



Assessment Policy

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Introduction

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how to close the gap that might exist between their targets and levels of attainment. It is an integral part of effective arrangements in Leasowes High School and has been based on consideration of statutory responsibilities placed on schools, current practice and evidence from research that is commonly accepted. This policy applies across all Key Stages taught within the school.

Related Documents

- Marking Policy
- Literacy policy
- Teaching & Learning

Rationale

Assessment serves three fundamental purposes:

1. To help students learn.
2. To help teachers teach more effectively and adopt a more personalised approach to the needs of their students by recognising gaps of knowledge.
3. To provide relevant and accurate information about attainment for students, parents/carers, teachers and stake holders (e.g., to decide on student groupings or provide relevant career advice).

It is more helpful to regard the nature of assessment in two ways:

- Assessment **for** learning (formative assessment), this involves the continuous use of classroom assessments to improve learning.
- Assessment **of** learning (summative assessment), measures what learners know or can do at a particular point in time.

We recognise the great importance that formative assessment has on motivation, self-esteem and learning.

This policy provides the framework for all school assessment practice, whilst recognising that different assessment strategies will be appropriate at different times in various areas of curriculum. Departments will develop assessment

policies and practice which are consistent with school policy. Schemes of Work for each subject will specify appropriate assessment opportunities and methods.

Assessment for learning

The details of how and when formative assessment will take place are specified in schemes of work. Lesson planning will identify opportunities for mini-reviews during individual lessons.

To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice:

- **Involving students in their learning**

Teachers will:

- ensure that target stickers are clearly displayed on books/folders. All targets are aspirational based on KS2 data.
- have high expectations – by the end of Key Stage 4 they will be expected to have made progress in line with or better than national outcomes for similar students.
- explain the reasons for the lesson or activity and share the learning objectives and learning outcomes
- share the specific assessment criteria with students; making sure that these criteria can be easily understood by all
- help students to understand what went well (WWW) and indicate what can be done even better (EBI)
- show students how to use assessment criteria to assess their own work
- provide regular opportunities for self and peer assessment
- use effective questioning techniques to encourage discussion which give vital feedback on the current level of understanding (refer to Blooms taxonomy)

- **Modelling quality**

Teachers will:

- share examples of work with students so that they can see the standards they are aiming for
- encourage students to review examples of work that do not meet the assessment criteria

- **Giving feedback to students on their work**

This is an essential element in assessment for learning. Teachers will give regular, effective live feedback to students.

- focuses on the task and the learning objective
- indicate what went well (WWW) and what needs correction

- suggest the next steps students could take to improve their work (EBI) and include a subject specific challenge question/task
 - help students to find alternative solutions
 - show progress from previous feedback
 - marking & feedback policy provides further clarity on how teachers will give students oral feedback each lesson and the approach to written feedback.
- **Self-assessment and peer assessment**
Students will be given opportunities to learn by assessing their own work and that of their peers.
 Students will be encouraged to:
 - reflect on their own work
 - identify the standard they are trying to achieve
 - think about how to bridge the gap between aspiration and achievement
 - admit problems without the risk of losing self-esteem
 - take time to work problems out for themselves
 - consider a number of possible solutions before deciding on a course of action
 - Students to sign the work when this process has taken place

Teachers are important in this process as opportunities need to be planned into Schemes of Work and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

Assessment of Learning

Assessment opportunities

The school will create formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other summative assessments will be identified in subject progress via the school tracking system which informs line managers and reporting to parents/carers. There will be 3 external assessments. Parents/carers will receive notification of the external assessments via email, once a term and can be viewed through Aspire. This data will also provide a Progress Score dependent on their Target grade. The School Calendar, which is published annually, contains when these reports will be available. This information is also communicated to parents/carers via the web site & newsletters.

It is particularly important that there are significant milestone tasks which provides the evidence for each progress check and allows standardisation across the Subject Area.

This will provide hard evidence against which a student's progress towards his/her target is measured.

Methods

Different kinds of assessment will be used by subject teachers which will fit the purpose of assessment and provide data which is valid, precise and reliable e.g. past questions used at GCSE should be marked using the relevant mark schemes and moderation of some of these tasks at subject level will ensure rigour.

Levels/Grades

In response to recent changes to assessment made by the DFE (where the use of National Curriculum Levels at Key Stages 1-3 has been abandoned and GCSE grades changed from A*-C to a new 1-9 system) from September 2015 Leasowes adopted a new assessment system.

All students will receive a Target grade which is aspirational. This is based on their KS2 data and completed by the Invictus Education MAT HQ Assessment Team. At 3 points in a year, students will be given assessments that will provide a progress grade against the target grade from 1-4. Students in year 10 and 11 will have a predicted GCSE/BTEC grade as well as the progress score.

Monitoring & Reporting Progress

All staff will follow the school system of assessment, recording and reporting progress to parents/carers. All staff are required to take an active role in tracking student attainment against targets and in effecting necessary and appropriate intervention.

