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COMMUNITY HIGH SCHOOL

Assessment Policy

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Assessment Policy

Assessment is integral to the curriculum of every subject. It should be designed and mapped to aid student progression through the curriculum and be aligned with endpoints. Assessment is about gathering information in order to respond, via feedback and planning, in order to determine the next steps.

In simple terms, assessment is the mechanism by which we determine 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 **adapt** our practice to bridge any gaps between 1 and 2?

Assessment Expectations

Assessment Mapping and Sequencing

Assessment opportunities must be mapped so that all staff have clarity about the prescribed assessment checkpoints within departments.

Formal assessment should take place using the following cycle.

- Initial encounter with assessed skill or knowledge followed by feedback
- Subsequent encounter, **presented as a test with revision required,** with assessed skill or knowledge followed by deep marking.
- StAR (**St**udent **A**ction **R**esponse)
- Monitoring StAR for misconceptions

How often this cycle happens in Key Stage 3 is dependent on curriculum time but the minimum expectations are:

- Core Subjects - 4 cycles per year
- Foundation Subjects - 3 cycles per year
- Other - 1-2 cycles per year

At Key Stage 3, the entirety of the assessment cycle will be evident within class books.

At Key Stage 4 departments may decide that the summative elements of this sequence will be better placed in an assessment folder or book.

Assessment Practices

1. **Formative assessment** should be happening **every lesson** with progress through the curriculum being the focus of that assessment. Formative assessment should be considered an integral component of effective implementation. It should provide current information on progress through the curriculum and also misconceptions that need addressing both within a current lesson and in subsequent lessons.
2. Summative assessment at Key Stage 3 should be aligned to the curriculum map and have a rationalised purpose, preferably with a synoptic element.

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 these end points will be measured according to a three point scale:

Working Towards	A student is not reaching the curriculum end points.
Secure	A student is meeting curriculum end points.
Mastered	A student is reaching a greater depth of understanding.

3. Summative assessment at Key Stage 4, where exam practice is an element of the rationale for testing, should take place once per half term as a minimum. Revision for such tests is a requirement. Students should be measured according to exam board criteria/assessment objectives and graded accordingly.
4. **Deep marking is required at least once per assessment cycle.** Red and green pens/highlighters will indicate **what has gone well** and **what needs improving.** Some time should also be taken to ensure written feedback is personalised.
5. Feedback and the resulting StAR (see below) must be both accessible and challenging, reflective of the ability of the student, and with particular focus on ensuring the understanding of SEN students.
6. SPaG will be addressed in all elements of the assessment cycle.
7. There are a number of valid reasons why the suggested minimum marking opportunities prescribed within this policy may be deemed too infrequent; **it is for departments to decide on the frequency of any additional marking opportunities outside the assessment checkpoints.**

   Furthermore, individual teachers should utilise additional “eyes on books” as opportunities to check for understanding. Evidence of “eyes on books” is not required, but that it happens, is.

   Tools to facilitate more frequent book checks are:
   - Utilising purposeful movement around classrooms to check for understanding and also for standards.
   - Conduct quick “book looks” prior to lessons.
   - Asking key students to come to the front to discuss their work with them.
   - Marking key pieces of work in addition to the Policy-prescribed checkpoints.
   - Marking key students’ work in addition to the Policy-prescribed checkpoints.

<u>Student Action Response (StAR)</u>

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 a range of work and improve key areas.
- Feedback should be specific and clear, containing specific and actionable targets.
- Where appropriate, comment on progress made e.g. “I can see you were focused on improving “X” as it is much better than last time”
- Feedback should inform StAR time and, as such, be used to feed forward to next pieces.
- Monitoring StAR is a requirement so that misconceptions, inaccuracies and student absence can be addressed.

Assessment Recommendations

- Numerous forms of feedback may be utilised within books.
- Feedback for the initial encounters in the assessment cycle 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 instead of written feedback e.g. in Music.
- 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 marking may support dialogic marking, where a written conversation between student/teacher is developed over time.

