



# HALL GREEN SCHOOL

## ASSESSMENT POLICY October 2015

<b>Adopted:</b>	October 2015
<b>Next Review:</b>	October 2016
<b>Governing Committee:</b>	Senior Management Team
<b>Responsibility:</b>	Mr D Adams - Headteacher
	Ms G Sears - Deputy Headteacher
	Mr A Simson - Deputy Headteacher
	Mrs P Evans - Assistant Headteacher
	Mr M Hosfield - Assistant Headteacher

## FORMATIVE ASSESSMENT

**Assessment for learning** occurs continuously in the classroom. Assessment for learning strategies will use the results of analysis and evaluation to adapt teaching and learning to raise pupils' achievement.

*To support pupils' achievement, teachers should:*

- Share learning objectives and assessment criteria with pupils.
- Support pupils to recognise the standards to aim for.
- Provide prompt and regular feedback that informs pupils on how to improve their work.
- Believe that every pupil can improve in comparison with previous achievements.
- Involve pupils when reviewing and reflecting on performance and progress.
- Provide pupils with self and peer assessment opportunities to discover areas they need to improve.
- Recognise that both motivation and self esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

*Assessment for learning should be part of a teacher's effective planning of teaching and learning in their classroom. Teachers should:*

- Provide feedback that signals the strengths in a pupil's work and clearly communicates the steps to be taken to improve.
- Understand that not all work needs to be fully assessed. Departments should identify the key elements to be assessed related to the learning objectives.
- Plan how they will share the success criteria with their pupils, giving them a greater understanding of the criteria used to judge their work and to recognise the standards they are aiming for.

*Assessment for learning should focus on how students learn:*

- Teachers should plan their lessons with due consideration for the range of learners in their class.

*Assessment for learning should be recognised as central to classroom practice. Teachers should:*

- Periodically review their schemes of work to update assessment for learning, particularly following a period of reflection and evaluation on teaching and learning.
- Support pupils in their understanding of where they are in their learning and how to make progress. Whenever possible, the teacher should discuss with a pupil their personal targets in achieving their learning goal.
- Clearly communicate learning objectives each lesson so they may understand their learning goals and they should be reminded of them throughout the lesson. It is helpful to the pupils and teachers if these are clearly visible throughout the lesson.
- Ensure that feedback in the lesson is focussed on the learning objectives.
- Plan time, during the lesson and for the plenary, to reflect on the lesson and evaluate the progress made towards the learning objectives.

*Assessment for learning should be regarded as a key professional skill for teachers. Teachers should:*

- Aim to develop their skills in assessment for learning through continued professional development. Support for teachers can be requested from their line manager, or via the CPD co-ordinator.

*Assessment for learning should be sensitive and constructive because any assessment has an emotional impact. Teachers should:*

- Develop a classroom climate for assessment that instils confidence in the pupils. Pupils should be comfortable in knowing that mistakes are inevitable and are part of the learning process
- Ensure that feedback to pupils is as constructive as possible giving pointers to how they may improve.
- Aim for the dialogue in the lesson to be encouraging and engage pupils in a positive view of each others' efforts as they seek to improve.

*Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.*

*Teachers should:*

- Provide pupils with assessment criteria that are accessible by all pupils.
- Support pupils in seeing the clear links between the assessment criteria and the learning objectives.
- Help pupils to recognise the standards they are aiming for. Teachers may do this by modelling, using exemplar samples, discussions, role play etc. and explaining how it has met the criteria.

*Learners should receive constructive guidance about how to improve.*

*Teachers should:*

- Provide feedback on work that highlights a pupil's strengths, giving pupils an understanding of what they do well.
- Ensure that any weaknesses are dealt with constructively with clear guidance for the pupil on how to improve
- Plan time in the lesson for a pupil to reflect on their feedback.
- Provide opportunities for the pupil to improve upon their work.

*Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing. Teachers should:*

- Plan opportunities for pupils to self-assess their work.
- Train pupils in the necessary skills and knowledge to assess their own work.
- Plan time in the lesson for pupils to engage in self reflection and to decide on their next steps for improvement. Research has shown that ownership of their progress is more likely to lead to improvement.

