



# Assessment Policy

## MISSION STATEMENT

At St Anne's we aim to meet people where they are on their faith journey and accompany and guide them on their way to achieving their full potential. We strive to create a Catholic community which shares common beliefs and where, following Christ's example, we recognise the unique and equal value of each member. Our commitment to each person's growth is reflected in the quality of our school's provision which seeks to maintain the highest possible standards of achievement and outcomes for students post 16.

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Signed:	(Chair of Governors)





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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent approach to the way in which students receive feedback, which enables them to feel valued and to effectively reflect, improve and progress their learning so that they reach their full potential.
- To offer a cohesive approach to assessment which provides students, teachers and parents with timely and appropriate performance indicators through formative and summative assessment.
- Ensure teacher workload is manageable.

## 2. Principles of assessment

Assessment is an integral part of teaching and learning. It helps to provide a picture of a student's progress and achievements and their next steps in learning. Effective marking leads to better progression. Assessment needs to promote student engagement and ensure appropriate support so that all can achieve their aspirational goals and maximize their potential. Feedback is integral to learning and progression and should be both written and verbal. The two types of feedback, formative and summative, are of equal importance and should be equally valued. The aim of feedback is to improve the standard of student work, and by the targeted use of verbal and written feedback in a continuous and formative process, students will make better learning gains.

## 3. Target setting

### KS3

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

In KS3, a learning pathway is determined for each pupil in each subject using prior attainment in KS2 (scaled scores) as follows:

KS2 Point Score	Learning Log Pathway	GCSE Destination Target Grade
80 – 92	Emerging	1 – 3+
93 – 101	Developing	4+
102 – 105	Securing	5+
106 – 109	Mastering	6+
110 – 120	Excelling	7 - 9



Subject	KS2 Scaled Score used to allocate pathway		
	Maths	English	Average
Maths	/		
English		/	
Science			/
RS		/	
History		/	
Geography			/
MFL*			/
ICT	/		
Art, Drama, Music, PE, Technology			/

Students and parents will know which skills and knowledge are required for each KS3 topic as subject specific Learning Logs will be visible in exercise books and on the website.

#### KS4

In KS4 FFT Aspire is used to set a target grade for each subject. The target grades reflect how secure this grade is likely to be using a +/- system, e.g. the target could be 5-, 5 or 5+. The target grade increases by one whole grade each year from Year 9 to Year 11.

A pupil's target can be changed but this will be decided by the Head of Department in consultation with the relevant member of the leadership team.

Target grades for each subject should be visible on the inside the front cover of all exercise books.

## 4. Assessment approaches

At St Anne's we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Pupils will be aware of their current progress and will be able to articulate how to improve. Teachers will use assessment and pupil work to set challenging and appropriate targets for pupils. Teachers will use assessment and pupil work to inform teacher planning and monitoring.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 4.1 In-school formative and summative assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Effective in-school **formative assessment** enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons



- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve. Opportunities to work on those areas of development will be provided.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

#### **Frequency of formative assessments:**

##### **KS3**

- All students should have two pieces of work that are formatively assessed every 6-7 weeks for Core subjects and one piece for non-core subjects, the marking of these pieces is completed using whole class feedback sheets.

##### **KS4**

- All students should have two pieces of work that are formatively assessed every 6-7 weeks in all subjects. The marking of these pieces is completed using whole class feedback sheets.

Summative assessment is used to evaluate student learning, skill acquisition, and academic achievement at the end of a defined period - typically at the end of a scheme of work, learning topic, project or school year. Summative assessments are used to determine whether students have learned what they were expected to learn. Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic but when done in conjunction with a whole class feedback sheet will also help drive improvement.

Effective in-school **summative assessment** enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

#### **Frequency of formative assessments:**

All students in both key stages complete a summative assessment at least twice per year in every subject, as per the school assessment calendar, these are also marked using the whole class feedback sheets. Examples of summative assessments are end-of-topic or end-of-year exams, exam-based essay question, practical skill assessments and extended writing tasks. Summative assessments are standardized in departments using student samples across the ability range using e.g. blind marking.



### Frequency of summative assessments:

- All pupils will complete at least two summative assessments as per the school calendar in each academic year.

In KS3 assessments are based on the programmes of study (the knowledge and skills required) outlined in the Learning Logs for each topic/unit. Assessment in KS4 is based on the relevant subject qualification syllabus/specification.

### Marking procedure

All written marking of written work is completed in green pen.

### Presentation Rules

- All written work should be done in black; dates and titles should be underlined using a ruler; diagrams should be completed in pencil; there should be no graffiti
- Teachers and pupils should ensure there are minimal loose sheets and that all work is glued into books when completed
- All books should have a literacy marking guideline sheet stuck on the front

### Marking for Literacy

- All formative and summative assessments must be marked for literacy using the whole school literacy marking code.
- These pieces of work must be marked using the code and all errors identified.
- For SEN and very low ability students, teachers may use their professional judgement so rather than correcting every single error, teachers may wish to limit corrections to 5-8 depending on the types of errors that students are making
- For SEN and very low ability students teachers may write out the correct spelling of the word for students to copy out to avoid them writing the spellings out inaccurately
- Middle and Higher ability students should be given the opportunity to use dictionaries to correct the spellings

### Actions following Literacy marking

- Students respond to marking by correcting all literacy errors in purple pen.
- Teachers are to use these codes when marking literacy. Departments can include additional others if it is to the benefit of the student's understanding of the common errors in that subject.

