

Commitment to Learning
High Expectations
All Can Succeed
Confidence and courage
Everyone valued equally

ASSESSMENT, FEEDBACK, MARKING, RECORDING and REPORTING POLICY

1. Introduction

- 1.1 Promoting successful learning is the principle aim of our school and **assessment for learning** lies at the core of this process.
- 1.2 Assessment is an integral part of the learning process, continually providing both “feedback” on the quality of work and advice on how to improve learning. It therefore needs to be incorporated systematically into teaching strategies at all levels.
- 1.3 Assessment focuses on the progress that students make, it not only indicates the extent to which we as teachers are being effective and the next steps we need to take to improve learning, but also gives students knowledge about their own learning and what they need to do to improve, building motivation and self-esteem.

2. Statement of Principles

At Chace Community School we believe that effective assessment for learning is fundamental in raising attainment. Successful learning occurs when learners have ownership of their learning; when they understand the goals they are aiming for; when they are motivated and have the skills to achieve success. Not only are these essential features of effective day to day learning in the classroom, they are the key ingredients of successful teaching and lifelong learning. The school aims to raise standards through high quality teaching and assessment by:

- using prior attainment data for target setting linked to planning for progression throughout the key stages
- ensuring that teachers are confident in using assessment criteria in their subjects at all key stages and promoting the use of teacher assessment as a means of evaluating learning and teaching and of matching work to students' needs
- using assessment information and feedback from examination boards to evaluate teaching and learning and plan further curriculum interventions, and adjustments to teaching methods to improve outcomes for students
- using assessment information as a basis for discussing progress with students and providing advice for improvement
- encouraging teachers to use a range of assessment techniques proficiently in the classroom to inform teaching and improve learning
- encouraging and supporting parents to understand and engage with the assessment process and support learning
- encouraging students to reflect on how to improve

3. Guidelines to support the Statement of Principles

3.1 Assessment of Learning

Assessment of learning is also known as ‘summative’ assessment. Typically, the teacher undertakes this type of assessment periodically to make judgements about a student's performance. At Chace Community School at KS4 and 5 this is reported as a GCSE/A level grade. At KS3 subjects use a system of thresholds linked to National Expected Progress.

Assessment of learning is used to inform and improve future learning when the results of assessments, tests and exams are analysed by teachers and students.

3.2 Assessment for Learning (AfL)

In their influential report into assessment (Inside the black box: Raising standards through classroom assessment, 1998) Black and Wiliam defined assessment for learning as,

'all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'

Assessment for learning is the term used to describe assessment activities that provide information about learning, rather than simply measuring the learning that has taken place.

Formative' assessment informs the student about their learning and influences future learning. Assessment for learning at Chace is used to refer to assessment which influences teaching *and* learning.

The key characteristics of assessment for learning, and examples of strategies which support these characteristics are listed below:

| Key Characteristics | Strategies |
|---|--|
| Share learning goals objectives and outcomes with students. | Ensure that objectives are expressed in language that students can understand, by explaining the objectives, displaying them or questioning students to check their level of understanding. Returning to objectives and outcomes during the lesson. |
| Help students to know and recognise the standards they are aiming for | Model what it looks like. Provide opportunities for peer assessment. Give past samples of work for students to consider, and teasing out what is good about them, possibly assessing the grade by matching with given criteria, thereby improving their awareness of what they need to do to attain higher standards. |
| Provide feedback that helps students to recognise their next steps and how to take them. | Provide opportunities to improve previous work or improve certain skills in DIRT. Use questioning to provide feedback to individuals, groups and whole classes. |
| Involve students in well-planned peer assessment activities | Give students clear success criteria that relate to the learning objectives and provide opportunities and time for students to review each other's work, focusing on these criteria, and identify successes and areas for improvement |
| Involve students in self-assessment | Give students clear success criteria that relate to the learning objectives and provide opportunities and time for students to discuss what they've done well and how they can improve. |
| Promote a confidence that every student can improve. | At specified intervals reflect on students' past and present performance. Provide the opportunity to look at samples of work in the classroom to celebrate success. When work is returned students are given written or spoken comments that combine clear feedback with advice on how to improve (feedforward). Do not put a grade on every piece of work a student has submitted for marking. Do this periodically, for example at the end of a module of work. Extensive research summarised by Black and William has shown that a student will make more progress when there are comments without a grade. |
| Involve both the teacher and student in reviewing and reflecting on work and assessment information | Provide time for students to reflect on what they have learned and the learning processes they have used, giving opportunities for self-assessment. |

Assessment Weeks

Assessment weeks take place at three points during the year, once each term. The purpose of assessment weeks is to prepare students for sitting formal examinations. Each year group will participate in 2 assessment weeks per academic year.

