



# Assessment Policy

## Aim

The aim of this policy is to ensure a consistency of approach to assessment within Samuel Whitbread Academy (SWA). This document will offer guidelines and procedures to ensure that Assessment for Learning is at the heart of all that we do. By maximising the rate of learning in our classrooms we will in turn maximise the life chances of all of our students.

## Definition of terms

### Assessment

In this policy, the term 'Assessment' is based on the Black & William definition:

"Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged."

Black & William, Inside the Black Box, 1998

### Assessment of Learning (AoL) -Summative assessment

AoL is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and achievement).

### Assessment for Learning (AfL) - Formative assessment

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment Reform Group, 2002

There are five key strategies of AfL at SWA:

- Clarifying, understanding, and sharing learning intentions
  - Learning outcomes and success criteria
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
  - Interactive whole-class teaching and questioning
- Providing feedback that moves learners forward
  - Verbal and written feedback
- Activating students as learning resources for one another
  - collaborative learning, reciprocal teaching, peer-assessment
- Activating students as owners of their own learning
  - metacognition, motivation, attribution, self-assessment

....and one big idea:

To use evidence about learning to adapt teaching and learning to meet the students' needs.

## **Purpose of Assessment**

### Short cycle – Day to day/within and between lessons

- To allow teachers to systematically and effectively check students' understanding throughout lessons
- To use this evidence about learning to adapt teaching and learning to meet the students' needs
- To enhance and increase the rate of students' engagement and achievement.
- To raise students' self-esteem and motivation
- To involve students in their own learning and assessment and to help them to know what the next steps are

### Medium Cycle – One to four weeks/within and between teaching units

- To allow teachers and students to evaluate the current level of attainment (where they are at) and plan next steps for learning – at an individual, group, department and whole school level (this includes assessing students' readiness for future learning and identifying the particular help that individuals and groups of students need)
- To assess the effectiveness and appropriateness of teaching and learning styles

### Long Cycle – Four weeks to a year/across units/terms

- To provide a record of attainment in order to track student progress
- To provide a statement of current attainment for student, teacher, parent, governors and outside agencies
- To provide information for individual, group, department and whole school targets
- To fulfil statutory requirements
- To contribute to the evaluation of the curriculum

## Key Processes of Formative Assessment

- Establishing where the learners are in their learning
- Establishing where they are going
- Working out how they get there

## Participants

- Teachers
- Peers
- Learners

### Interaction between processes and participants

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

## Assessment in Practice

- a) Planning, teaching, feedback and marking
- b) Monitoring and supporting progress
- c) Communicating with parents and others (reporting)
- d) Managing assessment
- e) Monitoring, evaluating and reviewing this policy

### **a) Planning, teaching, feedback and marking**

#### **Planning**

- **It is a requirement that schemes of learning be planned** for all subjects and written to take into account the most recent subject specifications, Key Stage 4/5 grade criteria and assessment objectives (AO's)
- Schemes of learning should be treated as **live** documents and time should be given to review what went well and to update on a regular basis.
- All Schemes of learning should contain a **variety of assessment** opportunities that are linked to a specific learning outcome or an assessment objective.
- Medium-term planning and day-to-day-planning should be guided by the key questions:
  - What do I want students to learn by the end of the unit/lesson?
  - How do I (and the students) know if they've learned it?
- Lesson planning should be led by learning outcomes rather than activities.
- Learning outcomes should be derived from the specification's assessment objectives to ensure all higher order skills are delivered.
- The Learning Ladders and Bloom's Taxonomy are useful tools to explain assessment objectives. (see appendix A)

#### **Teaching**

Teachers have high expectations of all learners and teaching is supported by clear outcomes, success criteria, and by methods that involve students actively and give them some responsibility for how they learn.

- Learning outcomes are clearly stated during each lesson (Where appropriate, they should be written and displayed to students, they may be written down by students to provide a learning log or may be used as the title for written work).
- Learning outcomes are written in terms of what students will be able to do by the end of the lesson as a result of the learning that has taken place.

- Learning outcomes are linked to explicit success criteria and should form the basis of marking, student feedback and review sessions (inc. plenaries).
- Learning outcomes are located in 'The Big Picture' – i.e. how the lesson links to wider skills' development, where the lesson fits into a whole unit of work, how the lesson contributes to overall progress.
- Students sometimes choose how they are assessed – this encourages student responsibility for managing their own learning and makes assessment visible to them as an integral part of the learning process.
- A wide range of formative assessment techniques is used during the lesson to ensure evaluation of learning and adaptation of teaching to meet the students' needs.
- Levels of attainment, assessment objectives, grade criteria and exam specifications are explained to students.
- Effective use is made of exam specifications and assessment objectives to demonstrate to students what they need to do to progress in their learning and attain higher standards of achievement. This can be linked to a general Learning Ladder, but is more effective if the Ladder is adapted to suit individual subject assessment objectives. (see appendix A)
- Exemplar material is used with students to highlight the exam grade standards for which they are aiming.

