ASSESSMENT POLICY

1   Introduction

Enormous research has been undertaken in recent years into how assessment can improve future learning, rather than simply grade past achievement. Schools, of course, must concern themselves with both processes: assessment for learning (formative assessment) and assessment of what they have learnt (summative assessment). This policy document acknowledges the existence, and importance of both assessment types.

2   Assessment for Learning

Listed below are eight activities vital to the growth of genuine assessment for learning. Each is followed by several bullet points with exemplary activities: these are not meant to be exhaustive. It is only when all teachers and learning-centred associate staff practise these activities on a systematic basis that the policy will come to life, for the benefit of all our students.

1   Using Learning objectives with students

- Differentiate your learning objectives:
    ❖ Must, should & could using Bloom's Taxonomy
    ❖ Clearly explain and exemplify these with outcomes.
    ❖ Objectives should be learning -and not task-based

- Share learning objectives at the beginning and end of the lesson and refer back to them throughout the lesson ensuring that students are assessing their progress and that of their peers against them.

- Use these objectives as the basis for questioning and feedback throughout the lesson and during plenaries.

- Evaluate the feedback in relation to achievement of the learning objectives to inform the next stages of the planning.

- Assess progress against the objectives, for example through the use of hinge questions, exit passes, plenary questions, whole class response activities etc.

2   Helping students to know and recognise the standards they are aiming for

- Show students work that has met criteria (or not), with explanations of why.

- Give students clear success criteria then relate them to the learning objectives

- (WAGOLL – What A Good One Looks Like). For example, exemplify good writing on the board. Model the way an answer should be structured or demonstrate with the aid of another students how an activity should be undertaken.

- WABOLL- what a bad one looks like (similar to above)

- Ensure that there are clear, shared expectations about the presentation of the work (see appendix A).

- Provide displays of students' work, which shows work in progress as well as the finished product. Link this to levels or grades clearly identifying what takes the work to the next level.

3   Involving students in peer and self assessment

- Work with students to support them in identifying their own, and their peers', strengths and areas for development through the use of clear criteria. Develop the use of WWW (what went well) and EBI (even better if) through peer and self-assessment.

- Give students clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus.

- Assess student confidence in their learning using RAG, thumbs, fingers out of 5 etc

- Encourage students to work/discuss together, focusing upon how to improve.

- Ask students to explain the steps in their thinking: 'How did you get the answer?' Give time for students to reflect upon their learning.

- Identify with students the next steps in learning.

4   Providing feedback which leads to students recognising their next steps and how to take them

- Value oral as well as written feedback –ask students to write down the keys points that you have given them.

- Ensure that all feedback is constructive as well as positive, identifying what the student has done well, what needs to be done to improve, and how to do it. Use the What Went Well and Even Better If stampers, setting students questions

or ask for comments in order to develop an constructive dialogue between student and teacher.

- Plan time into lessons for students to read and respond to the written feedback (DIRT).

- When marking books always ensure you look back at key student responses and acknowledge what they have written.

- Identify the next steps for individuals and groups as appropriate.

5   Promoting confidence that every student can improve

- Identify small steps to enable students to see their progress, thus building confidence and self-esteem.

- Encourage students to explain their thinking and reasoning within a secure classroom ethos.

- Use classroom display to showcase progress.

- Use students work from the lesson to exemplify progress and demonstrate how to move on to the next level or stage.

6   Involving both teacher and student in reviewing and reflecting on assessment information

- Reflect with students on their work – for example, through a storyboard of steps taken during an investigation.

- Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer).

- Provide time for students to reflect upon what they have learned and understood and to identify where they still have difficulties.

- Adjust planning, evaluate effectiveness of task, resources, etc as a result of assessment.

- That discrete groups and sub-groups are identified and targeted for further support as far in advance as possible.

7   Involving parents in the formative assessment process

- Information and consciousness raising meetings, letters and phone calls.

- Make full use of student organisers.

- Use parents evenings to encourage partnership working.

- Contact parents for positives as well as negatives

- Directly, or through mentor/College Leader, praise progress and identify areas for necessary improvement.

- See the annual report and progress checks as part of an ongoing dialogue with each student's parents.

8   Networking information and best practice (for Leadership Team and subject leaders)

- Ensure all teachers have adequate, accessible information about prior, current and expected achievement.

- Provide opportunities for staff to see examples of best assessment practice on a regular basis.

    Students with special educational needs

- Some of our students with SEN come into year 7 below nationally expected standards already making slow progress. It is therefore essential that we measure their progress according to finer, more specific criteria so that we recognise and reward such small-step improvements.

- Progress for students who have EHCPs (Education, health and care plans) will be reviewed regularly.

- Students with literacy difficulties will be assessed and their progress monitored regularly.