*Assessment for learning should recognise the full range of achievements of all learners.  
Teachers should:*

- Create a culture in their classrooms where pupils feel all levels of achievement are recognised and valued.
- Provide each pupil with an appropriate level of challenge.
- Communicate to pupils an understanding of their expectations and support their pupils in understanding what to do to meet them.

**Procedures for Assessment for Learning (Reviewed October 2015)**

The quality of feedback to pupils

Feedback will normally be given to pupils via the **assessment for progress policy** – see attached document. However, in general formative marking of work, the following symbols may be used:

- T in a circle: target for improvement
- R in a circle: response needed
- V in a circle: detailed verbal feedback given.

The following literacy symbols should be used:

Marking symbol	Meaning
<b>Pres.</b>	<b>poor presentation</b>
<b>Sp.</b>	<b>Spelling error</b>
<b>p.</b>	<b>punctuation error</b>
<b>//</b>	<b>New paragraph</b>
<b>exp.</b>	<b>poor expression or phrasing</b>
<b>w.w.</b>	<b>wrong word chosen</b>
<b>w.t.</b>	<b>wrong tense</b>
<b>U</b>	<b>underline (titles / dates)</b>
<b>^</b>	<b>missing word</b>

*The communication of target levels and tracking/records:*

- Each pupil should have their target for their subject clearly communicated and visible to them and their teacher throughout the lesson.

- Pupils should have a record of the progress they have made from the start of the year pasted into their books or folders.

#### *Traffic lighting:*

- Traffic lighting should be used as another tool in feedback. Teachers may use any method that they find appropriate to indicate the traffic light colours.
- The following definitions for colours should be used

Green + = Above target  
Green = On target  
Orange = Working towards their target  
Red = Falling too far below target

- Ideally, teachers should mark positive comments in green pen and targets in red pen.

#### *Self and peer assessment:*

- Pupils should have the opportunity to self assess and peer assess work. Departments need to decide on the most appropriate times for this to occur and equip pupils with the skills and knowledge to make it a useful exercise.

#### *The frequency of assessment:*

- Pupils should, on average, receive feedback on their work, once every six lessons, including summative feedback at least once per half term.

### **Summative Assessment**

#### *Assessment of Learning:*

- Year 7 pupils are given a baseline assessment and assigned a threshold by the end of the Autumn term.(see appendix “**Assessing without levels**”)
- Their progress relative to the expectations of this threshold is then reported two more times that year and three times during year 8.
- In 2015-16, because of the changeover in systems, pupils in year 9 have a level-based target in some subjects and a GCSE grade target in others. Progress relative to this target is reported three times per year.
- Year 10 target grades are set in the autumn term.
- Calibrated projected grades are then reported on two occasions in year 10 with target review at the end of year 10.
- Calibrated projected grades are then reported on a total of four occasions in year 11.

- Intervention, for both key stages, is identified through department data reviews and learning conversations. (Refer to the school calendar).
- Subject teachers must complete at least one summative assessment in a half term. It is expected that this may be two/three summative assessments where the pupils are seen more often in a week.
- Further summative assessment will be dictated by the department's schemes of work and KS4 specifications.

## **Controlled Assessment**

Outlining Staff Responsibilities - GCSE Controlled Assessment.

### **Senior Leaders**

- Have overall responsibility for the conduct of controlled assessment in their line managed departments.
- Ensure safe and secure conduct of controlled assessments and that they comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Oversee the schedule of controlled assessments in their line managed departments.

### **Heads of Department**

- Decide on the awarding body and specification for GCSEs or other qualifications in their subject area.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supply to the exams office details of all unit codes for controlled assessments.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

## **Teaching Staff**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Liaise with the LINC Coordinator for any assistance required for the administration and management of access arrangements.

## **Exams Officer**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- Create, publish and update an internal appeals policy for controlled assessments.
- Ensure that access arrangements have been applied for.