During an assessment week students are assessed in all of their subjects. These assessments will take various forms including formal written examinations which inform teachers predicted grades.

4. Prior Attainment Data

Attainment data on individual students eg CATs, KS2 Results, reading scores are recorded on the MIS and updated throughout the year. The information is made available to staff via the MIS and they are expected to print up to date copies for their CIFs. Contextual information on the individual needs of students is also incorporated in the student record on the MIS e.g Highly Able, EAL, Pupil Premium and SEND so teachers can take a diagnostic approach to curriculum planning, teaching and learning and for monitoring student progress.

5. Marking and Feedback Policy

Feedback can take different forms: peer, self, teacher marking, or verbal. Teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Aims of Feedback

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to improve standards of presentation;
- To correct mistakes and improve literacy and numeracy skills.

Principles

- In line with the DFE workload review group recommendations March 2016 we are working to help teachers manage marking whilst acknowledging the importance that students receive regular feedback.
- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- When marked books are returned to students it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students to read the comments and engage with the feedback. Students should complete this follow-up work in green pen.
- Where appropriate, students should be encouraged to assess their own work against the learning objectives and success criteria.
- Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher. Students respond to this feedback in green pen.

Verbal feedback

- Verbal feedback is the most frequent form of feedback. It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may be directed to individuals or groups of students; it may or may not be formally planned.
- Where practicable it may be useful for verbal feedback to be recorded by the student or teacher. When students improve their work it is done in green pen.

Written feedback

There are two types of written feedback:

Detailed/Deep and maintenance

- Maintenance marking will identify specific issues such as key words, literacy and presentation issues for students to act upon as well as acknowledge the completion of some tasks. This should take place at least every three weeks. When a year group is involved in an assessment week, the marked assessment becomes the maintenance marking for that three week period. The assessed work is dated and kept in the student's book or folder.
- Detailed/deep marking or feedback will clearly identify the strengths and areas for improvement that students will then act upon. This should take place at least every half term and can be effective when planned mid-way within a unit of work or following a formal assessment.

Learning targets

Subject teachers set targets throughout the year. The targets are subject-specific targets, sometimes generated by students and recorded in students' books.

Peer and self-feedback

- Effective peer feedback is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively peer assess one another's work. This process will be clearly led by the subject teacher.
- Teachers should share success and/or assessment criteria where appropriate.

Literacy and numeracy feedback

To improve the literacy standards of our students, teachers give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. Students' literacy should be checked in both detailed and maintenance written feedback. There is no expectation for every mistake to be identified.

Work should be marked for literacy using the following symbols:

sp = Spelling error
 // = Start a new paragraph here
 p = Check your punctuation
 w = Is this the best word choice?
 ^ = Missing word
 C = Capital letter missing or in wrong place
 ~~~~~ (wavy underline) = this doesn't make sense

Additional symbols are used within the MFL department.

We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be checked for accuracy across the curriculum.

## Monitoring

Monitoring of teacher marking and feedback takes place as part of the KCUR cycle.

## 6. Recording, Monitoring and Reviewing Student Progress at Key Stages 3, 4 and 5

At Chace we are committed to developing a Growth Mindset within our community where all students aim to be the best that they can be. Minimum expectation grades will be shared with students but are used more at Chace to identify progress and highlight underachievement.

### **a) Target setting and student progress tracking at Key Stage 3**

All students joining Chace will be placed into four categories according to baseline tests, prior attainment and national benchmarks for each subject by the end of the Autumn term:

- Below National Expectation – aiming for GCSE grade D (new grade 3) or above
- National Expectation – aiming for GCSE grade C (new grade 4/5) or above
- Above National – aiming for GCSE grade A/B (new grade 7/6) or above
- Significantly Above National Expectation – aiming for GCSE grade A\* (new grade 9/8) or above

Three times a year (December, April and July) teachers use assessment information to report student progress. In each case they use the following thresholds:

- Working Significantly Below National Expectation – progressing towards a GCSE Grade E or below (Grade 3-1)
- Working Towards National Expectation – progressing towards GCSE grade D (Grade 3)
- Working at National Expectation – progressing towards GCSE grade C (Grade 4/5)
- Working Above National Expectation – progressing towards GCSE grade A/B (Grade 7/6)
- Working Significantly Above National Expectation – progressing towards GCSE grade A\* (Grade 9/8)

These judgements will be compared with each student's baseline category to identify underachievement, coasting or accelerated progress.

Additionally, teachers identify up to two specific areas from the next threshold descriptor for students to focus one for further improvement.

Teachers may also set a target based on students' attitudes and attributes for learning.

### **b) Target setting and student progress tracking at Key Stage 4 and 5**

GCSE minimum expectation grades are generated in the first half term of Year 10 for all GCSE subjects using Fischer Family Trust estimates based on KS2, compared to the 20% highest performers nationally. Minimum end of Key Stage targets are generated in the first half term of Year 12 for all A Level subjects using ALPS estimates based on KS4 average points scores. These targets are recorded on the Chace MIS, Targets are used by SLT, HoFs and HoDs to set attainment targets for faculties, departments and individual classes. Targets for BTEC and other alternative qualifications are set by the assessment AHT in line with the students' other GCSE or A Level targets. In some cases it may be appropriate for HoFs or HoDs to request that individual targets are changed based on information about students' needs or talents.

At KS4 and KS5, teachers enter professional predicated grades during half-termly data entry windows, for each student they teach, through the school MIS system. Predicted grades represent the grade that the teacher expects the student to attain at the end of a Key Stage, GCSE or A Level based on the work and effort put in place at the time of assessment. Predicted grades should be based on classwork, assessments, homework, test and exam results and teacher experience and judgement. It is essential that predicted grades are as accurate as possible and all teachers and teams work together to standardise these judgements.

For GCSE subjects teachers must further refine predictions grades 3 to 7 as follows:

- 7+ 100% likely to attain a 7 but may attain a grade 8.
- 7- Most likely to attain a 7 but at risk of attaining a grade 6.
- 6+ 100% likely to attain a 6 but may attain a grade 7.
- 6- Most likely to attain a 6 but at risk of attaining a grade 5.
- 5+ 100% likely to attain a 5 but may attain a grade 6.
- 5- Most likely to attain a 5 but at risk of attaining a grade 4.
- 4+ 100% likely to attain a 4 but may attain a grade 5.
- 4- Most likely to attain a 4 but at risk of attaining a grade 3.
- 3+ 100% likely to attain a 3 but may attain a grade 4.
- 3- Most likely to attain a 3 but at risk of attaining a grade 2.

Predicted grades are used to inform teachers and managers how to intervene to raise attainment, inform parents through termly data reports and monitor standards overall. The timeline for assessment and reporting for Key stages 3 to 5 is available on the school calendar.

All curriculum teams devote time during faculty development time or briefing time to standardise assessment and moderate work across all key stages within subjects.

## **7. Reporting to Parents/Carers**

9.1 A report on a student's attainment is produced after all data entries. It contains information about:

- assessment
- attendance and punctuality
- behaviour

9.2 PPE exam results for Year 10 and 11 are sent home to parents.

9.3 Mock exam results for Year 12 and 13 are sent home to parents

9.4 All reports are either posted or sent home via the student.

## **8. Parents' Consultation Evening**

Consultation evenings are held annually as part of the assessment calendar to provide an opportunity for parents/carers to discuss their son's/daughter's progress with subject teachers and pastoral staff.

## **9. Testing**

Various testing of students' knowledge and understanding occurs throughout the Key Stages. These are as follows:

- base line data is gathered on entry to the school. Year 7 students sit CATs (Cognitive Abilities Test) and reading tests
- year 8 and 9 students take end of year reading tests
- screening for dyslexia and dyscalculia is also undertaken when necessary.

## **10. Preparation for Exams**

Students are prepared for exams in lessons, and through the L4L (PSHE) programme. Information regarding exam dates, revision strategies etc are available on the Chace website. Additional Year 10 and 11 parent evenings are held to promote home/school partnership in supporting students through the challenges of GCSEs. Parent/carers are informed of the dates of all examinations.

## **11. Examination Procedures**

Please see Appendix 1 for details of responsibilities and procedures.

## **12. Framework for Monitoring and Evaluating the Assessment Policy**

The Assessment, Recording and Reporting policy is reviewed on a two year cycle by the school leadership team and governors are kept informed through the Governors Teaching and Learning Committee in consultation with all staff of the school.

This policy supports and should be read in conjunction with the school's Single Equalities Policy, Homework Policy and Curriculum Principles.