CODE	MEANING	ACTION
SP	There is a spelling error on this line.	Please re-write the word with the correct spelling and define it.
G	There is a grammatical error on this line.	Identify the error and re-write the sentence so that it is grammatically correct.
P	There is a punctuation error on this line.	Please insert the correct punctuation. Aa ! "" ( ) : ; ' ? , .
WW	You have used a	Please correct your error and explain why



	word incorrectly.	your initial choice was incorrect.
??	Your expression is unclear.	Please re-write the sentence considering how you can make your point clearer.

### Whole Class Feedback Sheet (WCFS) Marking - See example in Appendix A

All formative and summative assessments should be marked using **whole class feedback sheets**. The aim is to reduce the time spent writing extended, repeated comments in pupils' book to enable more teacher time to be spent on the planning and resourcing of feedback lessons.

The process:

1. Every pupil's work is read and marked for literacy
2. Comments may be added in the margin to provoke thinking e.g. 'How?' 'Explain why you thought this?' 'Develop this analysis' etc. where appropriate
3. Teachers mark the first 3-5 pieces of work from a class set initially and begin to identify common strengths/WWW ('What went well') and misconceptions/errors/EBI ('Even better if...') in the class's work. Teachers will devise a numerical key for the common strengths and areas of development.
4. Teachers complete one departmental feedback sheet electronically for each assessment while they are marking the work and each of the numerically coded areas of development in the key is explained on this sheet
5. The number(s) of the relevant areas of development identified for each student is/are noted in each student's books

NB

- Teachers may also keep a private note of students who need intervention following this
- No detailed written comments are required in individual books unless the teacher feels it is absolutely necessary
- The same WCFS is printed on coloured paper and all students stick one into their books at the start of the feedback lesson.
- Each department has a specific coloured WCFS, which should be adhered to by all members of the team.
- The content and structure of WCFS sheets will vary from one department to another.

### Feedback lesson following formative and summative assessment marking using WCFS:

1. The WCFS sheet for each assessment is glued into all books
2. Students are then given a task relevant to their areas of development to complete in order to improve relevant knowledge and skills. (See example of WCFS)
3. Teachers write up one or two pieces showing 'what a good one looks like' (WAGOLL) depending on the ability range of the class
4. If teachers have good examples of WAGOLLs from the members of class these may be distributed instead. Teacher WAGOLLs can be shared in departments



5. The WAGOLL is glued in to each student's book alongside the WCFS
6. Teachers plan and deliver a lesson in which they have thoughtfully considered how misconceptions will be addressed and retaught
7. Teachers start the feedback lesson by celebrating the students who did well (R points, post-cards etc.) – students specific strengths/WWW can be highlighted on the WCFS using first names
8. Teachers go through the feedback sheet with the class
9. Teachers deconstruct the WAGOLLS with the class or provide them with a checklist to do this independently. The modelling at this stage is crucial for improvements to be made.
10. The class spend some time correcting SPAG errors with purple pens
11. The class spend some time reading through any annotations that their teachers may have made and answering any questions that their teachers may have asked
12. Students read through the WAGOLLS, paying particular attention to the part that they need to improve on the most
13. Students will know what they need to do to improve and how to improve because teachers will have written the corresponding code in their books and through the use of WAGOLLS will have modelled how to improve
14. Students spend lesson time re-drafting or completing a new piece of work in which they can demonstrate progress using purple pens. This could also be completed for homework.
15. The next time teachers mark their books they will read students' responses and circle one of the boxes at the bottom of the sheet (excellent/good/inconsistent/poor, etc.)

### **KS3 Learning logs**

- Once teachers have completed the feedback sheets for formative and summative assessments, they should highlight relevant criteria on the learning logs to show which skills students can demonstrate.

### **Art & Design Department**

The frequency of formative and summative assessment is consistent with all other departments but there are variations in marking:

- Students receive feedback by physically being shown how to develop, modify, improve and refine their work as well as receiving verbal feedback which is on going as work progresses.
- Additionally, work is stamped and targets for strengths and areas of improvement identified by a numbering system, which relate to stickers on the students' desks.

Stickers on the desks

Showing: strengths (WWW) and areas of improvement (EBI)

1. Composition; layout; design
2. Observational skills- accuracy, size, shape, scale, proportion, symmetry
3. Use of detail
4. Tonal shading- contrasts
5. Graduated shading- blending
6. Colour mixing



7. Development of design ideas- review, modify and refine your work
8. Research skills; investigations
9. Neatness; organisation; presentation
10. Resilience- effort, keeping on task

### **Working together for excellence!**

- Pupils will write down in purple pen their strengths and areas for development.
- Pupils will also from time to time be involved in self and peer assessment, where they will identify strengths and areas for development based upon the learning objectives in the lesson. They will use EBI and WWW.

