



Assessment Policy 2016

Governor Committee Responsible		Achievement and Wellbeing	
School Staff member Responsible		Deputy Head Teacher - Curriculum	
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Rationale:

All teachers should 'assess pupils' progress, provide them with constructive feedback, and plan lessons to match their needs'. (OFSTED)

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Assessment at Ryburn Valley High School supports each pupil in the achievement of his or her full learning potential and fosters the development of self esteem and personal responsibility. It takes place in a self reflective context and encourages the involvement of all staff, pupils and parents.

Aims and Objectives:

Aims

- Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals. It should **help all pupils become more effective learners.**
- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

Objectives

- to use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils
- to ensure that all pupils experience challenge and make good progress in all curriculum areas
- to recognise the whole range of pupils' experiences and achievement
- to enable pupils to develop skills that are needed if they are to become effective learners
- to provide constructive feedback to pupils, discuss weaknesses in pupils' learning and offer a remedial strategy

Definitions:

Summative assessment is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. Eg:

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests

Summative Assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is done to learners
- is externally referenced
- is focused on the outcome

Formative assessment is Assessment FOR Learning. It is ongoing and provides the evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment

- happens during the lesson
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process

Assessment for Learning

Teachers should integrate the following Assessment for Learning strategies into their teaching and learning:

- Learning Outcomes – Clearly communicated at the start of lesson
- Success Criteria – set of criteria, agreed with pupils, determining exactly what is required for a particular task or assignment
- Effective Questioning
 - more thinking time for students (eg. Think / Pair / Share)
 - asking questions better and asking better questions
- Formative Assessment
 - set against success criteria
 - self assessment / peer assessment / teacher assessment

Feedback given to pupils should be about the particular qualities of his or her work, with advice on what he or she can do to improve.

All assessment should take into account the expected progress that a student should be making within the curriculum area. Students should aim to make a minimum of three levels progress (based on their KS2 SATs assessments).

Methods of assessment:

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal.
Eg:

- pupil self-assessment
- teacher-pupil interactions / verbal feedback
- coursework / controlled assessment and homework
- end of topic / unit class tests
- formal internal examinations
- formal externally set examinations

Assessment of cross-curricular skills:

Cross-curricular skills should be assessed within curriculum areas as part of the assessment process. The Literacy and Numeracy policies should be clearly reflected within departmental practice and policy to ensure a consistent approach across the whole school and within each of the three Key Stages.

Focus should be placed on the monitoring and assessment of 'Spelling, Punctuation and the accurate use of Grammar' (SPAG) in all subjects, with an additional focus on the Quality of Written Communication (QWC) in Mathematics and Science. When teaching topics, students should be given the opportunity to discuss the functionality of the work, and any links to real-life uses / examples.

ICT and the use of Media Technology should be integrated within teaching and learning where applicable.

Homework:

The purpose of homework is to extend learning beyond the classroom, to diagnose the effectiveness of teaching and learning and to develop the skills of pupils as independent learners:

Homework can take many different forms such as:

- continuing or completing class work
- reviewing / learning new work done in class
- reading for specified purposes
- researching a given topic
- writing: answering questions or extended pieces of writing
- revision / preparation for tests / exams

Homework should:

- be set regularly
- be relevant
- be clearly explained to pupils in terms of expected outcomes
- always be recorded in pupils' planners
- be completed for the date set, otherwise sanctions will be enforced
- be assessed effectively, with feedback given, either verbal or written

For more detailed information, please see: **Homework Policy 2015**

Marking:

The marking of pupils' work is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers. Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

Effective marking helps to:

- recognise pupil achievement
- monitor pupil progress
- provide feedback and guidance for improvement and progression
- motivate and encourage pupils
- record and report pupil attainment

It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria / outcomes
- using both quantitative and qualitative criteria – eg. levels or grades.
- for improvement, using constructive comments

Student workbooks should be marked comprehensively at least once a fortnight, with homework being marked and assessed following completion. For more details please see: **Marking Policy 2016**

Examinations and Coursework / Controlled Assessment:

External examinations and controlled assessments / coursework are undertaken throughout KS4 and KS5 with formal examination sittings in November, January and June. All parents / students are issued with an overview of the course and exam timetables are issued prior to all examinations. Controlled assessments are planned throughout the year with an overview provided to all parents at the start of Year 10.

For more detailed information, please see: **Controlled Assessment Policy and Examinations Policy**

Recording and Reporting:

Recording and reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers and parents. It is linked to both formative and summative methods of assessment and the recording of individual pupil assessment outcomes is the responsibility of the class teacher.

Consistent record keeping by all teachers allows the effective monitoring of pupil progress. Teacher records can inform reporting, both formal and informal, to pupils, parents, Heads of Department, Heads of Year and SLT.

All interim assessment data will be collected by SIMs and collated and updated on the online data analysis tool SISRA. Heads of Department and Heads of Year will receive copies of all data collected from their department / year with analysis of performance by the key groups: Gender, SEN code, Disadvantaged, Ethnicity, Gifted and Talented, LAC and Prior Attainment. Focus groups are also identified within year groups.

