



ASSESSMENT POLICY

(Including recording, reporting and target setting)

To provide all staff, young people and parents with a regular review of progress and achievement in order to raise the individual levels of attainment.

(All Learning Zones are expected to have their own policy in line with the whole academy policy)

General Principles

Assessment should:

- ✓ Be manageable.
- ✓ Be integrated into learning and teaching in an ongoing way, informing teachers of where the young people are in their learning.
- ✓ Identify strengths and weaknesses and indicate targets for progress.
- ✓ Motivate the young people by actively involving them, so they know where they are in their learning.
- ✓ Be fair to young people.
- ✓ Provide accessible information in an intelligible form.
- ✓ Form a basis of dialogue between teachers, young people and parents.
- ✓ Embrace academic, social, emotional and moral learning.
- ✓ Meet statutory requirements.
- ✓ Make explicit links with learning aims and success criteria.
- ✓ Provide information to evaluate the curriculum, learning and teaching.
- ✓ Incorporate procedures for ensuring consistency in standards.
- ✓ Take a variety of forms – formal, informal, formative, summative, oral, practical and written.

Assessment

Assessment should be seen as part of the normal classroom process through the teacher monitoring young peoples' performance over a range of experiences and tasks, which have been built into the subjects' Schemes of Work. There will be various opportunities for the young people to practice the skills that they have been taught to demonstrate their knowledge and understanding. Likewise there will be various opportunities for teachers to observe the young peoples' work and the progress, in individual, small group or whole class settings made by individuals or groups.

Marking Work

Marking is part of the process that informs assessment. Marking should be regular and ongoing. Points to note:

- ✓ Marking is the annotation with codes that teachers put on work to correct, improve or guide. Comments need to target areas for improvement and should be clear in their meaning and not ambiguous.
- ✓ Work completed in class that has essentially come from the board or the book does not necessarily need to be 'marked'. The teacher should annotate with a tick and initial that the work has been seen.
- ✓ Marking has to have a purpose.
- ✓ An agreed code will be published (included in annex) so that all Learning Zones use the same symbols.
- ✓ Marking will **not** be done in RED.
- ✓ Draft work that has been 'marked' should not be graded – the grading is done on the final assessment. Teachers might wish to indicate on draft work what potential grades might be.
- ✓ As well as 'teacher marking' the young people could be encouraged to 'mark' each other's work to support their learning and compliment teacher work. This is not a substitute however, for teacher assessment.
- ✓ Effort grades should not be given, as effort should be accredited through the Academy's Reward System.

Involving the Young People in their Learning:

Most schemes of work emphasise the need to identify clearly the learning objectives for a lesson. Indeed, lessons remain better focused when teachers share these objectives with the young people. In order to involve young people fully in their learning teachers should:

- ✓ Explain clearly the reasons for the lesson or activity, in terms of the learning objectives.
- ✓ Share the specific assessment criteria with the young people in language they will understand.
- ✓ Help the young people to understand what they have done well and what they need to develop.
- ✓ Show the young people how to use the assessment criteria to assess their own learning.
- ✓ Meet with the young people and parents to review progress towards targets.

Assessing Work:

Assessment is the process of judging a young person's work against national criteria and standards. Young people need to be very clear about learning objectives and assessment criteria, what the assessment means and why they have achieved a specific level or grade. There should be clear information on performance and what strategies the young person needs to achieve their own targets for the subject and/or the next level/grade up. Assessment should take place at the end of each module of work and/or at the end of each term. A combination of formal and summative assessments should be used throughout the year. Each subject should maintain an up to date folder of assessments, marking criteria and a range of marked young peoples' work for moderation.

At Key Stage 3:

Learning Zones should assess against NC levels where appropriate and a summary of 'Level' criteria should be visible in the classroom, in easy to understand 'child speak'. It is of no use having statements that young people cannot follow. (It is recognised that it is not necessary for all work to be marked according to NC Levels, see 'marking' above.) .

At Key Stage 4:

Learning Zones should put an appropriate national grade against the work. These grades and their criteria should be visible in each classroom and the young people should be encouraged to make reference to them.

