



Assessment Policy

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What is assessment?

Assessment is the mechanism by which we ascertain the following:

1. What do students know, what can students do and what can students remember?
2. What do they need to know, do and be able to remember in order to progress through the curriculum?
3. How do we bridge any gap between 1 and 2?

Assessment is about gathering information in order to respond (feedback) and guide students on the right path.

Assessment can be formative (within a lesson) or summative (a formal test). Research shows that formative assessment is the more powerful tool.

Expectations

Assessment

1. Formative assessment should be happening every lesson with progress through the curriculum being the focus of assessment. Formative assessment should be considered an integral component of effective implementation and should provide current information on progress through the curriculum and also misconceptions that need addressing.
2. Summative assessment should be used more sparingly and have a rationalised purpose, preferably with a synoptic element.
3. At Key Stage 3, curriculum need and time should dictate how often summative assessment is carried out.
4. Progress at Key Stage 3 will be measured against the end points identified in each curriculum area. Thus students are measured against the progress they make through the curriculum. These end points will reflect what students **know**, can **do** and can **remember**. Progress towards those end points will be measured according to a three point scale:

Mastered	A student is reaching greater depths of understanding
Secure	A student is meeting the appropriate curriculum end points
Working towards	A student is not meeting the appropriate curriculum end points

5. At Key Stage 4, where exam practice is an element of the rationale for testing, once per half term is a sensible minimum for most subjects. A revised component to all such tests is a requirement. Students are likely to be measured according to exam board criteria/assessment objectives and graded accordingly.
6. **Only summative tests require written feedback.** Red and green pens/highlighters will indicate **what has gone** well and **what needs improving**.

Student Action Response (StAR)

Students are unlikely to benefit from marking unless time is set aside to enable them to consider and respond to any feedback. StAR time should be focused on reflection and improvement. Therefore:

- Students must be given the opportunity to respond to feedback on all tests and improve key areas of their work in their test book.

Class books

Written feedback is not required on day-to-day work in class books. But class books must be monitored as part of formative assessment processes and to maintain high expectations and standards. Class books should conform to the following standards:

- Well presented with no graffiti or doodling
- All written work in pen, all drawings in pencil
- Work should have a title and be dated
- Work should evidence a knowledge rich curriculum

Recommendations

- Feedback should be specific and clear, containing granular and actionable targets.
- Where appropriate, comment on progress made e.g. "I can see you were focused on in improving as it is much better than last time"
- Feedback should inform StAR time and, as such, be used to feed forward to next pieces.
- Some time should also be taken to ensure written feedback is personalised.
- Numerous forms of feedback may be utilised alongside personalised comments
- Feedback may well be presented on a whole class feedback template which allows the teacher to collate any common errors, misconceptions, SPaG issues or areas of excellence which can then be shared with the class and personalised by the student.
- Peer and self-marking may be utilised alongside clear success criteria.
- An attainment grade or mark does not need to be shared with students.
- Feedback may be recorded in lieu of written feedback e.g. in Music.
- Teachers should provide dedicated time in class to allow students to respond to marking;
- StAR may take place after a test, prior to a follow up test or indeed in the middle of tested work: students who receive mid-project written feedback may be more likely to act;
- Assessment books may support dialogic marking, where a written conversation between student/teacher is developed over time
- Marking StAR is not a requirement but because student engagement (or lack thereof) with StAR is an excellent indicator of learning attitudes it should be monitored.