



## **ASSESSMENT POLICY**

### **Assessment Reporting and Recording**

#### **Policy in a Page**

Assessment and the sharing of data are essential for tracking progress of students, providing them with critical feedback and securing an improvement in attainment.

You must:

- Know what your students' targets and your class targets are.
- Use a variety of AFL principles. Written feedback is time consuming and not always a productive use of your time. Less but better marking is what you need to ensure.
- You must ensure you have a full set of data for your class and complete monitoring in accordance with the calendar.
- You must make records of achievement sufficient to accurately inform you at the required points in time when monitoring data is required.
- You must understand the targets set for each student and that the 3 levels of progress target is the minimum expected.
- You must encourage students to apply the rules for the presentation of written work and make them re-write work which isn't good enough.
- You must complete a deep marking exercise with your students at least once every half term including written feedback with suggestions for improvement.
- You must provide regular written feedback using the schools agreed symbols and check that students are presenting work in line with the school's expectations.
- You must provide students time to read feedback and improve work in your lessons.
- You must complete monitoring and full reports at the designated times.
- You must understand the difference in monitoring between KS3 non exam subjects and KS4 (KS3 examined) subjects.
- You must ensure that you review the progress of your groups at the designated curriculum data meetings.
- You must ensure your students record their target grade on a sticker (or where stickers are not used using your agreed method) and update their current level after every monitoring session.



## **Assessment, Recording and Reporting Policy**

### **Purpose**

Assessment is an integral part of the teaching and learning process. Well planned assessment practices reinforce the shift in the responsibility for the learning from the teacher to the student. In addition we use assessment to monitor and evaluate the quality of the learning and effectiveness of the teaching. The way we do this can be divided into the formative and summative processes.

### **Formative**

- To assess the ongoing positive achievement of a student so that appropriate next steps in their learning may be planned by student (individual action planning), teacher and tutor (i.e. tracking across the NC).
- To classify and assess the learning needs of a student so that appropriate support and guidance can be provided, (i.e. diagnostic, curriculum planning).
- To show continuity and progression in a student's learning and performance.
- To ensure that appropriate levels of challenge and involvement are in the learning process.

### **Summative**

- To assess a student's overall achievement in a systematic way, for example the completion of a particular piece of work, study unit or key stage.
- To convey the performance of a student or the school to the parents/guardians/governors or other outside agencies.
- To celebrate student and school achievements regularly.

### **Objectives**

Any assessment must allow students to have the best opportunity to show what they know, understand, and can do.

- The assessment procedures must be understood by everyone who uses them.
- Every teacher, tutor and student must be able to carry out the necessary assessment and recording procedures.
- The assessment must always be fit for the intended purpose.
- Assessment should be a driving force behind the development of our students' attainment.
- All achievements should be valued and celebrated.
- Procedures will allow for the necessary statutory assessments to take place reliably.



**AFL principles**

Assessment for learning principles will be fully embraced by the school and will underpin the assessment policy. The principles are broadly covered by the following headings.

- Formative use of summative assessment data.
- Learning objectives (what’s the point).
- Learning outcomes (what skills & knowledge will the student obtain).
- Oral & written feedback.
- Peer and self assessment.
- Curricular target setting.

**Data sets**

The following data will be collected and maintained by the individual shown.

<b>Data</b>	<b>Person responsible for data</b>
KS2 Scores	Data Officer
KS3 Teacher Assessments	Data Officer
Subject monitoring data	Subject FPA
CAT scores	SEN FPA
Reading/Spelling ages	SEN FPA
Targets based on 4 levels progress	Data Officer
Data on late entry students	Attendance Officer
Predicted grades	Subject FPA
Mock exam results	Subject FPA
Expected average grade based on CVA	Data Officer
Fischer indicators	Data Officer

**Prior Attainment**

At the beginning of each school year, **every teacher** will receive their marksheets (currently on paper and on SIMS from Sep 2010). This will consist of student lists for the classes they teach and contain all prior attainment data and targets set in accordance with DCSF national expectations. This will include.

- KS2 results
- CATS
- Reading ages
- Prior school generated data (last terms monitoring)
- KS3 results
- Y10 Exam results
- The Fischer indicated grade.
- An average expected grade based on CVA.
- A Target grade based on 3 levels progress. (Minimum expected)
- A target grade based on 4 levels progress.