Recording Marks and Assessment:

All staff must keep a comprehensive record of the achievement of each young person for whom they have a responsibility. This should be in two forms:

- ✓ In their own record book or spreadsheet, so that assessment can inform teaching.
- ✓ Entered into the Whole Academy Assessment System to be available to all teachers.

All teachers have the responsibility to:

- ✓ **Mark and assess young peoples' work in line with this policy**
- ✓ Ensure that the young people are informed of their achievements through the quality marking and assessing of work (including homework) on a regular basis.
- ✓ Set appropriate but challenging targets for their young people based on their own expertise and baseline data.
- ✓ Ensure that data is entered into the academy assessment system according to the Academy Review Cycle.
- ✓ Ensure that summative reports are completed in line with the Academy Review Cycle
- ✓ Discuss any issues causing concern with their Learning Zone Director.

It is the Learning Zone Director's responsibility to:

- ✓ Use assessment outcomes and data that indicate potential to inform setting arrangements and seating plans.
- ✓ Regularly monitor the teacher's record book as part of the Learning Zone self-review system.
- ✓ Regularly monitor young peoples' work to ensure that the above policy is being adhered to and that quality marking and appropriate assessment is being carried out.
- ✓ Ensure the data is entered into the academy system on time according to the Academy Review Cycle.

- ✓ Use assessment outcomes to celebrate young peoples' success.
- ✓ Maintain and monitor the Learning Zone's assessment records. The Assessment System is managed by the Information Officer - Assessment. Regular information on whole year, group or individual young people is available on request from the Information Officer. Learning Zone Directors should have up to date data within their area.
- ✓ Ensure that the Learning Zone staff set targets for their own young people in line with the Academy Review Cycle.
- ✓ Set Learning Zone targets in line with the Academy Review Cycle.
- ✓ Report any concerns to the Vice Principal – Learning Standards.
- ✓ Ensure that Learning Zone termly assessments are completed and on time for reporting to parents, undertaken by the Information office.
- ✓ Ensure that assessment folders are maintained for the subjects in their Learning Zone, containing formal assessments, marking schemes and examples of marked young peoples' work for moderation.
- ✓ Ensure that Learning Zone end of year summative reports are produced on time and are a quality product.
- ✓ Ensure assessment outcomes are used to identify and monitor individual young people who may need further intervention to aid progress.
- ✓ Ensure assessment outcomes to inform curriculum planning.
- ✓ Report any concerns, in relation to assessment and reporting to the Vice Principal – Learning Standards.

It is the Vice Principal's (Learning Standards) responsibility to:

- ✓ Regularly monitor whole academy systems to ensure that the policy is being adhered to and appropriate whole academy assessment is being carried out.
- ✓ Regularly monitor the work of young people and staff within the academy, in relation to assessment, recording, reporting and target setting.
- ✓ Ensure that data (and targets) are entered into the system according to the Academy Review Cycle.
- ✓ Monitor the work of the Learning Zone Directors in relation to all aspects of assessment in the academy.
- ✓ Liaise with the Information office in relation to all aspect of assessment and reporting.

Summative assessment (Assessment of Learning) is:

Periodic assessment, used to provide an indicator of achievement, taking place at the end of a piece/unit/module of work, summarising the young person's achievement for that work and takes the form of:

a) Termly Assessment (6 terms):

The form this assessment takes is the decision of the Learning Zone. It could be a project, test, piece of written work, practical test etc. The results of this assessment must be given to the Information Officer - Assessment in the form of levels or grades, according to the Key Stage. All termly assessments must be standardised in order to give a true picture of progress and provide an opportunity for the young people to undertake a piece of work which will be vigorously assessed against NC levels or national criteria. There will be clear annotation to show why that level/grade has been awarded and comments explaining how young people can improve.

Homework units of work that cover a full term could be used as a summative end of term assessment.

b) End of Year Examinations:

All young people within the academy at Key Stages 3 and 4, except for Year 11, will be given examinations in all subjects during term 6. These results will contribute to the setting of young people for the following academic year; give some indicator of achievement for that year and predicted level of achievement for the next. Individual young people's targets will be recorded at this time, in the form of an end of Key Stage level/grade. All examinations must be standardised in order to show the young person's placement in the year group. The level/grade achieved by the young person in the end of year examinations will be recorded as their final term assessment, which will be on their end of year report.