Calendar

All arrangements for assessment, recording and reporting will be agreed by the Senior Leadership Team in consultation with teaching staff. It will be published in the school calendar at the start of each academic year. Details of key reporting points are also shared with parents/carers via the calendar, web site and newsletters.

Standardised Work

Curriculum Managers are encouraged to keep portfolios of student work as exemplars of agreed assessment standards. These can be used to support Newly Qualified Teachers and Trainee Teachers on placement. It is also useful evidence of procedures for Subject Reviews and will aid the completion of the Subject analysis data. This will also be available within the MAT and supported with Subject Directors.

Good Practice

In marking students' work, we need to be guided by good practice (refer to the 'Marking & Feedback Policy')

- the purpose of marking can be formative, summative or both but it will be used primarily as part of assessment for learning
- emphasis will be placed on the quality of feedback given, which will be specific in indicating:
 - what went well (in relation to the assessment criteria) - WWW
 - what needs correction or what aspects need further improvement/progress - EBI
- marking may be carried out by teachers, peers or self; teachers will decide on an appropriate balance
- written comments must be readable by the student and completed in red pen
- marking must convey that a student's work is valued and must not "deface it"
- staff to follow the school 'Marking & Feedback policy'

As good practice in **assessment for learning**, teachers will:

- have confidence that every student can improve; it is good practice to set aspirational targets as well as minimum targets for some students
- decide how and when to assess students' attainment
- relate assessment to learning objectives which are shared with students
- develop students; understanding of success criteria within each subject area
- use a range of assessment techniques in the classroom, including observation and the use of appropriate questioning
- put the emphasis on feedback (both oral and written)

- give students the confidence and opportunities to take the action needed to improve; refer to the process 'DIRT' (dedicated improvement & reflection time)
- record the progress of individual students
- adjust teaching to take account of the results of assessment
- involve students in developing the skills required for peer and self-assessment

Literacy

All teachers have a responsibility to develop students' literacy skills. It will be appropriate to provide feedback about spelling, punctuation or other aspects of writing. However, literacy objectives may not have formed part of the learning intentions or success criteria for the work carried out. It would also be an unrealistic aim and counterproductive to mark every grammatical error in every piece of students' written work. A balance needs to be struck. At KS4 it is important to support the development of literacy skills for students who are at critical grade boundaries. It is important to correct subject specific vocabulary. Students are encouraged to take ownership of improving their literacy by using the 'take 5' approach as seen in the student planner.

Monitoring and Evaluation

Each student has the responsibility to:

- record their targets for each subject in their planners and on their exercise books/folder
- read and take note of feedback given by teachers – self-evaluation
- address the suggestions for improvement and show the progress they have made
- ask for clarification where necessary
- write their response where necessary

Each subject teacher has a responsibility to:

- keep clear records
- use the data to support gaps in knowledge
- contribute to the subject area's systems for tracking student progress against targets, including taking appropriate action to implement intervention strategies within the classroom
- use the data to plan for different needs of the students they teach
- share learning objectives for every lesson in a language that is accessible.

- use plenary sessions (and progress checks during lessons) to enable students to know what they have learnt and what they need to do next
- ensure that students are aware of the criteria for assessment and to help students to develop the necessary skills to review their performance in their subject
- make oral and/or written comments which should help students identify the strengths of their responses and show how the work could have been improved to achieve the criteria for a higher level
- participate in the standardisation of assessment and work scrutinised within the Subject Area
- praise students who are meeting or exceeding their target grade
- refer a student whose work continues to be unsatisfactory and are felt to be underperforming to their Curriculum Manager, and to implement intervention strategies within the classroom context to help address the situation (if necessary in conjunction with other colleagues) and to inform parents/carers

Curriculum Manager

Curriculum Managers have a responsibility to:

- provide a Scheme of Work which clearly illustrates the range of assessment opportunities and allow students to develop a critical approach to their own learning.
- making sure that departmental policy is clearly stated and is contained in the departmental handbook
- monitor the implementation of the assessment policy by subject teachers by:
 - checking data is in all mark books/electronic system
 - monitoring the regular marking and feedback of work
 - ensuring that data is used to differentiate work for each class
 - monitor the policy through classroom observation, work scrutinised and student questionnaires
 - record their findings and action points
 - facilitate training and support for staff in assessment, recording and reporting practices which affect their particular area
 - ensure standardisation of tasks across the Subject team
- develop assessment for learning strategies which are embedded in the good practice of their area and to disseminate these across the school
- evaluate assessment tasks and strategies across their Subject area on a regular basis

Special Educational Needs Coordinator

- Keep an overview of assessment for SEN students
- record monitoring activities and curricular arrangements
- intervene and review support for SEN students
- liaise with Curriculum Managers

Senior Leadership Team

SLT has a responsibility to:

- maintain an overview of the assessment policy via work/book trawls, line management meetings and Walk Thrus
- evaluate and review the assessment policy in line with the schedule for policy review
- support the development of assessment for learning strategies through the CPD (Continuing Professional Development programme)
- ensure that the assessment policy is consistent with good practice and with other policies

Review date: Sept 2022