February 2019

## EXAMINATION PROCEDURES – who is responsible for what?

|                                                                                               | <b>CATS</b>          | <b>GCSE</b>                                             | <b>A/AS</b>                                             | <b>BTEC, Vision to Learn,<br/>Level 1 and 2 Courses</b> | <b>Internal yrs 7 – 10 plus<br/>Mocks</b>   |
|-----------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------|
| <b>Providing details of exams and entries/levels</b>                                          | AHT<br>Transition    | HoF with HoD                                            | HoF with HoD                                            | HoF with HOD                                            | HoF                                         |
| <b>Ordering papers</b>                                                                        | Exam Officer         | Exam Officer                                            | Exam Officer                                            | Exam Officer                                            | n/a                                         |
| <b>Checking deliveries</b>                                                                    | Exam<br>Officer/Asst | Exam Officer                                            | Exam Officer, Exam<br>Assistant                         | Exam Officer, Exam<br>Assistant                         | n/a                                         |
| <b>Correcting errors/mistakes</b>                                                             | Exam Officer         | Exam Officer                                            | Exam Officer                                            | Exam Officer                                            | n/a                                         |
| <b>Setting out exam area</b>                                                                  | Invigilator          | Exam Officer/ Exams<br>Assistant                        | Exam officer, HoL or<br>Lead invigilator                | HoF/Exam Officer                                        | HoF/Exam Officer                            |
| <b>Deciding on seating format and producing seating plan</b>                                  | Invigilator          | Exams Assistant/ Lead<br>Invigilator                    | Exam officer (normally<br>candidate order)              | Exam officer (normally<br>candidate order)              | Exam officer (normally<br>candidate order)  |
| <b>Collecting papers from exam officer to set out for exam</b>                                | Invigilator          |                                                         | HoL or Lead invigilator                                 | HOF/HOL or Lead<br>invigilator                          | n/a                                         |
| <b>Setting out papers</b>                                                                     | Invigilator          | Exam officer and<br>Assistant + invigilators            | HoL or Lead invigilator                                 | HOF/HOL or Lead<br>invigilator                          | HOF/HOD and subject staff                   |
| <b>Lining students up outside the exam area</b>                                               | Invigilator          | SLT/HoL/Form Tutors –<br>when available                 | HoL or Lead invigilator                                 | Exam officer, HoL or Lead<br>invigilator                | Form tutors and HoL                         |
| <b>Answering student queries re tier etc</b>                                                  |                      | HoF/HoD or subject<br>leader                            | HoL                                                     |                                                         | HoF/HoD or subject leader                   |
| <b>Bringing students into exam area in candidate number order</b>                             | Invigilator          | SLT/HoF/HoD                                             | HoL or Lead invigilator                                 | Exam officer, HoL or Lead<br>invigilator                | HoL and Form Tutors                         |
| <b>Starting the exam</b>                                                                      | Invigilator          | HoF/HoD or subject<br>leader                            | HoL or Lead invigilator                                 | Exam officer, HoL or Lead<br>invigilator                | HoF/Lead invigilator                        |
| <b>Completing the register</b>                                                                | Exam Officer         | Lead invigilator                                        | Lead invigilator                                        | Lead invigilator                                        | Lead invigilator                            |
| <b>Collecting papers in register order at the end of the exam</b>                             | Invigilator          | Lead invigilator                                        | Lead invigilator                                        | Lead invigilator                                        | Lead Invigilator                            |
| <b>Returning papers, numbers etc to Exam Officer/finance office</b>                           | Invigilator          | Lead invigilator                                        | Lead invigilator                                        | Lead invigilator                                        | Lead invigilator                            |
| <b>Posting exam papers</b>                                                                    | Exam Officer         | Exam Officer                                            | Exam Officer                                            | Exam Officer                                            | n/a                                         |
| <b>Collecting papers for students with special arrangements and returning to Exam Officer</b> | Invigilator          | SEN Invigilator<br>Exam Officer/Exam<br>Assistant       | SEN Invigilator<br>Exam Officer/Exam<br>Assistant       | SEN Invigilator<br>Exam Officer/Exam<br>Assistant       | HoF to provide papers to SEN<br>Invigilator |
| <b>Finishing exams after the school day</b>                                                   | n/a                  | Lead Invigilator                                        | Lead Invigilator                                        | HoF Lead invigilator<br>Exam Officer                    | HoF                                         |
| <b>Finishing students with additional time</b>                                                | n/a                  | HoF or mos acting as<br>amanuensis /Lead<br>Invigilator | HoF or mos acting as<br>amanuensis /Lead<br>Invigilator | HoF or mos acting as<br>amanuensis /Lead<br>Invigilator | HoF or mos acting as<br>amanuensis          |