

## The Priory School Trust



### ASSESSMENT POLICY

<b>Monitoring</b>	<b>Frame of engagement</b>	<b>Date</b>
<b>Member of Staff Responsible</b>	Mrs M Massey	September 2016
<b>Governor Accountability</b>	Full Governing Body	
<b>Consultation Parameters</b>	SLT	
<b>Information</b>	Teaching Staff	
<b>Date of latest version</b>		May 2016
<b>Date for next review (and cycle)</b>		May 2017 Every Year
<b>Uploaded to Website</b>		September 2016

## Statement of Intent:

“Speed of learning doubles following effective feedback...feedback should be just in time and just for me” John Hattie

Assessment of student learning is a participatory, recurring process that:

1. Helps teachers evaluate their teaching by:
  - Identifying strengths and weaknesses in their teaching
  - Indicating the next possible steps in the teaching
  - Identifying those students who need further support or extension work
  - Producing evidence that students are achieving the outcomes they intended
  - Guiding them in making educational and institutional improvements
  - Evaluating whether changes made improve / impact upon student learning and documents the learning
2. Helps students to learn more effectively by:
  - Fostering a dialogue between student and teacher
  - Enabling effective reflection by the student to enable them to make progress
  - Involving them in the assessment process
  - Identifying individual strengths and weaknesses
  - Indicating the next steps in the learning process
  - Motivating them through success and encouragement

To this end:

- Feedback must help students understand how effectively they have acquired knowledge, understood concepts, applied processes and used skills
- Feedback must give students clear guidance on what they need to do to improve and how they might do that
- Students should be actively involved in the assessment of their own learning
- Students should have a clear understanding of their targets and what they have to do to achieve them in each subject
- Practice must be reflective in identifying effective teaching and highlighting areas for further development
- Outcomes must be available to inform parents and other stakeholders who need to know about progress and achievement
- Schemes of work need to identify clear teaching objectives and learning outcomes
- Teaching should be adjusted to take account of the results of assessment to personalise learning
- Student performance should be carefully tracked and monitored to ensure they make good progress
- Effective systems should be in place to share information on student progress with stakeholders
- Assessment must be an integral part of teaching and learning
- A mix of setting and mixed ability teaching is used as appropriate

- Quality assurance procedures must be in place to ensure that common standards are applied and that agreed assessment practices are implemented consistently
- Assessment methods should incorporate both formative and summative forms

### Assessment OF Learning

This is linked to end of unit, year or topic tests or extended pieces of work. These provide evidence of the learning that has taken place for the purpose of grading, evaluation or certification and link directly into the School system for reporting achievement.

Summative assessment must be:

- Regular and standardised where appropriate
- Include tests and other identified assessments
- Marked according to Subject criteria (KS3) or GCSE (KS4) criteria, or other recognised qualification criteria which have been shared with students
- Reported as estimated grades at KS4, with +/- used to differentiate between strong and weak grades, these may be accompanied by raw scores as appropriate
- Recorded by students to improve their understanding of their progress towards targets
- Used to track student progress against targets and lead to action if necessary
- Annual examinations will be reported as a percentage and the paper average to put marks in context

### Assessment FOR Learning

This must provide students with information about how well they are doing and what they need to do to improve. The quality of teacher feedback is the key factor in determining the effectiveness of formative assessment. Assessment for learning should:

- Be central to classroom practice as part of effective planning of teaching and learning
- Include a variety of assessment related to the subject area
- Lead to an effective dialogue between student and teacher
- Focus on how students learn
- Develop learners' capacity for self-assessment so they can become reflective and self-managing by giving students guidance on how to improve and opportunities to do so
- Recognise the full range of achievements for all learners
- Emphasise progress, effort made and achievement against previous personal best ☑ Take into account the effect comments, marks and grades can have on students' emotional wellbeing, confidence and self-esteem
- Ensure students understand what they are being asked to learn and how they know they have been successful

## PROCEDURES

### Assessment for learning:

#### **1. Marking - The mechanics - what we do**

- 2. Feedback - What we say / write for students**
- 3. Reflection - How to ensure students interact with the feedback**

### **1. Marking**

- Mark in GREEN
- Include general advice
- Be positive
- Be constructive
- Identify specific mistakes / literacy / numeracy
- In Key Stage 4 reflect examination guidance / practice. In subjects where it is still applicable GCSE Controlled Assessment marking is for examiners benefit and reflects where students have hit a criteria
- Use CP - for class point - then go through in lesson
- Ensure marking is done regularly enough to facilitate progress by the students and enable you to report on ATL and progress
- Use electronic marking if effective in the appropriate situation