## General Guidance

### Monitoring and Evaluation

The information that we collect in lessons is vital in allowing students to make progress in their learning. We must ensure that our judgements of their progress is based on sound principles and supports future development. Each **Subject Team Leader** must:

- ensure that appropriate and reliable assessments take place to monitor students' progress within their subjects with reference to the national curriculum.
- their team has its own assessment policy which specifically refers to consistency, moderation and marking within the subject area.
- evaluate the success of the learning programme and make any changes that are necessary for the next year.

### Presentation of Written Work

The steps below should be encouraged to improve numeracy and literacy skills.

- All work will have a title and date underlined.
- The date will appear top right and the title in the middle of the page.
- The full written date will be used to develop literacy skills.
- In maths a numerical date will be used.
- Students should draw a margin to provide space for teacher feedback.
- Students should rule off the last piece of work before beginning a new piece of work.
- Mistakes should be crossed out with one neat line through the centre.
- In maths students should put one digit in each square.
- Students should always write in neat writing.
- Students should use rulers for all lines.
- Students should use a pen unless instructed otherwise. The colour should be black.

### Marking

Marking can be split into two types of marking activity.

1. Formal marking of an assessed piece of work e.g. a project, an essay, a piece of practical work etc.
2. Day to day marking of exercise books, class work etc.

Marking students' work should not:

- Take the form of a ticking exercise; it should form part of a process which provides feedback to students and concrete examples of how to progress and improve.
- Not be a pointless and onerous task.

Marking should:

- Be accompanied by time for students to be allowed time to read comments when marking has taken place, perhaps as part of a starter where students can employ the follow up procedures in the table below. You may also wish to allow students to share books and read each others comments and look at exemplary pieces of work as identified by ticks.



- Should be a challenging useful activity with a clear benefit for students.

**General School Expectations Re Marking**

The following guidance outlines some basic principles although subject areas will need to develop their own marking policies to best support their subject area and courses.

- Marking of general class work is not always a sensible use of teacher’s time. Where peer and self assessment can be used this may prove more beneficial to the student. In some instances verbal feedback and conversations taking place in lessons may also be more appropriate than written feedback.
- Setting a piece of homework or a class activity that will be formally marked and allowing students to receive feedback on it before a final mark is assigned is a good way of encouraging students to develop their work and improve.
- For general marking you should not write a score or grade. Grades can detract from the impact of written feedback. Remember we feedback to students regularly through monitoring data their overall progression. Awarding a grade A for one piece of work to a student operating at a level C over all is confusing and de-motivating. Avoid giving marks and levels – in stead give positive critical feedback.
- Written feedback with concrete examples of how to improve is better than just ticks. Written feedback should incorporate praise as well as critique. (e.g. when feeding back try writing “Your work is really good because..... to make it even better you should .....”).
- A formal piece of marked work should be set every half term. This may include a mini interim marking exercise to allow students time to improve with feedback.
- Quality not quantity.

**Sharing Grades and Levels.**

Since monitoring takes place regularly and students receive this data regularly it is not appropriate to assign levels to pieces of work or weekly marking of class work. Comments are more effective although a score out of ten for a spelling test or the like might be a useful indicator in some instances but it does not inform the student how they can improve. Marking less but better is essential. If a piece of work has been assigned a grade/level it is advisable to mark with comments and issue grades at a time after comments have been provided and reviewed.

**Summary of Teacher Comments**

Code	Use of code in marking	Recommended follow up
Sp	Underline incorrect spelling. Write –sp- above the incorrect spelling.	You may write the correct spelling or get students to check it for themselves. Use of the planner to record keywords is also recommended.
✓[...]	Tick to show correct answers or good pieces of work.	Consider getting students to share exemplary work as part of a starter.
*[...]	Cross to indicate incorrect answer or piece of work that needs altering.	Students correct work.



☒	Missing word	Students correct work.
??[...]	Highlight an area that doesn't make sense.	Students correct work.
☺	Really good piece of work.	Students share exemplary work.
Teacher initials	Indicates that a page or piece of work has been looked at.	No follow up required.