9 Assessment to inform planning

- Alongside assessment for learning, assessment to inform planning is **arguably the most important reason to assess students' progress**
- All formative and summative assessment, including marking, tests, verbal feedback etc, should inform lesson planning, including:

- o Different starting points for different groups of students
- o 'Bell Work'/ active starts to lessons
- o What to teach from the scheme of learning or not
- o What to teach in more depth or to review with a lighter touch
- o What homeworks to set
- o Seating plans
- o Planning questioning

- Other ways to assess to inform planning:
  - o **Cold tasks**- no preparation assessment of students' understanding of a topic before they start. These can be self-assessed, peer marked, teacher marked. This is a teacher's starting point for planning for a new topic.
  - o **Mid**-**point assessments**- an assessment to review learning, identify any misconceptions and to help decide what needs reviewing or consolidating before moving on.
  - o **Hot tasks**- an assessment/ test that students are fully prepared for, to demonstrate progress at the end of topic. There should always be follow up to hot tasks if misconceptions are still evident.

Progress Checks and Reports

In Key stage 3 progress checks will take place every half term to ensure that students are on target and identify students who are in need of support through intervention. The data will be collected from the Progress Checks and Reports using the SIMs/ PARS system to form part of the student tracking system.

All progress check and report levels and grades should be based on a recent summative assessment in conjunction with the teacher's on-going assessment of their homework and classwork.

All staff need to ensure that for Progress Checks and Reports:

Achievement Grade

Identify grades using a three point scale. This should be the grade they **are currently working at**, not the predicted grade.

B+   Performing at a **High** grade B
B   Performing **at** grade B
B-   Performing at a **Low** grade B

GCSE
A*   A+   B+   C+   D+   E+   F+   G+   Establishing

A*-	A	B	C	D	E	F	G	Developing
	A-	B-	C-	D-	E-	F-	G-	Emerging

During the academic year 2017-18 grades will move towards the new GCSE number system.

		7+	6+	5-	3++	3-	2	1+	Establishing
	8+	7	6-	4+	3+	2++	2-	1	Developing
9	8-	7-	5+	4-	3	2+	1++	1-	Emerging

Attitude to Learning Grade – using a six-point scale

Six Point Scale

6   Excellent
Attitude to learning has been excellent. Quality and presentation of classwork and homework are of a very high standard and are <u>always</u> complete. Student is <u>always</u> able to listen and follow instructions. The student is well aware of what constitutes excellent work and regularly meets this standard.

5   Very good
Attitude to learning has been very good. Quality and presentation of classwork and homework are of a high standard and are mostly complete. Student is able to listen and follow instructions. The student is well aware of what constitutes very good work and often meets this standard.

4   Good
Attitude to learning has been good. Quality and presentation of classwork and homework are of a good standard and are mostly complete. Student is able to listen and follow instructions. The student is well aware of what constitutes good work and sometimes meets this standard.

3   Satisfactory
Attitude to learning has been satisfactory. Quality and presentation of classwork and homework are acceptable but sometimes of a standard below expectations. Student is able to listen and follow instructions but occasionally does not carry this out. The student has some idea of what constitutes good work, but may often settle for less.

2   Unsatisfactory/Concern
Attitude to learning has been consistently below expectations. Quality and presentation of classwork and homework are mostly of a standard below acceptable expectations and sometimes are not attempted. Student has

difficulty with listening and following instructions. The student may be aware of what constitutes satisfactory work, but is rarely motivated to achieve this standard.

1   Poor/Concern

Attitude to learning has always been below expectations. Classwork and homework are usually incomplete or not even attempted. Student cannot listen to or follow instructions. The student exhibits no regard for, or interest in reaching a satisfactory standard of performance.

None of these grades should be a surprise to parents. If teachers do have concerns about a student's attitude, effort or progress, parents should be made aware immediately.

ASSESSMENT POLICY

Written by S.Megeney   June 2013
Reviewed by R Plester for FP2:   June 2015, 17
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Approved by Governors:

Signed: Signed:

Headteacher   Chair of Governors

Date: 8 November 2017   Date: 8 November 2017

Expectations for written work at Finham Park 2
Taking Pride in ALL that you do

- ✓ Write a title for your learning (underline it with a ruler!)
- ✓ Write the date
- ✓ Always write neatly in blue or black pen
- ✓ Mark your own work in GREEN
- ✓ Draw diagrams & graphs using a sharp pencil
- ✓ When drawing straight lines use a ruler
- ✓ Draw tables using a pencil and a ruler
- ✓ For homework write 'HOMEWORK' at the top (and write the date)
- ✓ ALWAYS answer in full sentences
- ✓ No doodling in books/ planners or on the cover
- ✓ Use every page- don't waste space!
- ✓ If you make a mistake use a <u>single line</u> to cross it out
- ✓ ALL work must be your BEST!!- be prepared to repeat it if it isn't!!