### **2. Feedback**

Regular feedback is crucial to enable the teacher to praise progress already made and to provide guidance so that the student can continue to move forward. Feedback should therefore be positive and give the next steps to promote progress against the skills that will be needed at GCSE. In Key Stage 3 marking should reflect the language and skills that need to be developed but should not be given as grades. Graded work may be appropriate at GCSE. Feedback should:

- Be personalised and differentiated
- Given as soon as possible for it to have an impact
- Encourages reflection
- Take the form of questions or tasks which require both reflection and response
- Challenge any misconceptions
- Refer to prior learning where appropriate

### **3. Reflection**

- Time must be set aside in the lesson or as homework for students to reflect on feedback. Students should actively engage with their feedback
- All students reflection should be in RED
- To encourage reflection a yellow box should be drawn/printed by the teacher for the reflection task to be completed in.
- Students must be encouraged to refer back to previous feedback on a regular basis
- When giving verbal feedback encourage students to write it down
- iPads are a valuable tool and should be used where appropriate

*See appendix A: Good Practice*

## Target Setting and Tracking

The school uses the targets provided by the Fischer Family Trust to set / negotiate targets. These include:

1. Individual student targets
2. Staff targets
3. Subject targets

Targets are shared with year 9 students at the Annual Personalised Planning Day in November and provide part of the baseline data issued to all staff in September.

Precise GCSE targets are agreed with Year 10 students in September of Year 10 and formalised at the Personalised Planning day

Data collection points are set on the school calendar and at each point students' progress is monitored by their tutor. HOH, SLT and HOD also monitor the data to look at the progress of the cohort/subject.

The ILP completed on the Personalised Planning Day is revisited in a 1:1 interview between tutor and student following the publication of the annual written report to discuss progress with individual students and devise an action plan if necessary. Data is also used to identify underachieving students who could benefit from mentoring and to celebrate success.

## Setting

Where setting takes place it is based on a combination of assessment data, targets and professional judgement

## Set Changes Procedure

1. Subject staff inform students of their sets for the following year during the penultimate week of term
2. Academic Areas review setting arrangements on a regular basis - any changes should be agreed 2 weeks before the end of each term and parents informed of the change by letter
3. It is good practice that students and parents are aware that a set change is likely in the future if students continue to perform at their current level - it should never come as a shock that a downward change is happening. This can happen through discussions with students, a phone call home or a letter
4. The SIMS administrator should be informed promptly of any set changes so SIMs can be updated

## Reporting

*See Appendix B: Reporting Calendar*

- One consultation evening will be held for each year group every academic year. The consultation evening forms the basis for a dialogue on progress between staff and parents / carers, students are encouraged to attend. GCSE grades should form part of the dialogue at these meetings from Year 9
- Personalised Planning Day will be held in the Autumn Term. Each student will meet with their tutor for a 15 minute interview on this day - parents / carers are also encouraged to attend. The focus of the meeting should be the setting of student targets and providing students with the opportunity to reflect on their own performance and set targets for improvement by the writing of individual action plans.
- A written report on each student will be issued annually (*Appendix C*)
- Attitude to Learning Grades based on a 6 point scale (*Appendix D*) form part of the written report and are also issued in the interim
- Progress is reported as being below, at, or above that expected and is reported alongside ATL in years 7 and 8
- Exam results are reported as a % alongside a grade where appropriate. The paper average is also reported to put a student's performance in context.

Deadlines for data collection and reports must be met for the system to run smoothly, these will be issued each academic year on the school calendar. The dates for consultation evenings and progress review day will also be published at the start of each year on the school calendar.

### Monitoring

Each academic area has an annual calendar, clearly identifying assessment deadlines and practice. As part of the HODs monitoring role and to ensure consistent practice across an academic area, the outcomes and impact of assessment within the academic area must be regularly scrutinised. A monitoring schedule is agreed with the relevant SLT Line Manager Findings will contribute to the school's self-evaluation process. Assessment will form part of discussions with SLT Line Managers. Assessment will also be monitored by SLT to ensure consistency across the school. Quality assurance procedures must be in place to ensure that common standards are applied and that agreed assessment practices are implemented consistently.

## **APPENDIX A**

### **Examples of Good Practice**

The following have been collated from the feedback provided by academic areas and should be thought of as a menu of options rather than a comprehensive list:

#### **4. Marking**

- Include general advice
- Be positive
- Be constructive
- Identify specific mistakes / literacy / numeracy
- In Key Stage 4 reflect examination guidance / practice. In subjects where it is still applicable GCSE Controlled Assessment marking is for examiners benefit and reflects where students have hit a criteria
- Include peer / self-assessment – this works best against a specific focus or criteria which is clear and accurate
- Use CP - for class point - then go through in lesson
- Ensure marking is done regularly enough to facilitate progress by the students and enable you to report on ATL and progress
- Electronic marking can be effective in the appropriate situation

