



Policy: Assessment

Updated:

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Chair of Governors:

Mrs S Saiger

Head Teacher:

Mrs L Rodham

Rationale

OfSTED Outstanding criteria for Quality of Teaching and the Use of Assessment to Support Learning states:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Ofsted 2016

Purposes

Assessment for Learning at Wellfield School requires that

- **Every student** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement. They routinely respond to incisive feedback with a notable impact on their learning;
- **Every teacher** is equipped to make well-founded judgements about students' individual progress and attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for students who are not fulfilling their potential or meeting expectations;
- **Across the school** we have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, for tracking their progress and providing appropriate intervention to support underachievement;
- **Every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Guidelines

AfL should be embedded in our teaching from initial planning through to external assessment. It should be personalised and based on the potential of every student in each key stage and from the lowest to the highest ability. Staff should use AfL principles -

Day to day, through;

- learning objectives made explicit and shared with pupils;
- peer and self-assessment in use;
- pupils engaged in their learning and given immediate feedback (written or oral);
- pupils should have the opportunity to respond to feedback.

Periodically, through

- broader view of progress across subject for teacher and learner;
- use of national standards in the classroom;
- adaptation of medium-term curriculum planning based on identified weaknesses.

Transitionally, through

- formal recognition of pupils' achievement;
- reports to parents/carers and next teacher(s);
- external tests or tasks.

Planning for the future

Students taking GCSE courses in summer 2018, with the exception of ICT and Media, whose existing assessment arrangements are not being continued, all examinations for all subjects will follow the new 1-9 grading system with terminal, linear examination, although some subjects still have a Controlled Assessment or Coursework element. Controlled Assessment, though similar to coursework, is undertaken in strict, controlled conditions to ensure the work students are producing is their own. Re-sit opportunities are not available.

As this is, for most subjects, a new way of assessing our students, we need to ensure that they are familiar with the terminal examination skills and we need to be accessing the specific revision and exam techniques from as early a stage as possible in lower school to ensure the students develop the skills required.

Between 5% and 17% of the overall marks in many subjects will be awarded for punctuation, spelling and grammar (SPAG), depending upon the subject. Therefore literacy across the curriculum becomes even more essential from Year 7.

Recording Pupil's Progress

- Record keeping provides the mechanism through which teachers can focus on each student.
- All staff will have prior data, as available, for the classes they teach.
- Past achievements, current progress and marks and targets will be recorded in the teacher planner or on an electronic equivalent. Some of this information will be transferred to assessment manager at given times throughout the year.

Target Setting

Academic Targets are set centrally across the school by SLT. From September 2016, FFT 20th percentile is being used to review and set targets with its foundation in context and on prior performance at Key Stage 2. At the beginning of each academic year, each teacher will receive a class list which contains prior performance and GCSE Gold Target grade. All students' work is then assessed in relation to the subject specific expectations of them throughout the five years in order to attain their target grade in the GCSE examinations. (NAME system - See Appendix A). Performance in relation to targets is used to gauge the progress the students are making compared to their prior attainment.

Academic Targets are, therefore, set at a number of levels:

- Individually
- For cohorts (class or year)
- For the whole school

Reporting

This section should be read in conjunction with the report writing guidelines when writing the annual report to parents.

Reporting to parents/carers is an integral part of assessment and helps take stock of where students are. We give parents/carers clear information about their child's achievement in relation to national norms and their individual ability. We also set targets for improvement.

Reporting takes the following forms:

- Consultation evenings where parent/guardians are offered a time for personal discussion with the tutor/teacher to review progress and to decide how to improve
- Interim data reports. These give the parent or carer a breakdown of the subjects their child is studying along with details of their progress towards meeting expectations towards achieving their GCSE target grade. It gives the student specific guidance within each subject on how to improve. Tutors/Teachers use this evidence along with BfL and attendance data to write an overall report on the student which is then passed onto the Head of Learning to add their comment and then finally to the Head Teacher to make a closing comment.
- Data reports are produced twice a year and give the parents the current progress information of their child compared to their target. They are meant for information only and may be used to form the basis of future intervention work.

All staff should:

- use a full range of data to gain a clear picture of prior attainment, needs and strengths and weaknesses;
- use information about literacy and numeracy and that gained from the registers for SEN and MAT;
- give regular, constructive feedback to students, telling them what they have achieved and how to improve as per the marking policy;
- give regular clear information to students about their current progress towards target GCSE grades;
- ensure that the student's current progress is recorded in their planner;
- give feedback orally and in writing in exercise books and folders so that they are certain of where they are and where they are going;
- provide accurate information about student progress, using the school systems and policy (including NAME), at regular intervals and in accordance with the whole school data capture calendar (DC);
- follow the marking policy consistently.

Subject leaders should ensure that:

- the scheme of learning is divided into appropriate modules and that there is a robust system of assessment which provides appropriate opportunities for progression in all year groups;
- there is a robust system of passing on folders of individual student assessment information throughout years 7-11. This will allow staff and students to track progress. Annual reports and clear proformas showing current and target levels should be included;
- information is passed to the central data system at given times and the analysis of data is used to raise standards by identifying underachievement, supporting staff planning, identifying groups for intervention, set challenging targets and supporting SLT to identify priorities.
- students are involved in informed and effective self and peer assessment as appropriate.



Appendix A

Students are set a GCSE target grade by SLT. For 2016ff this is based on FFT 20th percentile. These targets are made available to all teaching staff at the beginning of the academic year and student progress towards these targets is measured continually.

Subject Leaders

- have scrutinised the requirements for achieving each target grade 1-8 (9 is only 3% of all national candidates achieving Grade 8);
- have revised and re-written Schemes of Learning and Progress to reflect the demands of the GCSEs and know what each child needs to do each year to achieve their target at GCSE;
- know what each student should be able to demonstrate to be meeting expectations for achieving their target grade;
- have devised a new assessment programme to monitor student progress against these requirements;
- will be assessing, recording and reporting student progress in the following terms (NAME):
 - Not meeting expectations
 - Almost meeting expectations
 - Meeting expectations
 - Exceeding expectations

Teachers

- plan lessons to ensure that students are able to at least Meet Expectations over time and provide appropriate intervention, support and challenge to ensure that they do this;
- apply the assessment protocols stipulated in the subject scheme of work and liaise with their Subject Leader to ensure all assessment information is accurate;
- communicate effectively with students so that they know to what extent they are at least Meeting Expectations and know how to improve.

Students

need to understand what their result in terms of NAME means in relation to the work that they do, and in particular assessments that they complete, so that they know what they need to do to ensure they at least Meet and continue to Meet Expectations in order to be sure of achieving their target at the end of y11.

Assessment, Data Collection (DC) and Reports

- Students complete assessments which are designed to assess to what extent they are meeting expectations required to achieve their target based on the success criteria and/or GCSE grade descriptors.
- Staff enter assessment data as N, A, M or E.
- Subject Leaders use the whole school data system to monitor progress of students in their subjects.
- Reports to parents inform them of their child's progress using N, A, M, E.