### **Recording/Reporting Grades and School Levels**

Individual subject areas will keep specific records for their own curriculum needs. The purpose of records is to allow the teacher to support the judgements that they may wish to make about a student's attainment or progress. They should not be so onerous that it is impossible for the system to work, but should be complete enough to provide for the full range of achievement possible. Assessment must be integral to the learning process and individual assessment should help students make progress by explaining what they need to improve. Record keeping systems and the quality of the evidence they refer to should be constantly reviewed by subject teams. **Subject team leaders** must ensure that the records kept are reliable, consistent, cover the appropriate range and are monitored regularly in line with policy. At designated times in the calendar staff will provide monitoring data.

For KS3 subjects that do not lead to an accredited qualification, the **current** National Curriculum level will be assigned with each level split into three sub levels a, b, and c with 'a' being highest and an effort score from 1 to 5. (See appendix 1).

At KS4 staff will record a GCSE grade or course grade equivalent indicating the standard of attainment that **is likely to be achieved at the end of the course** and an effort score from 1 to 5. (See appendix 1).

All staff will enter data directly into SIMS from Sep 2010. We collect all this assessment data each term and it is stored in Assessment Manager and is reported in an interim report each term through the year and once per year a full report is sent home to parents. The reports all contain a target for improvement for every subject. Parents are invited in to collect and discuss the report and their child's progress at a Parents' Evening. Public examination results and NC assessments (only Teacher assessments) will be reported in the prospectus, reported to the LA, governors and parents. Due to the tight scheduling for the generation of reports it is essential that deadlines set for the admission of monitoring grades are strictly adhered to.

### **Target setting**

There are statutory requirement to set targets as well as a need and desire to set targets internally for professional development, student intervention and school development. Target setting will take account of prior performance and value added data. The process for target setting will be transparent and focus on student and staff development with the ultimate goal of raising student achievement. Students and staff will be fully involved in the process.

Targets exist at four levels.

- Whole school targets set by the Head inline with the DCSF and LA guidance.
- Departmental Targets set by discussion with the Subject Leader and Link for Leadership.



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- Class Targets set by the Subject Leader by discussion with the with the class teacher.
- Student Targets set based on the national expectation that students make 3 levels of progress between Y7 and 11.

### **Reviewing Progress.**

- The leadership team and HoSP will review the progress of year groups after each monitoring round and implement strategies to support underachievement.
- Subject Leaders will discuss achievement in their subject at the calendared subject data meetings and ensure strategies are put into place to eradicate underachievement.
- Class Teachers will discuss student progress after every round of monitoring. All students will record their progress in their planners and update at each round of monitoring.
- All departments will use current level/target level sticker to ensure students have a handy reminder about their level of progress. Where stickers are not applicable an alternative will be provided.

### **Conclusion**

This policy will be reviewed annually by the Assistant Head Systems and Strategy in consultation with Curriculum Leaders and HoSPs. In addition the governors will be updated when changes are made to the policy.

Signed:



**APPENDIX 1**

Effort	Meaning	Description
1	Excellent	High motivation to start and complete work. Ability to work independently, check own work and self start. Able to access support from the teacher politely and other materials. Clear signs that the student is positively engaged in their work. Extremely conscientious. Always works to the best of their ability. Always arrives on time with suitable equipment. Always meets deadlines. More could not be reasonably expected.
2	Good	Good motivation to start and complete work. Shows some ability to work independently, check own work and self start. With guidance can access support from the teacher and other materials. The student is positively engaged in their work. Generally conscientious. Attempts to work to the best of their ability. Always arrives on time with suitable equipment. Meets deadlines.
3	Satisfactory	With support the student starts and completes work. Following guidance the student can work independently, check their work with support and organise their tasks. Able to access support from the teacher politely and other materials. The student is positively engaged in their work requiring support to ensure a high standard is always achieved. Student tries hard most of the time and is nearly always on time, suitably equipped and meets deadlines.
4	Unsatisfactory	Lacks motivation to start and complete work. Cannot work independently and needs encouragement to check own work and start. Teacher has to direct student to access support when needed. The student is often not engaged in their work, shows little attention to detail and is happy with second best. Student may often be late and ill equipped. Deadlines are not met. A lot more could reasonably be expected.
5	Cause for Concern	No motivation to start and complete work. Cannot work independently and needs constant encouragement to check own work and start. Teacher has to provide support for all tasks; the student is hardly ever engaged in their work and shows no attention to detail. Work is never completed and is always of a poor standard. Student may often be late and ill equipped. Deadlines are not met. A lot more could reasonably be expected.