Formative Assessment (Assessment for Learning) is:

Any method intended to help young people improve, rather than rank. If it actually raises young peoples' performance it becomes formative. It is rooted in self-referencing, a young person needs to know where s/he is and understand not only where s/he wants to be but also how to 'fill the gap'.

This involves both the teacher and the young person in a process of continual reflection and review about progress. When teachers and peers provide quality feedback, young people are empowered to take the appropriate action. Teachers must adjust their plans in response to formative central to formative assessment, or 'assessment for learning' is that it:

- ✓ Is embedded in the teaching and learning process of which it is an essential part.
- ✓ Shares learning goals with the young people – focusing on how young people learn.
- ✓ Helps young people to know and recognise the standards to aim for.
- ✓ Provides feedback which leads the young people to identify what they should do next to improve.
- ✓ Has a commitment that every young person can improve.
- ✓ Involves both teacher and young people reviewing and reflecting of the young peoples' performance and progress.
- ✓ Involved the young person in self-assessment.
- ✓ Feedback to teacher planning and lesson delivery.
- ✓ It involves all staff working in the learning environment with the young people.

Where Learning Zones want to improve the quality of their assessment for learning, they should review their approach to:

- ✓ Involving all the young people in their learning.
- ✓ Modelling quality.
- ✓ Giving feedback to the young people on their work.
- ✓ Self-assessment and peer assessment.

Using Formative Assessment to Improve Teaching and Learning:**Questioning:**

- ✓ Young peoples' learning will be improved if teachers focus on developing skills involved in asking better questions, and giving young people sufficient time to generate well constructed responses.
- ✓ Planning the key questions to be used in lessons, and possible supplementary questions to act as prompts or to help explore issues further.
- ✓ Encouraging the young people so that they become confident and willing to ask questions of the teacher and each other. Modelling good questions for young people as the teacher proceeds so that the young person can do likewise.
- ✓ Writing good questions in tests, in homework, on worksheets, class exercises etc, so that written and oral questions are of equally high quality.

Feedback and Marking:

These figure significantly in a teacher's repertoire of assessment strategies and have considerable potential for developing the young people's thinking and learning if they are used skilfully.

- ✓ Feedback and marking are more effective when they are linked to learning intentions or criteria that have been shared with young people in language they can understand. They should also be linked to specifically focused praise and then areas highlighted for improvement and then indicate how these improvements can be made.
- ✓ It benefits both teachers and young people if marking is targeted on specifics and concentrates more on the learning within the subject than technicalities of committing that learning to paper.
- ✓ Young people need time to respond to the teacher's comments and suggestions made about the last piece of work before they launch into the next one.

Sharing Learning Objectives:

Sharing learning objectives with young people is essential and improvements can be made if teachers:

- ✓ Focus young people on the purpose of classroom activities by using learning objectives which make clear the learning that is expected of them and why the tasks are being carried out.
- ✓ Avoid tying the learning objective to the instructions or the description of the task, so that learning that is expected is not eclipsed by what is to be done.
- ✓ Make opportunities to revisit learning objectives as teacher proceeds, through discussions with young people about work, via questioning, feedback, marking and in plenary and review sessions.

Self-Assessment:

Teachers should regularly use self-assessment and ensure that it is delivered effectively. There is a need to:

- ✓ Recognise the necessity for training young people to evaluate their work. Young people with these skills are more able to persevere with tasks, achieve better standards and raise their self-esteem.
- ✓ Build this recognition into policies and ensure that it is reflected in practice so that young people are involved in their assessment, and are clear about how their learning can be improved.

Target Setting:

Target setting is essential if young people are to know what progress they are expected to achieve.

- ✓ It must be effective and make a difference. Target setting needs to be a cyclic process, not a one-off event.
- ✓ The chances of a target having an effect on achievement are greatly enhanced if young people have been directly involved in developing or adapting it, and know how to achieve it.

Formative Use of Tests and Tasks:

Strategies such as analysing how young people have approached tests and tasks, determining what the outcomes indicate about young peoples' learning and deciding how this could influence teaching will repay wider use.