#### **5. Feedback**

- Be personalised and differentiated
- Feedback should be given as soon as possible for it to have an impact
- Challenge any misconceptions
- Praise is used to support effort, but leave praise out of feedback about learning in line with mind-sets CPD
- Model answers and show on whiteboard / as paper copies for students to comment on. Make it clear what the success criteria are - have a mark scheme visible
- Refer to prior learning where appropriate
- Set a question based on errors in homework

#### **6. Reflection**

- Peer dialogue - get students to say what the teacher wants you to do next time and give advice on how this might be achieved
- When giving oral feedback to a student the student writes in red what the teacher is setting them to do next and the student writes it in exercise; book in margin e.g. explain / evaluate
- The student feeds back to the teacher what they understand and errors made
- Students must be encouraged to refer back to previous feedback on a regular basis
- Asking students to use a highlighter to highlight key words / phrases from feedback comments
- Asking students to add their feedback to a table at the back of their books to refer back to for future work
- Making comments on Post-it notes which students have to copy into their exercise books
- Asking the students to explain their feedback to their partner
- Asking selected students to choose the most important word from their feedback and write it on the whiteboard

- Asking students to write a response to their feedback
- When giving verbal feedback encourage students to write it down
- iPads are a valuable tool and should be used where appropriate





## APPENDIX C

### THE WRITTEN REPORT

The written Report comprises:

A subject report written by staff for all subjects which must contain:

- The Fischer Family Trust Target Grade for years 9,10,11
- The Attainment Grade for years 9, 10 and 11. This is defined as the grade the students are likely to get in their GCSE if they continue to work as they are doing at present.
- Progress grade for years 7 and 8 – these compare a student's progress to that required to reach their GCSE expected grade and is defined as Below, On or Above
- Attitude to Learning Grade – see Appendix D
- Subject Skills, are all graded ABCD - A excellent, B good, C room for improvement, D unsatisfactory
- Advice to Aid Improvement - This is perhaps the most important part of the report and should be a brief comment outlining what the student needs to do next in order to improve. Any guidance should be specific and focused

Tutors will be issued with a summary of the attainment, effort grade and comment in every subject for each of their tutees as soon as subject reports are submitted.

A personal profile written by the student in LIFE with support from tutors in tutor time. A student personal profile prompt sheet is available, this should include a reflection by the student on the content of the report following their 1:1 interview.

A pastoral page which contains comments by the tutor, HOH and Principal. The focus of the tutor comment should fit into 3 sections in line with the expectations of the school....work hard, play hard and make good choices. Attendance will be printed on the report – tutors should comment if it is identified as a problem

A parental reply slip

A certificate of attendance

The Admin Team will issue the reports to tutors to read with their tutees one week before they are published.

The Admin Team will provide tutors with the reports for distribution on the day identified on the calendar. If a student is absent on the day the report issued it must be returned to the Admin Team who will post the report to parents / carers.

Tutors are responsible for collecting in reply slips after reports have been issued and for responding appropriately to any comments made by parents requiring action. Significant concerns should be

shared with the relevant line manager. This must be completed within 7 days of receiving a reply slip - the response should be logged and placed on the student file.

## APPENDIX D

### A2L: Attitude to Learning

As part of the process of developing a stronger information flow to parents, we will be reporting, at fixed points during the year, on our students' Attitudes to Learning. These grades will be reported to parents without colour – the RAG rating is for internal use.

There will be 6 levels, colour-coded according to descriptors.

Red – levels 1, 2 means that students are not engaging with their learning and therefore not meeting expectations.

Amber – levels 3, 4 means that they are meeting expectations, but the focus will be on themselves rather than others.

Green – levels 5, 6 means their own approach is excellent, and they are also contributing to the progress of others.

Students do not have to meet every statement in each descriptor but staff should use a best fit model to assign grades

<b>Level</b>	<b>Description</b>
6	Expectations are usually exceeded. Seeks opportunities to extend learning beyond the classroom. Leads others in our learning community and enables them to make good progress.
5	Expectations are sometimes exceeded. Demonstrates genuine interest and readily contributes in lessons. Shows creativity and independence. Develops collaborative skills and endeavours to support others in their learning. Takes a reflective approach to feedback.
4	Expectations are met. A self-assured approach to learning. Demonstrates some initiative and will seek advice when needed. Actively participates in the learning opportunities provided. Listens to and considers others' views.
3	Expectations are met, but not always. With encouragement, tasks are completed. Able to work with others but often takes a passive approach to learning.
2	Has the potential to fulfil individual expectations but has an inconsistent approach to learning. Requires constant encouragement to stay focused on tasks. Behaviour can adversely affect a positive and safe learning environment.
1	Low commitment and regularly displays a negative approach to learning. Lacks self-discipline and respect for staff. Ignores instructions to moderate conduct. Persistent, wilful disruption leads to weak learning of self and/or others.