Scholarship Examinations and Tests

Dover College sets tests for the purpose of scholarships.

- The responsibility for setting dates, advertising and receiving applications belongs to the Director of Admissions & Marketing (in conjunction with SLT).
- The Director of Admissions & Marketing is responsible for organising the tests, which consist of a written English Test, a Maths Test and an Interview.
- There are separate interviews and trials for Art, Music, Drama and Sports.

- The Director of Admissions & Marketing must see that appropriate papers are set, arrange the programme for the examination days in conjunction with the relevant Heads of Department, and see that papers and interview/trial notes are marked and results passed to the Headmaster.
- It is the responsibility of the Director of Admissions & Marketing to ensure that school references are sought and available in a timely manner.

Tests and examinations may be set for potential entrants at other times to assess suitability or identify problems. The Director of Admissions & Marketing will coordinate these tests.

Marking Policy

At Dover College we set out to teach our pupils skills and knowledge, and we encourage and expect them to reach certain targets. All formal pieces of work will be marked and handed back at the earliest opportunity (this should be the next lesson).

Appropriate feedback should be given to the pupils verbally or in writing.. Where appropriate good English and spelling should be encouraged but due care should be taken with pupils with specific needs for whom written communication is particularly difficult. If a pupil's marks reveal that they do not understand or cannot do the work, action is demanded on the teacher's part.

The quality of marking should be monitored by the Head of Department. SLT will also carry out regular work scrutiny.

The Senior School has a variety of marking practices in different curricular areas as the mechanics of marking will vary according to the nature of the work being assessed and each Department and subject will have its own priorities and practices. This is appropriate given the range of different skills, understanding and competencies being assessed.

However, although the principles contained in this section are of a general nature, it is important that these principles are adhered to..

It is essential that the basis for all marking should be clearly stated, commonly understood and consistently applied.

Purposes of Marking

Each department should establish their own marking policy which reflects the needs of the individual subject, but which does not conflict with the College's overall policy.

Each individual marking policy must take into account differentiation and should be underpinned by the following aims:

- To encourage and stimulate pupils by praising current achievement
- To identify areas to improve upon and suggest ways in which performance can be improved, misunderstandings rectified and further mistakes avoided.
- To assist pupils by the setting of clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well pupils have understood the current work and enable them to plan the next stage of teaching and learning.
- To enable the teacher to make judgements about pupil attainments, particularly with regard to the assessment criteria at GCSE and A level.

Guidelines for Marking

In order to provide a degree of consistency across departments, the following guidelines must be adhered to:

- Work should be collected regularly, marked and returned as quickly as possible (generally next lesson); departmental policy should establish the frequency of collection and return.
- Written comments should be predominantly constructive, acknowledging what has been achieved as well as highlighting areas for improvement (the use of “WWW and EBI” is recommended)
- A written comment using WWW and EBI style does not have to be added for every piece of work but should appear regularly after the completion of more substantial pieces of work (minimum twice per half term)
- Pupils should have access to the marking criteria and where marks/levels are given, they should understand the meaning of the marks/levels they receive.
- Marking should be fair: it should be based on criteria, which all (or at least the vast majority) are able to attain. The criteria should apply equally to all pupils.
- Marking should usually recognise achievement and attainment but should not confuse the two.
- Pupil self and peer-assessment should be encouraged.
- Marking practices and procedures should be consistently applied and should be in keeping with the College's overall policy on assessment.
- Allowance should be made for those whose first language is not English and with specific needs, but it must be remembered that every teacher has a responsibility to help improve these skills.

Responsibilities

It is the responsibility of the Head of Department:

- To ensure that the Department has an effective Marking Policy which is fully understood by all department members and that the policy is regularly reviewed.
- To ensure that the Department's policy is in keeping with the College's overall policy on assessment.

- To ensure the implementation of the Department's marking policy. The Head of Departments and SLT will carry out regular work scrutiny.
- To ensure that marks are recorded. ISAMs Gradebooks is used as the centralised system of recording marks and assessments managed by individual teachers within the department.
- To ensure that these marks and assessments are standardised so that meaningful grades are recorded and communicated to pupils.

It is the responsibility of all teachers:

- To ensure that all class work and homework is marked regularly according to the Department's marking policy.
- To ensure that when marking takes place any unfinished pupil work is subsequently completed and that work of poor quality is improved upon.
- To record (non) completion of work on ISAMs Homework module and keep a record of marks and assessments achieved using ISAMs Gradebooks in accordance with the agreed procedures within the department.
- To explain the marking and assessment grading system to the pupils. The pupil must know what is expected for a piece of work in terms of format, content, length and accuracy, and what weight is given in the marking of these criteria.
- To ensure that assessment information informs further curriculum planning.