### **Feedback and Marking**

- Each department should agree and publish a comprehensive assessment schedule for each year group which identifies key assessments, both formative and summative, and includes homework opportunities.
- Students will receive regular What Went Well (WWW) and Even Better If (EBI) feedback. This is to be linked specifically to the success criteria, learning outcome and what is required in exams whether being assessed by the student, peer-partner or teacher. This feedback will enable students to recognise their next steps in learning and how to take them.
- Marking should always refer back to learning outcomes and to the related key assessment or success criteria and the students will be made aware of the success criteria before the assessment is completed.
- Students will be given time for My Response Is (MRI) and they will respond to the teacher's feedback.
- Students will be supported by the effective use of language for feedback so they can respond.
- Students will be given opportunities for peer and self-assessment in each subject and will need training, by teachers, in how to self and peer assess.

- To ensure consistency, teachers will give feedback in red pen and students will peer/self-assess in green pen.
- Quality and consistency of marking is monitored within departments, by Heads of Department and Subject Leaders, with Heads of Department conducting a scrutiny of work across all year groups at least twice a Year. These outcomes will be shared with the Senior Leadership Team (SLT) and all staff
- SLT will conduct a cross-curricular scrutiny of work across all year groups at least once a year. Findings and points for action should be discussed at SLT and with Heads of Departments and outcomes shared with all staff.

#### **b) Monitoring and Supporting Progress**

- SLT are responsible for monitoring assessment practices and the use of data across the school. Heads of Department are scheduled to regularly reflect on the progress students make in their subject area. Individual teachers are responsible for reflecting on the data available and are set challenging targets for themselves and all of their students.
- The Vice Principal – Data, assessment and exams is responsible for ensuring that all relevant data is available to staff and administrative support will be provided to help collect and produce this data.
- The Data and Exams Manager is responsible for analysing data and reporting back to the Vice Principal.
- The Vice Principal will report back to whole-staff, SLT, governors, parents and individual members of staff after every assessment cycle.
- **Heads of Department are responsible for devising an assessment schedule pertinent to their own curriculum area based on this document.** The assessment schedule should ensure that assessment activities covering different learning styles and abilities are included in that schedule. It should also ensure that appropriate levels of challenge are planned in for all students.
- Heads of Department and Senior Links are responsible for monitoring the implementation and review of the assessment policy and procedures within their own curriculum area.
- Heads of Department and subject leaders are responsible for analysing the data provided to them and implementing interventions that ensure all students' needs are met.
- Heads of Year will guide form tutors in using assessment data to review student performance across subjects during registration. This should be designed to be diagnostic. It should ensure that students who need support are identified and that intervention programmes are designed to meet their individual needs. Increasingly, students should be involved in the review process and should reflect on the data with their teachers.

**c) Communicating with parents/others (reporting)**

A strong partnership with parents and carers, based on frequent, regular, personalised and pertinent communication, helps the students to achieve their best.

Below is a summary of interim and end of year reports that are sent home. Progress Review Evenings (PRE) are also included.

	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term	Baseline grade in Eng & Maths ATL (All) <b>Tutor PRE</b>	Predicted Grade 1 / ATL	Predicted Grade 4 / ATL <b>Tutor PRE</b>	Predicted Grade 1 / ATL	Predicted Grade 4 / ATL <b>Subject PRE</b>
Spring Term	Subject suitability report & current grade in E/M/Sci /MFL/ Geo / His & ATL(All)	Predicted Grade 2 / ATL <b>Subject PRE</b>	Subject & tutor report Final Predicted Grade 5 / ATL <b>Subject PRE</b>	Subject & tutor report Predicted Grade 2 / ATL <b>Subject PRE</b>	Subject & tutor report Final Predicted Grade 5 / ATL
Summer Term	Current grade E/M/Sci/ MFL/Ge/ His ATL Tutor report <b>Subject PRE</b>	Subject report Predicted grade 3 / ATL		Final Predicted grade 3	

Predicted Grade - This is the grade that the subject teacher thinks a student will achieve at the **end** of the course given their current effort and progress. This grade is based on work completed this academic year to date including formative and summative assessments, class work, coursework, homework, and practical projects which have been graded according to the Key Stage 4/5 criteria.