Assessment Policy Appendix 1: Key Stage 4 Exam/Test Protocols

The following protocol is to be followed for all whole school exams; snapshots and mocks. They represent best practice and could also be adopted for all tests within departments.

Purpose	● To achieve high levels of consistency. ● To provide high quality information to students and offer a comprehensive view on the relative strengths and weaknesses of cohort wide responses to inform re-teaching and revision regimes.
Direction	1. Exam papers will be sent to JRE for review. 2. Revision will be set 2 weeks in advance for most snapshots, 4 weeks in advance for mock exams/end of year exams. 3. Revision will be collated and shared with students by JRe. 4. Standardisation and/or moderation is required after **all** snapshot/whole school exams. 5. Teachers should provide a <u>brief summary</u> to their CL of their classes' performance in the exam, highlighting a. Questions that were well answered, identifying characteristics of these. b. Questions that were poorly answered identifying the characteristics of these. c. Any general views eg presentation, depth of responses, use of precise vocabulary. d. Identify class-level actions to be taken as a result of the exam responses. e. Adapt PLC targets for reporting accordingly. 6. Prepare a feedback lesson(s) that highlights general points to students. This will include StAR activities. 7. Middle leaders collate and refine the teachers' summaries and identify department- level actions. This is also shared with SLT.
Good practice	**Revision** Revision is likely to be chunked and specific in order to avoid overwhelming students that may result with an instruction like "revise everything". Over the course of KS4, however, revision scaffolding should also be removed. **Marking** Marking question by question rather than student by student aids parity of marking in longer answer questions. By default, this method also introduces a level of anonymity as the marker will often not realise whose paper they are marking; anonymity aids objectivity. **Standardisation/moderation** It is recommended that standardisation of a full paper occurs at least once a year in KS4, with moderation occurring the other two times. Standardisation is where all staff mark, then discuss a specific exam paper, justifying why certain marks have been awarded. Moderation is when each member of staff forwards 2 pieces of marked work to another colleague who double marks the paper, any discrepancies are discussed and the actual mark is clarified. **Summary findings** These should contain sharp analysis Actions identified should be specific and follow up precise and coordinated.

Assessment Policy Appendix 2: Key Stage 3 Exam/Test Protocols

The following protocol is to be followed for all whole school tests.

Purpose	● To achieve high levels of consistency. ● To provide high quality information to students and offer a comprehensive view on the relative strengths and weaknesses of cohort wide responses to inform re-teaching and revision regimes. ● To develop student resilience towards independent, home based work and study.
Direction	1. Revision will be set 2 weeks in advance for the test windows. 2. Assemblies will be used to ensure a high profile, texts will be sent home. 3. One revision lesson will be provided in class; revision materials will be shared and revision techniques explicitly taught. 4. An actionable, provable revision task to be physically handed in, or turned in on Google Classroom, will be set for homework. 5. Each test will adhere to the following format: ● 40 marks in total ● 10 marks for prior learning, usually from the previous year; multi choice ● 10 marks for prior learning, from the last term; shorter answer questions ● 20 marks for more recent learning; an extended writing or significant application task. ● 45 minutes long ● The test will be held in silence, with no additional resources (like books) to help. ● Reading out questions to students who need it as well as extra time, will be offered. 6. SPARX homework, unless specifically geared to revision for the test, will be suspended for the fortnight of the tests. 7. A bank of model answers for the longer answer section will be built up and shared for standardisation purposes. 8. Teachers should provide a <u>brief summary</u> to their CL of their classes' performance in the exam, highlighting ● Questions that were well answered, identifying characteristics of these. ● Questions that were poorly answered identifying the characteristics of these. ● Any general views eg presentation, depth of responses, use of precise vocabulary. ● Identify class-level actions to be taken as a result of the exam responses. 9. Prepare a feedback lesson(s) that highlights general points to students. This will include StAR activities. 10. Middle leaders collate and refine the teachers' summaries and identify department- level actions. This is also shared with SLT.