Prior Attainment groups can be identified as:

- High – Students with an average KS2 of Level 5 – expected to achieve GCSE grade B/6 (or above)
- Mid – Students with an average KS2 of Level 4 – expected to achieve GCSE grade C/4 (or above)
- Low – Students with an average KS2 of Level 3 – expected to achieve GCSE grade D/3 (or above)

Assessment at Key Stage 3:

At KS3 students' performance is assessed based on their KS2 starting points. At each interim assessment point staff will be expected to assess whether a student is making at least good progress within their ability banding.

All Year 7 students completed the MIDYIS (middle year's information system) tests to provide a baseline assessment of ability. This test gives a standardized score, based around an average of 100, in the key areas of vocabulary, mathematics and non-verbal reasoning.

All students are placed into a Prior Attainment Band (based on KS2 Reading and Mathematics scores) as follows:

Year 7 * (Standardised Score)	Year 8 (KS2 Level)	Prior Attainment Band	Predicted GCSE (A*-G)	Predicted GCSE (9-1)
112 or above	5a and above	Mastering	A*	9 - 8
103 - 112	5c – 5b	Securing	A – B	7 - 6
93 - 102	4	Developing	B – C	5 - 4
80 - 92	3 and below	Foundation	D - G	3 - 1

Staff will then provide a progress update mark using the following codes:

Code	Explanation
+	Working Above Expected Level
=	Working At Expected Level
-	Working Below Expected Level

For example, a student who is identified as a “Foundation” student but whose assessments (classwork, homework, tests, etc.) are being assessed at a developing level would be given a + mark, as they are working above **their** expected level, based on their KS2 prior attainment. These codes should also be used in student books and on student assessment to indicate to a student their current performance. Stickers to support assessment at KS3 are provided to staff and students.

Moderation: All departments should undertake a moderation task / activity at least twice per year (see calendar for deadlines). These can take the form of a test, assessed piece of work, project, etc., but must be moderated within a departmental meeting and evidence of this moderation supported in departmental minutes. Departments / teachers should keep a copy of work of students from each of the four prior attainment bands to enable comparisons within different year groups and in future cohorts.

Assessment at Key Stage 4:

Year 9:

Students in Year 9 will receive a predicted grade following each interim assessment period. They will not receive formal target grades in Year 9. Their performance will be assessed against their expected performance based on their KS2 starting points.

Teachers will assess student performance using GCSE Grades (9-1) or Vocational grades. These will be compared to KS2 starting points using the following codes:

Code	Explanation
*	Working Significantly Above Expected Level
+	Working Above Expected Level
=	Working At Expected Level
-	Working Below Expected Level

Progress will be measure by staff using the following KS2 groupings:

Year 9 (KS2 Level)	Prior Attainment Band	Predicted GCSE (9-1)
5a and above	Mastering	9 - 8
5c – 5b	Securing	7 - 6
4	Developing	5 - 4
3 and below	Foundation	3 - 1

Years 10 and 11:

Target grades will be set by SLT for all subjects at KS4 based on their KS2 prior attainment. These targets will also be reviewed to take into account any exceptional progress made during KS3. **Targets will not be lowered except in exceptional circumstances.**

At each interim assessment point staff will be expected to complete a **predicted performance grade**. This is the grade that you believe the student will achieve at the end of KS4 if their performance continues at the current level. If a student is working above their target grade then this will be automatically increased to reflect their exceptional performance (and a congratulatory postcard sent home).

For subjects who also have a coursework / controlled assessment element, the interim assessment will also collect progress towards target grade on this piece of assessment.

When completing the interims the following codes will be applied:

Code	Explanation
CC	Completed on or above target grade
OA	Ongoing On – final coursework will be on or above target grade
OB	Ongoing Below – final coursework will be one grade below target grade, requires improvement
OU	Ongoing Unacceptable – final coursework will be more than one grade below target grade, unacceptable
NA	Not applicable - no coursework in this subject

This information is recorded in pupils' planners and a copy distributed to parents. The Head of Year will receive an overview of the whole year group and this will allow for the celebration of achievement and intervention if required.

Following each Year 11 interim assessment, the 'Progress Board' on the staff corridor will be updated to reflect student attainment based on their KS2 expected progress (progress 8 score). All HODs will receive an overview of their department as well as percentage figures showing the key measures (Progress Score, A*-A, A*-C, 3LP and 4LP) for their department compared to national targets. All data will be split into sub-groups so HODs can identify areas for intervention if required. This data will also be available on the assessment section of the VLE as well as within SISRA.

Targets and progress are also reviewed following publication of external examination results with selected Heads of Department as part of the various intervention meetings.

For more detailed information, please see: **Intervention Policy**.

Assessment at Key Stage 5:

Target Setting

Targets are set for all A level subjects at grade A* - E based on students' KS4 GCSE Average Point Score (APS) using the QCDA equivalency of 1-8 where A*=8 down to G=1. Targets are set based on ALPS (Advanced Level Performance System) expected progress and will vary between subjects depending on national trends. For students who showed exceptional performance (A* / Distinction*) in a specific subject area, they will automatically be given a grade A target for the relevant subject if they continue to study it at AS level. For BTEC / OCR subjects grades DIST (grade A), MERT (grade C) or PASS (grade E) will be set based on KS4 GCSE APS. Targets are reviewed at each interim (four times per year), and where a target has been exceeded a higher target will be set to reflect their accelerated progress. **Targets will not be lowered except in exceptional circumstances.**

At KS5 interims are completed by the class teacher following individual tutorials. Predicted grades are collected as well as "curricular" targets discussed with students. These are written by hand and typed into the interim overview by the Sixth Form Administrator.