**LINC Coordinator**

- Ensure, via the Exams Officer, that access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

## Appendix to Assessment Policy

### Key Stage 3 Grading Structure – Assessing Without Levels

At Hall Green we have spent significant time over the last 12 months developing a new grading system and this is detailed below. We have worked with other schools and used nationally funded research to inform our planning. Our new system indicates how well the pupils have understood a particular unit of work, based on their performance in a final assessment. This system has been developed with a view to developing pupils' skills, knowledge and understanding of the KS4 curriculum.

The system is based upon four Thresholds of expected performance, which are given below:

<p><b>Mastering:</b> A Mastering learner would be expected to achieve a Grade A* at GCSE level (Grades 9 or 8 in the new grading structure). This child will have demonstrated a comprehensive understanding of all concepts and skills in a unit of work. This will be seen in pupils books as M1 or M2 depending upon the pupil's level of attainment.</p>
<p><b>Securing:</b> A Secure learner would be expected to achieve a Grade A or B at GCSE level (Grades 7 or 6 in the new grading structure). This child will be able to grasp the main concepts and skills in a unit of work and can apply them to new contexts. This will be seen in pupils books as S1 or S2 depending upon the pupil's level of attainment.</p>
<p><b>Developing:</b> A Developing learner would be expected to achieve a Grade B or C at GCSE level (Grades 5 or 4 in the new grading structure). This child will be able to grasp most of the main concepts and skills in a unit of work. This will be seen in pupils books as D1 or D2 depending upon the pupil's level of attainment.</p>
<p><b>Entering:</b> An Entering learner would be expected to achieve a Grade D-G at GCSE level (Grades 3-1 in the new grading structure). This child will be able to grasp some of the main ideas and skills in a unit of work but other ideas may require development. This will be seen in pupils books as E1, E2 or E3 depending upon the pupil's level of attainment.</p>

In each subject there are clearly defined skills or knowledge within each Threshold and following an assessment, these will be used to assign a Threshold grading for each pupil.

### **How will Targets be set?**

Pupils will be expected to perform at an assessment grade which is consistent with their prior attainment band and Threshold Assessment. Pupils will still bring with them final attainment scores from primary school. These are currently: KS2 Reading Score, KS2 GPS (Grammar, Punctuation and Spelling Score) and KS2 Maths Score.

Pupils will be assessed during the first term of Year 7 and, following a review of their progress and taking into account their prior attainment scores, the teaching staff will place them into one of the Thresholds detailed above. This Threshold will indicate to staff, pupils and parents what the expected

outcomes at Key Stage 4 are for each pupil. Once a pupil is placed within a Threshold we would not expect them to be placed in a lower one as they move through the key stage. However, we would expect pupils to aspire to move up a Threshold through hard work and commitment to improvement.

### **Tracking within individual subjects**

Specific GCSE targets will not be given to pupils until Year 9. The aim of the work carried out in Years 7 & 8 will be to enable the pupils to demonstrate their ability to make expected progress through their baseline threshold. At the beginning of Year 9, staff will have sufficient knowledge of each pupil to set a more precise GCSE target. This target will then be based on the new GCSE grading scale of 1 to 9.

Pupils will find that assessments will gradually become more challenging as they move from year to year, so they are likely to continue to achieve within their Threshold. For example, a pupil may remain in 'Developing' throughout key stage 3, and be judged to be making expected progress. Their progress will be reported upon via regular 'progress returns' during the year.

Teaching staff for each subject will enter assessment data into subject spreadsheets and the data regarding progress for each pupil will then be imported into our data tracking system.

### **Reporting to Parents**

In line with our current system we would report 2 or 3 times a year whether pupils are 'making expected progress'. A more formal written report would follow a similar format to the current one, but would use the new assessment criteria for each subject, stating what the child can do and what needs to be done to move forward.

The terminology we will use is given below:

- Working below their threshold– 'Making less than expected progress'
- Working at the lower end of their threshold – 'Making expected progress'
- Working at the upper end of their threshold – 'Making good progress'
- Working above their threshold or at the top of Mastering – 'Making exceptional progress'

Much of this change is set by central government. At Hall Green School, we are using this as an opportunity to design a system that is informative to both pupils and families, and genuinely assists pupils in their learning.