



HALL GREEN SCHOOL

ASSESSMENT POLICY

Adopted:	26 April 2023
Next Review:	April 2025
Governing Committee:	Pastoral and Curriculum Committee
Responsibility:	Deputy Headteacher/Teaching and Learning

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 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 understand their learning goals and 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 other's 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

The quality of feedback to pupils

Feedback will normally be given to pupils via the **assessment for progress policy** – see appendix. 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
Sp.	Spelling error
p.	punctuation error
//	New paragraph
©	Capital letter

The communication of target levels and tracking/records:

- Each pupil should have their target for their subject clearly communicated and, if written down, then written **inside their book or folder** rather than on the front cover. When communicating targets to pupils, staff should remember that this is personal data pertaining to the pupils and should not be shared with others. It is good practice to inform pupils of their targets individually.
- Where departments provide a tracking sheet for pupils to record their progress through the year, pupils should stick the sheet on the **inside of their books or folders**.

Traffic lighting:

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

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.
- Self-assessment should be carried out in green pen, with SA marked in the margin.
- Peer-assessment should be carried out in green pen, with PA marked in the margin.

The frequency of assessment:

- Pupils should, on average, receive detailed teacher feedback using the Assessment for Progress strategy (GAP task) on their work, once every ten lessons.
- Pupils should receive summative feedback at least once per data review cycle (but with an expectation that subjects that see pupils more often per week should carry out summative assessment more frequently).
- Summative assessment at Key Stage 4 will be more frequent, and by Year 11 once per half term (with the exception of RE, where pupils only have three lessons per fortnight.)
- Heads of Departments and their line managers work together to agree their Departmental Policy which will be the most effective mix of formative and summative assessments for the subject area.

DRAP pupils

- When pupil progress is evaluated at a scheduled data review for each year group, a small number of pupils is identified in each class on the Data Review Action Plan (or DRAP) as needing regular support in class to complete their work to the best of their ability
- These pupils will be those making less progress than their peers and will be predominantly disadvantaged pupils.
- It is expected that teaching staff will monitor their work at some point during each lesson and write their initials to record this (unless it is inappropriate to the lesson, such as a test or in practical work).

Summative Assessment

Assessment of Learning:

- Year 7 pupils are given a GCSE target grade, based on KS2 performance and subject to the “RADY” uplift for disadvantaged pupils. (See policy on Monitoring Pupil Progress for details).
- Year 10 target grades are set in the autumn term for those subjects that are not taught at KS2.
- A professional prediction (of performance at the end of Year 11) is then reported twice per year for pupils in Years 7 to 10, as well as an end of year exam grade.

- Professional predictions are reported on a total of three occasions in Year 11.
- In Year 9 and above, the professionally predicted grades are subdivided into A, B and C (i.e. 7A, 7B, 7C).
- Pupils sit end of year exams in all subjects in the summer term, with mock exams in the autumn and spring terms for Year 11. Grades achieved are reported to parents in addition to professional predictions.
- Dates for the issuing of professional predictions are set out at key points in the year. Departments should build their schemes of work around these, with a minimum of one summative assessment per cycle, but an expectation that departments that see pupils more often in a week should carry out summative assessment more frequently.

Tracking within individual subjects

At each data return, a professional prediction is assigned by the class teacher, based on the evidence of moderated assessment. The Head of Department then scrutinises the professional prediction profile of the year group, looking for anomalies and checking that it compares realistically with a typical Year 11 final outcome. Anomalies are investigated and, if necessary, amended, before professional predictions are published to pupils and parents.

- Intervention, for both key stages, is identified through senior and department data reviews.

Reporting to Parents

In Year 7 and 8, Progress Statements are sent home to parents following each data return, while in Years 9, 10 and 11 Professional predictions are sent home. The results of formal end of year examinations and a formally written report on progress are also sent home once per year for each pupil.

Controlled Assessment

Outlining Staff Responsibilities - GCSE Controlled Assessment and Internal Assessment within Level 2 Vocational and Technical Awards.

Senior Leaders

- Have overall responsibility for the conduct of controlled or internal assessment in their line managed departments.
- Ensure safe and secure conduct of controlled or internal assessments and that they comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Oversee the schedule of controlled or internal 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 or internal 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 or internal assessments.
- On the few occasions where controlled or internal assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled or internal 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 or internal 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 Co-ordinator for any assistance required for the administration and management of access arrangements.

Exams Officer

- Enter students for individual units, whether assessed by controlled or internal 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 or internal assessments.
- Ensure that access arrangements have been applied for.