Some lessons at KS4 will be devoted to critically analysing the work of their own and others, assessing against the success criteria and then identifying key skills and analysing methods to improve work.

### **Effort grades for all departments**

The formative and summative assessments as described in this policy should also include an effort grade using the following coding:

1. Outstanding
2. Good
3. Requires improvement
4. Inadequate

### **4.2 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4. Initial results are available to students in school usually on the penultimate Thursday in August.

### **5. Collecting and using data**

Assessment data will be collected at least once every term for every student in every subject in all year groups as per the school assessment calendar and shared with pupils and parents/carers. For each year group, three grades will be collected, two assessment grades per year, based on whole school calendared summative assessments and one 'working at grade' (WAG) one term, based on in-class formative assessments, homework pieces, etc. Attitude to learning will also be collected at each of these points using the codes:



1. Outstanding
2. Good
3. Requires improvement
4. Inadequate

Classroom teachers will enter termly grades and attitude to learning onto the School Information Management System (SIMs). From there class teacher, Heads of Department, Heads of Key Stage and SLT, imports it to the Service for Improved Schools' Results Analysis (SISRA) system for analysis. An additional 'predicted grade' is collected in the spring term of Year 11 in advance of the Public Examinations. Classroom Teacher, Heads of Department, Heads of Key Stage and SLT use the analyses of collected data to identify students who are working below target to enable suitable interventions to be put in place.

Additional data entry for particular cohorts of students may be requested where necessary, e.g. to track progress more often than once per term.

## **6. Reporting to parents**

Parents will receive a progress report three times per year for all students as per the assessment calendar. The following information will be shared in each progress report:

- A target learning pathway in Y7&8 or a GCSE target grade for Y9, 10 & 11 for each subject
- An assessment grade twice per year and 'working at grade' (WAG) once per year as per assessment calendar for each subject; for KS3 this will be the learning pathway the student is working at, for KS4 this will be a GCSE grade with fine grading, which further breaks down the grade into 3 categories +, =, -; where + is the highest end of the grade, = is in the middle and – means towards the lower end of the grade.
- Attitude to learning for each subject
- Attendance and punctuality
- Rewards and behaviour points

Parents will also have the opportunity once per year to meet with subject teachers at a parents' evening to discuss.

## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and consider this alongside the nature of pupils' learning difficulties.



## **8. Roles and responsibilities**

### **8.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **8.2 Head teacher**

The head teacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **8.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## **9. Monitoring**

The Deputy Head teacher will review this policy annually. At every review, the policy will be shared with the governing board. All members of the teaching staff are expected to read and follow this policy. The senior leadership team is responsible for ensuring that the policy is followed. The Head of Teaching and Learning will monitor the effectiveness of assessment practices across the school, through learning walks, learning observations, scrutiny of written work and pupil voice.

## **10. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Teaching and learning policy
- Examination contingency plan



## Appendix A

St Anne's English Department: WHOLE CLASS FEEDBACK GCSE LANGUAGE PAPER 2			
QUESTION 5			
<b>Class strengths</b>			
Maddie- very effective opening Emma- excellent links between paragraphs Diana- sophisticated style Will- creative and original with excellent vocabulary			
<b>Strengths/What went well(WWW):</b>			
<ul style="list-style-type: none"> <li>A) Effective use of Rhetorical questions</li> <li>B) Sophisticated vocabulary and style</li> <li>C) Engaging opening paragraph as a whole</li> <li>D) Effective dash sentence</li> <li>E) Good links between paragraphs</li> </ul>			
<b>Areas of development (AoD)/Even better if (EBI):</b>			
<ul style="list-style-type: none"> <li>1) Introduction is too similar to mine. Re-write it. You can use my techniques and sentence structures but the ideas must be your own</li> <li>2) Punctuation needs to be more varied include ; : ( ) -</li> <li>3) Use the orange and green sheets to upgrade your phrasing</li> <li>4) Improve the vocabulary you use. Write an additional few sentences in which you use a thesaurus to improve your vocabulary</li> <li>5) You did not use one of the 3 effective openers. Re-write your opening using this.</li> <li>6) Experiment with the structure of your writing, think about one line paragraphs for effects, repeating an idea at the end of each paragraph etc. Think back to paper 1 last year</li> <li>7) Muddled ideas- more clarity needed. Re-write a section to ensure you are clearly developing one of the ideas</li> <li>8) Experiment with the structure of your writing, think about one line paragraphs for effects, repeating an idea at the end of each paragraph etc. Think back to paper 1 last year</li> <li>9)</li> </ul>			
A04: SPAG			
<p>Lots of SPAG errors. Make sure you leave time to proof read your work. Are we clear on how to use the apostrophe?</p> <p>Possession- Miss Baig's bag Omission- They're over there.</p>			Use key words banks to write in a sophisticated style
Your response to feedback			
Excellent! You have made great progress from the last piece of work	Good, you are getting there. Progress can be seen in at least one part of your response	Inconsistent You have not responded to feedback well/in enough detail. Read the feedback sheet and try again at home.	Poor Read the feedback sheet and complete this again for homework