- ✓ Young people are better served by such analysis/diagnosis when all the staff in the academy make use of it to identify errors and difficulties and follow them up.
- ✓ Teachers who use tests and tasks before a unit of work begins, to determine which areas of learning young people already understand, are in a stronger position to pitch subsequent work accurately for all young people.

External Examinations:

The procedures for this are found via the Examinations Officer.

Monitoring of the Policy:

The monitoring of assessment will take a number of forms:

- ✓ Through Line Management meetings
- ✓ Sampling of work
- ✓ Monitoring of Teachers' records
- ✓ Classroom observation through the Academy Review Cycle
- ✓ SLT monitoring using all of the above
- ✓ External monitoring
- ✓ Intervention immersion programme

Review:

This policy will be reviewed annually.

APPENDIX A

Presentation of Work in all Learning Zone Areas:

- ✓ Young people will put their name on the top left corner of individual pieces of paper.

Every piece of work will have:

- ✓ The date on the top right corner.
- ✓ If the work is classwork this will be indicated at the top of the work before the title.
- ✓ If the work is homework this will be indicated at the top of the work before the title.
- ✓ Date, name, titles will be underlined, using a ruler – at all times.
- ✓ Young people will draw in pencil and write in pen.
- ✓ Writing of numbers – where a number begins a sentence it will be written as a word.
- ✓ All work should have a ruled margin down the left hand side.

Annotations of Young Peoples' Work:

- ✓ Sp Spelling error
- ✓ NP New paragraph
- ✓ C Capital letter needed
- ✓ P Punctuation error
- ✓ U Underline

Excellent – You have completed all of the tasks set by your teacher, demonstrating an excellent understanding of the work. Your work is highly accurate and you may have included some extra details from previously learned work. You have tried to the best of your ability.

Very Good – You have completed all of the tasks set by your teacher, demonstrating very good understanding of the work. Your work is generally accurate, although you may need to check some spellings and sentence structures. To earn an excellent you need to check your work more carefully and include some extra details from previously learned work. Well done.

Good – You have tried to do all of the tasks set and your understanding is reasonable. However, you have made some mistakes. Look carefully at your teacher's corrections and ask if you do not understand. With extra care to avoid these errors you may achieve an 'Excellent' or 'Very Good' next time. Well done.

Satisfactory – You have tried to do most of the tasks set. You may have missed some of the tasks or may not understand part of the work. Look carefully at your teacher's comments and corrections. Please follow the advice given and ask for help if needed. If you pay more attention to your work you may achieve a 'Good' next time.

Unsatisfactory – You have not completed the tasks set or show little understanding, which is disappointing. You need to ask for help NOW, if the task is too difficult. This work must be repeated, taking extra care with the content and presentation of your work.

The marking code and presentational guidelines must be displayed in all classrooms. Staff should reiterate expectations about presentation when setting each new piece of writing.

Report Writing:

- ✓ Summative reports will be written with the academy's computer program.
- ✓ These are professional documents and there should be no compromise on the standard.
- ✓ Summative reports should summarise a young person's achievements over the year and up to the time of writing.
- ✓ Targets will be set for young people for the following year.
- ✓ Any handwriting must be in black ink.

- ✓ There should be no errors and 'Tippex' should not be used.
- ✓ The Full name of the young person should be used and not pet or nicknames.
- ✓ Care should be taken with the use of tenses.
- ✓ Reports are written for the parents not the young people and should be written in third person with the young person being named.

Modelling Quality: Showing Students the Learning Strategies and Goals

Assessment criteria are often defined in formal language that may not be clear to the young person, so it is important that teachers share with their young people examples of work so that they can see the standards they are aiming for. Young people who study the completed work of others will develop their reflective skills and find out what it is like to take an active part in the assessment process. (Young people must also have levels/grade descriptors in language they can interpret themselves).

These opportunities can include:

- ✓ Encouraging young people to listen to the range of the young peoples' responses to questions.
- ✓ Showing young people the learning strategies.
- ✓ Showing young people how the assessment criteria have been met in some examples of work from children not known to the young people.

Displays:

- ✓ Ensuring that information about levels and national criteria are displayed in classrooms.
- ✓ Providing and displaying exemplar material of young peoples' work.