

Assessment Policy

CATEGORY:	Policy
CLASSIFICATION:	Operational
PURPOSE	To cover scope and responsibility for the primary purpose of assessment to allow both student and teacher to identify their next steps.
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<ul style="list-style-type: none"> • Essential Reading for: • Information for: 	<p>All teaching staff, leaders of the school</p> <p>Governing Body, parents, students</p>

Assessment policy

Policy Aims & Objectives

The primary purpose of assessment is to help students learn more effectively and to enable teachers to accurately evaluate the quality of their teaching, where robust and accurate assessment allows both student and teacher to identify their next steps.

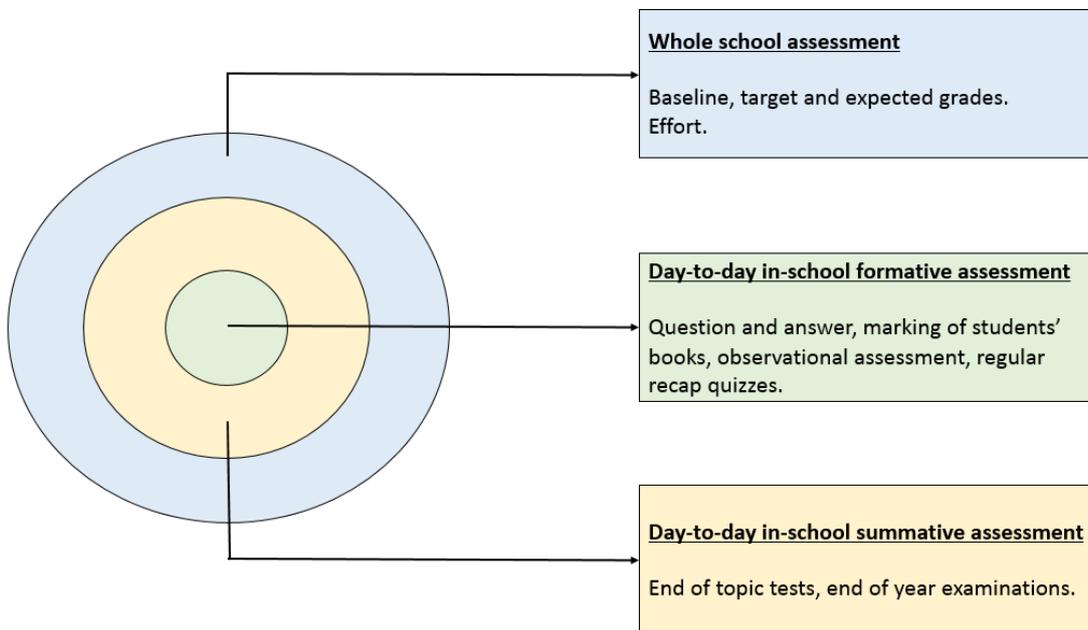
Implementation

This policy will be fully implemented with teaching staff across the school following thorough training sessions.

Review

This policy will be reviewed every 2 years and / or when there are necessary changes within the school.

In overview, the school's approach to assessment is summarised by three inter-dependent layers:



Day-to-day in-school formative assessment

Teachers are responsible for evaluating the impact they are having on students on a daily basis. It is expected that they will:

- share learning intentions with students to make goals clear to students in every lesson;
- share success criteria and high quality exemplars with students so that they understand how to achieve these goals;
- use a range of strategies to check students' progress towards these goals and make evidence based decisions on the next steps to take (e.g. question and answer, live in-lesson marking of books, recap quizzes, observational assessment).

Key to the success of this mode of assessment is teachers' movement around the classroom to routinely, systematically check students' completion of work in relation to the success criteria of the task and the opportunities for 'in the moment' feedback that this provides.

Day-to-day in-school summative assessment

Subject leaders are responsible for ensuring that the assessment system within their area(s) of responsibility is fit for purpose. This means that:

- the curriculum content is divided into year groups to identify the age related expectations within the subject;
- each year is divided into units/topic areas and the key constructs/big ideas are identified within each unit to inform the learning outcomes;
- summative assessment(s) are identified for deep marking within each unit to sample the learning and confirm what is known by the day-to-day formative assessment;
- teachers are provided with the assessment by the subject leader, administer/mark the test, and provide feedback to students (which includes additional work and re-testing where the minimum standard is not met);
- there is a system in place for the standardisation/moderation of assessment marks to increase their accuracy;
- there is a system in place for the central recording of all summative assessment marks for analysis by the subject leader.