SENDCO

- Ensure that access arrangements have been applied for.
- Work with teaching staff to ensure that pupils' requirements for support staff, when being assessed, are met.

APPENDIX

Assessment for Progress Policy (Gap task)

Rationale

The best available research evidence suggests that one of the most powerful ways to help pupils to make more rapid progress is by giving quality feedback on their work. AFP gives a simple format for doing this, which includes a procedure, known as the “gap task” which enables pupils both to reflect on that feedback and to take first steps towards acting on it.

A simple guide to “Assessment for Progress”

Teachers should aim to give quality formative feedback on a piece of work on average one lesson in ten – it could be homework or classwork, either informal work or a formal assessment. Marking in between would be very “light touch” just to monitor completion and presentation of work. The theory is that it is better to devote time to giving detailed feedback, that will be acted upon, to a restricted number of pieces of work than to attempt to give less detailed feedback, that is less likely to be acted upon, to all pieces of work.

When pupils receive the work back, they work on a short “gap” or extension task in class. This might typically take 5 to 10 minutes.

Feedback is to be given by means of a marking stamp, which has the following wording:

- ***I am pleased that you have ...***
Praise based on what has been done well by the pupil. It should relate to the success criteria for the task or the learning outcomes of the lesson.
- ***You could improve your work by ...***
This statement may talk about a skill or an area of knowledge or understanding that the pupil needs to focus on.
- ***So now, your gap or extension task is ...***
This is a very specific task that the pupil can do straightaway, which will help them to reflect on and move forward in the area described above. (It does not necessarily mean correcting everything they got wrong but is enough to move them forward in one area.) If the success criteria have been met, it will be an extension task.

Pupils should complete the gap task in **green pen** and/or on **green paper**.

Typical gap tasks (depending on age, ability and subject) include:

- Correct some aspect of spelling, punctuation or grammar
- Write a short paragraph to explain ...
- Repeat a particular sum/problem
- Response question – what do you think about ...?
- Re-work your picture/product in a certain way ...

- Set yourself 2 more questions to research
- Write a short reflection on what you have learned from your mistakes in this task.

The aim of the gap task is to improve the piece of work by raising some aspect of it to a **higher standard**. Gap tasks should not normally be set to complete missing work. (Teachers should manage incomplete work in the normal way!)

The following ideas have been found to keep the process manageable in terms of teachers’ time

- Keep gap tasks short, well-defined and related to one specific task.
- Use peer assessment to monitor completion of the gap task.
- Only re-mark the work (e.g. to ensure accuracy) for those pupils who are below target or where you have specific concerns.
- Ask pupils to leave a full page for the gap task after a piece of work that will be assessed in this way (or do it on paper or at the back of the book) so that the gap task is not separated from the original piece of work.
- In many cases, the majority of pupils may make similar errors. A simple bank of numbered gap tasks (or areas for improvement) could be written on a power point slide (as the teacher is marking the books). The teacher could then write the number of the task in the pupils’ book. They then copy in the detail of the task and carry it out. This is referred to as “icon marking”.
- Some departments find it helpful to specify in the scheme of work which pieces of work should be marked with a gap task, so that the detailed feedback is deployed where it can be used most strategically. This also helps teams of teachers to reflect on what are the key skills, knowledge and understanding that are needed for pupils to make progress in their subject.
- As an extension to this, some departments have then produced sheets of targets and gap tasks which accompany each specific piece of work.
- A teacher may use the outcomes of a software-based assessment to inform the AFP statements and gap task.

General exclusions to Assessment for Progress policy

AFP is the expected model for formative assessment except for:

- Controlled assessment at KS4.
- Vocational assignments at KS4.
- Past exam papers (including mock exam papers). It is recognised that marking past papers is very time consuming. Whilst the AFP approach would be very beneficial, the extra time it takes to write the comments, may militate against pupils getting the rapid feedback that they need at a time of exam preparation. It may be more practical to mark the paper, return it as soon as possible and then go through the common weak areas with the class and set various group follow-up tasks in response.

Exclusions by subject (in addition to the above)

Subject	KS3	KS4
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Music	AFP only expected on half-termly written homework tasks (e.g. Year 7 Gamelan homework)	Majority of work is practical or controlled assessment and suitable feedback is given, but not in AFP format
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Green pen and paper policy

Pupils should use green pen for:

- Self-assessment
- Peer-assessment
- When they write a reflection on their work or progress

When a gap task or reflection task is printed on separate paper, it should be printed on green paper.

Teachers should not mark in green pen, or in the colour that the pupil has written in.