Form tutors will undertake a review of progress with all students to discuss progress against targets and other areas identified in their curricular report. Any students identified as underperforming by the Head of Sixth Form will be monitored and / or mentored as required.

Year 12 Assessment Week:

All students who have selected your subject should sit an assessment to review their suitability for your course. The following data will be collected and reviewed by the Sixth Form team:

- Test Mark (%) and Grade (A* - U, Distinction* - Fail)
- Effort and Homework
- Punctuality – please tick if punctuality to lesson is a concern
- Study Pack – please tick if the study pack was not completed to a suitable level

Effort and Homework (All Key Stages):

For all year groups at each interim assessment point we also complete a review of effort and homework. This will be used, in addition to progress data, by Heads of Year and Department to identify students who need additional support of a pastoral nature. The codes for effort and homework are:

Code	Explanation
EX	Excellent – quality of work is exceptional
GD	Good – quality of work is as expected
IM	Requires Improvement – quality of work is a little below expectation
UN	Unacceptable – quality of work is well below expectation

If a member of staff identifies that a student's effort requires improvement or is unacceptable, then an additional code will be collected to identify the area of effort which requires monitoring:

A: Low Level Disruption
C: Presentation
E: Independent learning

B: Work Rate
D: Contribution in lesson
F: Progress

Feedback on Predicted Performance:

Following completion of interim assessments at KS4 and KS5 subject teachers will receive a detailed overview of their predictions. The whole school data will also be available to review in SISRA ANALYTICS.

KS4: Review of individual and group performance (Pupil Premium / Gender) using predictions to generate a progress score.

KS5: Review of individual performance using predictions to generate an ALPs and Value Added Score.

The progress review sheets should be used by teachers to target support and intervention. Heads of Departments will receive an overview of the whole department broken down into teaching groups.

Roles and Responsibilities:

Student Responsibilities

- Be autonomous learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Analyse and monitor their own formative and summative assessment data to assess their own progress.
- Arrange meetings with subject teachers to get personalised feedback and to assist with complex areas to help understanding.
- Apply effort on formative assessment to maximise progress and summative assessment scores.
- Submit work on time, adequately attending to interim and final deadlines without exception.
- Follow the deadlines given and posted on handouts provided.
- Follow deadlines for large assignments to ensure adequate progress and maximise potential.

Teacher's Responsibilities

- Focus on the assessment of student learning outcomes rather than just teaching content.
- Modify teaching in light of the learning that has taken place using formative assessment data.
- Analyse assessment data to identify patterns of individual student performance and needs.
- Work in collaborative teams to design and assess common assessments.
- Compare common assessment data with other teachers to assess where students learning has been strong and where it has been less strong (Eg. SISRA, Edexcel Plus).
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Provide timely written and oral feedback on assignments.
- Avoid assessing summatively without assessing formatively with feedback first.
- Bear in mind the student's whole schedule and use only meaningful assessments.
- Work with the Learning Support Assistant to design assessments that will effectively assess the learning of students with specific learning needs.
- Use positive behaviour system (BROMCOM) to promote importance of both effort and achievement.

Head of Department Responsibilities

- Observe and encourage peer to peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning.
- Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.
- Distribute student related summary data to staff and discuss areas for development and/or intervention.
- Analyse departmental and whole school data and plan professional development time to match achievement goals.

BTEC Lead IV Responsibilities

- In addition to all responsibilities detailed in the BTEC handbook for Lead IVs, it is important to state that all students' work should be kept for a minimum of 3 years (unless moderated by an External Verifier and the results have been confirmed) and that all student assessment records be kept for a minimum of 7 years.

Head of Year Responsibilities

- Liaise with Head of Department and/or subject teacher concerning individual pupil progress.
- Use assessment data provided to identify underachievement and success across curriculum areas.
- Analyse assessment data and select underachieving pupils for monitoring and/or mentoring.

SLT Responsibilities

- Liaise with SLT Link Head of Department to review assessments and identify areas of development and/or intervention.
- Examination results are analysed by SLT and discuss with appropriate Head of Department. This analysis compares past and present performance and subject performance in the school with the national averages. It tries to identify factors relating to good and poor achievement, and consider possible strategies for improvement.
- Review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.
- Monitor the implementation of the Assessment Policy within and across departments.

Parents / Guardians

- Parents/guardians should be encouraged to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework / coursework.

Examinations Officer

- It is the responsibility of the Examinations Officer to liaise with appropriate staff / pupils / parents / exam boards regarding all aspects of external examinations.

Teaching Standards 2011 (updated 2013):

In regard of assessment, recording and reporting a teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behavior effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Demonstrate consistently high standards of personal and professional conduct