The primary purpose of this mode of assessment is to further enable teachers to reflect on their impact with students, and subject leaders to make informed judgments about the quality of learning in their area. Analysis of summative assessment scores should routinely inform development activities in department meeting time.

Whole school assessment

The purpose of whole school assessment is to reveal information which is useful for improving classroom practice. This derives from analysis of where students are in relation to the targets set for them, and any patterns in attitudes to learning.

Collecting data:

- senior leaders will ensure that the assessment system is 'fit for purpose', as described above;
- subject leaders are to provide guidance on appropriate weightings for summative and formative assessments to inform judgements on progress (e.g. a mock exam will be more significant than a narrower topic test);
- teachers will ensure that they give appropriate weighting to their summative and formative assessments so far, as directed by the subject leader, to make a judgement on student progress towards targets;
- subject leader/senior leader will use the central assessment records to sample teachers' judgements on progress and check that these are supported by reliable evidence.

Using data:

The central question should be: what is our assessment data telling us about strengths and weaknesses in teaching? As a consequence, what are the best actions to take to improve further?

This would involve:

- senior leaders looking at patterns across pupil groups and subject areas;
- subject leaders investigating what the assessment scores are telling them about students' understanding, and using this to work on weaker areas with the department;
- teachers using their assessment information to adapt teaching methods and target key students;
- pastoral leaders investigating underlying issues with attitude to learning and/or attendance.

Feedback

The types of feedback we expect can be divided into two main strands:

- **Informal marking and feedback** – live in-lesson marking by teachers in the lesson, student self/peer assessment, verbal feedback. This will be the main form of feedback students will receive throughout the year.

- **Deep marking** – used for significant pieces of assessment within each teaching unit as identified on the course plan for each subject. The timing of these deep marking pieces within the unit is at the discretion of the subject leader and should be based on the most appropriate point within the teaching unit for students to receive this feedback.

Types of feedback

	Self/peer assessment	Live in-lesson marking and verbal feedback	Deep marking	Summative exams
What is it?	Students mark their own/ partner’s work, typically a quiz or short answer questions. Evaluation of extended tasks when supported by clear success criteria.	Teacher circulates during the lesson, in order to: <ul style="list-style-type: none"> • check that all tasks are completed; • check that the quality of work is at the required standard; • make notes and/or provide verbal feedback to students on next steps. 	Extended writing, exam questions or sections of exam, test papers.	Final, end of year summative exam covering a range of content across units studied (Year 7 – 9). Practise GCSE and A-Level papers (Y10 – 13).
What is its purpose?	<ol style="list-style-type: none"> 1. Give immediate feedback. 2. Identify misconceptions. 3. Develop factual knowledge of the subject. 	<ol style="list-style-type: none"> 1. Ensure completion of work to a high standard. 2. Give actions to improve work. 3. Correct misconceptions. 4. Make judgments about when/how to move lesson on. 5. Inform planning for next lesson. 	<ol style="list-style-type: none"> 1. Assess constructs against unit plan. 2. Identify strengths and weaknesses (against success criteria). 3. Give actions to improve (fix it tasks). 4. Correct any misconceptions and inform future planning. 5. For end of unit tests and exams, to provide a summative assessment mark. 	<ol style="list-style-type: none"> 1. Assess students against unit plan or specification. 2. Cumulative assessment of all learning so far. 3. To provide summative assessment marks.
How is it marked?	By students, in red pen.	Notes in margin or on work, in green pen, if necessary. There is no requirement for teachers or students to record verbal feedback.	Success criteria for the task ticked to show level of mastery. Literacy codes. Action: fix it task(s).	Marks – raw score and/or percentage Success criteria for the task ticked to show level of mastery. Action: fix it task(s).
How do students respond?	Correct mistakes and make improvements, if appropriate.	Correct mistakes and make improvement, if appropriate.	Correct literacy mistakes. Take corrective action by completing fix it task(s).	Take corrective action by completing fix it task(s).
How often?	‘Do now’ quizzes and exit tickets every 1-2 lessons. For evaluation of extended tasks, teachers to use professional judgement.	During most independent tasks.	Typically, a mid-unit assessment and an end of unit assessment – professional judgement determines frequency and appropriate time within the unit.	Half term 6 in Y7 – 10, Y12. Y11: half term 2 and – core subjects only – half term 4. Y13: half term 4.

When marking for literacy, teachers should use the following codes in the margin to highlight errors:

- **SP** spelling error
- **P** punctuation error
- **C** capital/lower case letter error
- **//** end of paragraph
- **~** improve awkward sentence
- **I** improve word choice
- **T** respond to comment/target
- **H** homophone error
- **^** missing word(s)

All errors to be corrected during fix-it