Statutory reporting information is provided to parents:

- Both interim and end of year reports to parents include a flight path of progression. (see appendix B)
- Year 9 includes End of Year 9 target and Key Stage 4 FFT20 target.
- Year 10 and Year 11 include an FFT20 target grade for each subject
- Year 12 and Year 13 include an ALPS target grade for each subject
- Written reports will include a formative comment that includes what has gone well and what the student needs to do to improve.

## **d) Managing Assessment**

Assessment is the key to improving the curriculum, learning, and teaching and should be inclusive.

- Assessment is the joint responsibility of all students, all individual teachers, year teams, Heads of Department and SLT.
- Communication and sharing good practice between staff is vital to developing assessment for learning across the school and ensuring consistency of approach.
- It is the responsibility of all teachers to ensure that assessment is an integral part of the teaching and learning experience at all levels – from planning through to delivery and evaluation. They should use the information and data available to them to inform student learning. They should keep abreast of the latest developments in assessment and follow the guidelines set out in the academy assessment policy. Where identified, either at a personal level as part of performance management or at a whole-school level, training will be provided in order to ensure good assessment practice and uniformity across the school.
- Each subject teacher is responsible for accessing, using, monitoring and updating assessment data for their teaching groups.
- Each subject teacher is responsible for ensuring that all lessons deliver the agreed schemes of learning and that the most relevant assessments identified in that scheme of learning are completed.
- Records of individual student progress should be simple, relevant and useful, providing information for future planning. They should be available to support judgments made – particularly when reporting to parents.
- All reports and comments about student attainment should be supported by evidence and should not be a surprise to students.
- Assessment practices should be communicated and shared with students – displays, reference materials, checklists etc. should be used to support students in becoming competent at assessing their own and others' performance and level of attainment.

## **e) Monitoring and Evaluating**

Monitoring and evaluating the Assessment Policy will be carried out at several levels.

- Senior Leadership Team
- Heads of Department & subject leaders
- Governors.

### **Implementation and Review**



This policy will be circulated to all Academy staff and published on the Academy websites for parent/carer information. The policy will be reviewed two yearly.

### **Author and Date**

Vice Principal - Curriculum, Operations, Data, Assessment & Exams (IAB) – April 2018



## Appendix A – General Learning Ladder

	<h1>The Learning Ladder</h1>	
<p>These are the skills that you will need to develop in your lessons in order to achieve ..</p>		
<p>Grade 8/9</p>	<p><b>Evaluate</b> (judge the use / accuracy) (compare these two methods.....)</p>	
<p>Grade 7</p>	<p><b>Synthesise</b> (put ideas together) (what would happen if .....?)</p>	
<p>Grade 6</p>	<p><b>Analyse</b> (make sense of information) (explain the pattern in this data...)</p>	
<p>Grade 4/5</p>	<p><b>Apply</b> (solve unfamiliar problems) (predict what will happen next...)</p>	
<p>Grade 3</p>	<p><b>Explain</b> (use facts to answer questions) (rephrase this information...)</p>	
<p>Grade 2</p>	<p><b>Remember</b> (learn facts) (list the factors that affect...)</p>	



## Appendix B – interim report

Name:		Tutor Group:			Date:		
Subject	Target Grade	Predicted Grade 1 October 16	Predicted Grade 2 February 17	Predicted Grade 3 June 17	Predicted Grade 4 October 17	Predicted Grade 5 February 18	Attitude to Learning
English Language	7						
English Literature	7						
History	6						
Computer Science	6						
Mathematics	8						
Philosophy & Ethics	7						
Physical Education	7						
Science Core	7						
Science Additional	7						

Target Grade	This has been generated from the Fischer Family Trust data and is an estimate that is based on the upper quintile progression, which is the progress made by the top 20% of the students nationally. It therefore represents an <b>aspirational target</b> and represents what ..... could achieve by the end of Year 11.	
Predicted Grade	Is the grade that the subject teacher thinks ..... will achieve at the <b>end</b> of Year 11 given their current effort and progress. This grade is based on work completed this academic year to date including assessments, class work, coursework, homework, and practical projects etc, which have been graded according to the Key Stage 4 criteria.	
Attitude to learning	Excellent	Go above and beyond what is expected. Introduce new ideas to classroom discussion; ask when they need help clarifying or understanding. Show a commitment to achieving to the best of their ability and always act on the feedback that is given to them.
	Good	Demonstrate good effort and thought and they are a regular contributor in class. They want to achieve to the best of their ability and aren't afraid to ask for help. Act on feedback given to them.
	Requires Improvement	Will contribute in class occasionally and usually need to be asked. Class work shows that they usually complete the work set and they sometimes act on the feedback that is given to them.
	Limiting	Engagement in class is often limited and they are easily distracted from the work set. They show little or no enthusiasm for achieving to the best of their ability and can be dismissive when help is offered.