

## Whole School Assessment Policy

### **Policy Aims**

To develop the outstanding use of assessment to support learning so that:

- Teachers and other adults are acutely aware of their students' capabilities and of their prior learning and understanding, and plan very effectively to build on these
- Marking and dialogue between teachers, other adults and students are consistently of a very high quality
- Students understand in detail how to improve their work and are consistently supported in doing so
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning

*(OSTED Evaluation Schedule July 2009)*

### **Assessment Guidelines**

Good assessment occurs when it is:

- Clearly related to the lesson objectives, learning outcomes and/or success criteria
- Reinforced by opportunities to reflect upon and address the feedback given
- Meaningful to the individual student
- Used to inform future planning
- Positive and constructive, with appropriate praise given
- Supported by examples of best practice
- Encourages dialogue between teacher and student
- Clearly and concisely indicates what a student needs to do to further their learning and make good progress

### **Assessment Arrangements**

**Checking understanding & work** – This should be undertaken as quickly as possible (within two weeks of completion). Where possible, it is most efficient and effective to check understanding and work during lessons through the use of effective questioning techniques, peer assessment, self assessment and scanning work as it is produced. Checking is an ongoing process which will pick up on:

- Common misconceptions and inform short term planning (ie will be addressed during the following lesson)
- Presentation
- Punctuation and spelling (only words related to subject area) using the directory of marking symbols (Appendix 2)

**Assessment piece** – This should take place once per term (usually during the first ½ term) and focus on a substantial piece of work or series of smaller pieces of work. This form of assessment includes comment only marking and may incorporate two stars and a wish. Feedback given should be in relation to shared lesson objectives, learning outcomes and/or success criteria. This form of assessment does not include awarding levels or grades, however, more detailed feedback (over and above that expected with two stars and a wish) may be provided.

**Periodic Assessment** – This involves assessing a body of work that is representative of how a student has performed for a sustained period of time (not just a single lesson or activity) and should take place once per term (usually during the second ½ term). A body of work is assessed, levelled and detailed feedback is given outlining what needs to be done to further their learning and make good progress. Feedback should refer to National Curriculum assessment criteria, although this should be communicated using language

appropriate to the audience. Detailed feedback should be provided and levels/grades should be recorded on students tracking grids (Appendix 3). Feedback must be high quality and ensure that students understand what to do to move their work and understanding forward. Feedback could take the following format:

**Opening statement** – *“Well done Sarah, this is better!”*

**Reference to previous feedback** – *“I am pleased to see that you have taken my advice and . . . . “*

**Successes** – *“During this term you have developed your understanding of . . . . . “*

**Areas for improvement** – *“To improve your understanding of . . . . . you should . . . . This will help you achieve your end of year target of . . . . . “*

Departments may wish to develop their own standardised forms, stickers or comment banks to communicate the feedback to students. This format should be standardised and adopted by all members of the department.

**Post periodic assessment** – once students have received their feedback from their assessment piece or periodic assessment, opportunities are given for students to reflect on and respond to the feedback and improve their understanding of what they need to do to move their learning forward.

**Standardisation** – this is to ensure the accurate and consistent application of assessment criteria and the assessment policy across the department. Two hours of directed time per term is allocated for departments to share samples of work produced for the periodic assessment and to standardise assessment decisions and feedback given to students (departments calendar when the meetings will take place). Outcomes from standardisation meetings should inform planning (what is taught next and how this might be taught/differentiated for different groups of students). Outcomes of these meetings should be published, passed to the headteacher and held in the department Quality Assurance file.

### **Frequency of assessment activities**

Typically, departments should undertake each of the following assessment activities per term:

- Ongoing checking of understanding and work
- 1 Assessment Piece (leading to 2 stars and a wish – or equivalent)
- 1 Periodic Assessment (leading to detailed feedback)
- 2 Standardisation Meetings
- Award 1 NC Level (inc sub levels)/Grade (recorded on progress tracking grid – Appendix 3)
- Award 1 Effort Grade (recorded on progress tracking grid – Appendix 3)

Where students study a subject for only one lesson per week, the schedule above should be altered to ensure that the marking workload for that subject is sustainable.

Departments have the responsibility of arranging the timing of these assessment activities to coincide with their schemes of work. However, whilst scheduling these activities, departments must also consider when data is required for whole school ARR (as outlined in

the annual ARR Schedule) so that data is as accurate and up to date as possible when it is recorded and reported to students, parents/carers and the DCSF.

### **Assessing Pupils' Progress (APP)**

This assessment policy incorporates aspects of the APP model that has been adopted by core subjects at KS3. Where possible, as APP evolves, core subjects should try to align their practice with the content of this document.

### **Assessment at KS4**

Assessment at KS4 is typically defined by the course requirements. Where appropriate, subject areas should use the model of assessment outlined within this policy, however, some qualifications require a specific pattern of assessment which does not lend itself to this model.

### **Progress Tracking**

All subjects record levels (inc sub levels), grades and effort grades each term on progress tracking grids (Appendix 3). Progress tracking grids indicate the progress that students make within a subject during an academic year. Progress tracking grids also ensure that comment only marking is used within exercise books, and levels derived from periodic assessments are recorded separate to the work being assessed.

Progress tracking should be a standing item on department meetings to ensure that learning and student progress are central to department discussions, planning, development activities and self evaluation.

# **Appendix 1**

## **Key Responsibilities**

The main responsibilities for the development, implementation and review of this policy are as below:

### **Teacher**

- Mark work in line with the departmental/faculty assessment policy
- Issue rewards in line with the school rewards framework

### **Head of department**

- Develop a policy which enables the whole school assessment policy to be effectively implemented
- Ensure that marking and periodic assessment opportunities are agreed, planned for and adhered to
- Ensure that standardisation meeting is suitably planned, resourced and minuted. Ensure that outcomes from the meetings are agreed, actioned and evaluated
- Ensure that a QA scrutiny takes place once per term (with at least one scrutiny per academic year focusing on the quality of marking and feedback)
- Ensure that termly periodic assessments are tracked by the department, and that where students are not on course to achieve their end of year/end of key stage targets, that adequate intervention strategies are put in place and effectively resourced and communicated with parents/carers and students
- Ensure that the assessment policy motivates students and has a positive impact on self esteem
- Ensure that members of the department are issuing rewards in line with the school rewards framework


### **SLT**

- Devise and implement a programme to monitor the implementation of the whole school assessment policy
- Undertake work scrutiny to evaluate the quality of feedback received by students
- Provide diagnostic feedback to subject areas on how formative assessment can be further developed
- Coordinate a review of the whole school assessment policy as appropriate
- Involve governors in reviewing the implementation, effectiveness and impact of the whole school assessment policy
- Provide time and resources required by departments to effectively implement appropriate intervention activities
- Provide appropriate training for teaching staff to ensure that the Whole School Assessment Policy is fully understood by all

## Appendix 2

### Directory of Marking Symbols

All departments will use the following symbols when correcting students' work:

.. the end  Circle incorrect or missing punctuation points

**Sp** Incorrect spelling

We was wrong Underline a word or phrase containing a grammatical mistake

**^** If something is missed out

**?** Meaning unclear

**//** New paragraph

# Appendix 3



## Progress Tracking Grid

Student: \_\_\_\_\_ Subject: \_\_\_\_\_

NC Level				
Previous	Autumn Term	Spring Term	Summer Term	Target
Effort Grade				
Previous	Autumn Term	Spring Term	Summer Term	Target