Assessment (inclusive of AfL, Marking & Presentation) Policy

Important Note

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

REVIEW DATE: **May 2019**

REVIEWED BY: **Dan Sayers (Headmaster)**

SIGNED:

DATED: **21.05.19**

INTRODUCTION

St Hilda's School aims to achieve the highest standard of education possible for all pupils and to instil a love of learning and independent thinking.

Successful learning occurs when pupils have ownership of their learning. This requires them to be motivated, to understand the goals they are aiming for and to develop the full range of skills necessary to achieve success. Effective assessment and marking informs a pupil of how well they have carried out a given task; it celebrates success and provides guidance for the next stage of learning/skill development.

Assessment for Learning underpins teaching and learning at St Hilda's and is the foundation of assessment and planning.

AIMS OF POLICY

The aims of this policy are to:

- Outline the different methods of assessment at St Hilda's
- Outline the purpose of assessment at St Hilda's
- Ensure continuity and consistency in assessment across the school
- Promote high levels of expectation

- Outline how assessment information is passed on to pupils, parents and other members of staff

THE DIFFERENT METHODS AND PURPOSE OF ASSESSMENT

The three key types of assessment used in the school are:

Formative Assessment

This type of assessment records development in progress. It is cumulative and provides an ongoing evaluation of pupils' learning which in turn informs teachers' planning.

Assessment for Learning (AfL)

AfL is an extension of formative assessment. It is the process of learners and teachers interpreting evidence to decide:

- what is confidently known
- what needs to be learned
- how best to undertake the learning

It is ongoing and is based on the principle that pupils will learn best if they understand:

- the aim of their learning
- where they are in relation to this aim
- how they can achieve the aim

Summative Assessment

This type of assessment summarises what has been learnt and usually occurs at the end of a topic, the end of a year or the end of a key stage.   Summative Assessment may take the form of formal examinations.

Information from formative assessments and summative tests are compiled for dissemination in Parent/Teacher Consultations and Annual Reports.

PLANNING FOR ASSESSMENT

Target setting, **differentiation** and **assessment opportunities** are outlined in the medium term plans for each subject. Planning is progressive, building on knowledge and skills acquired in previous units of work, and key learning objectives are specified.

Target setting is a continuous process based on teacher assessment and pupils' self-assessment. It is based on the SMART model

- **S** - specific, significant, stretching
- **M** - measurable, meaningful, motivational
- **A** - agreed upon, attainable, achievable, acceptable, action-oriented
- **R** - realistic, relevant, reasonable, rewarding, results-oriented
- **T** - time-based, timely, tangible, trackable

Self-assessment, as well as peer and teacher assessment are used to determine whether or not a target/learning objective has been met.

Pupils are encouraged to achieve 'mastery' of a skill before higher order skills are targeted.

Differentiation within lessons is provided by:

Task
- Focus on knowledge or skill within a given task
- Focus on developing higher order skills
- Providing an open-ended or closed task

Resource provision
- Different resources are used to support the same learning or task
- Resources are provided according to learning styles
- Equipment is provided to accommodate a learner's specific needs

Assessment
- Varying forms of assessment (oral, written, non-verbal, presentation)
- Use different levelled mark schemes

Pace
- Provide different starting points
- Provide different routes through the same task

Support
- Scaffold learning to support progression
- Provide differing amounts of time with individuals based on need
- Effective use of other classroom staff
- Group pupils according to learning needs

Extension
- Provide different objectives or task ceilings

Research
- Vary level of independence required to complete tasks
- Vary sources of information
- Choice or selection of method

Dialogue
- Level of interaction with or between pupils (interdependent learning)
- Use of modelling and/or scaffolding
- Questioning (teacher directed, pupil generated, Socratic questioning)
- Complexity of language used
- Feedback provided and depth of discussion

Grouping
- Combination of pupils
- Roles in co-operative learning task (peer teaching, paired learning, collaborative learning)

Self-direction/Negotiation
- Pupil self-assessing
- Pupil setting own learning objective or target
- Pupil generated questions

Assessment (inc. of AfL, Marking&Presentation) Policy (Standard 1, Section No. 2 <u>and</u> Standard 6, Section No. 13)

Assessment Opportunities

Pupil feedback is seen as an important part of the teaching and learning process. Involving the pupils in the assessment process encourages pupils to take responsibility for their own learning. Feedback by teachers and pupils may be written or verbal.

The four main assessment processes that take place throughout lessons are:

1. Detailed feedback
    * This feedback acknowledges success
    * It also suggests how to achieve the next step of skill development

2. Marking as the pupil is working in class
    * Marking a child's piece of work during a lesson enables immediate constructive feedback and the opportunity for one to one focus on specific learning needs

3. Pupils assessing their own work
    * Time is allotted for corrections/improvements upon completion of marking
    * Traffic lights may be used to self-assess understanding and learning
    * Future targets may be agreed/set

4. Peer assessment
    * Pupils are given guidance on how to do this

MARKING GUIDELINES

Each pupil's exercise book is a measure of their learning and progress over time. Positive feedback celebrates achievement and next steps to learning are identified.

* Marking is regular and prompt following the completion of each piece of work
* Choice of pen colour for marking is left to the individual teacher
* Subject specific marking will be specified in curriculum policies

* The focus of marking is on the Learning Objective(s) specific to each piece of work, with comments that:
    * Acknowledge success
    * Suggest how to achieve the next step of learning
* Pupils' work is used as examples of successful achievement where possible
    * Plenary sessions are used for sharing good work
    * Displays are used to promote good work across the curriculum
    * Pupils are taught to evaluate work constructively
* Independent learning is promoted through understanding of the marking and success criteria

Responsibility for Marking

Normal practice is that the teacher leading a lesson marks the work produced.

* If the teacher leading a lesson has given up a free period to cover for a subject teacher, marking is done, if possible, as part of the lesson (peer marking, self-assessment or teacher marking as work is completed)
* Teachers working on a supply basis are responsible for marking the work produced in the lesson

Marking for Spelling and Grammar

An A5 piece of card with an agreed set of marking guidelines is stuck into each pupil's English book.

Spelling and grammar is corrected in work, but not to the detriment of the pupil's confidence.

- Depending on each child's ability, some words are picked out of a piece of text
    - Incorrect words are underlined
    - sp may be written next to an identified mistake
    - Correct spellings are written either in the margin or at the end of a piece of work (by teacher or pupil)
- The manner in which the correct spellings of the words are practised / learned is left to the individual teacher's discretion

Marking for Handwriting & Presentation

Handwriting and presentation are seen as an important part of the high expectations set at St Hilda's School.   All tasks undertaken should be neat and well organised, reflecting the level of effort expected of pupils.

Monitoring of Marking

Marking is monitored annually for English and Mathematics by Heads of Department and members of the SMT, to ensure consistency and progression in expectation throughout the school.

- Three books (of pupils not meeting the national expectation, meeting the national expectation and exceeding the national expectation) for the core subjects from each class, will be selected for monitoring. The outcome of the monitoring is recorded and analysed to inform future development support.

Rewards

Recognition of pupil achievement is part of the positive ethos of the school.

- House points are the shared reward system from Reception upwards. Points are given for high standards of effort, quality of work and behaviour
- Additional age appropriate reward systems are used within each Form (stickers, marbles, stamps, smiley faces, etc)

Exercise Books

- All exercise books should be clearly labelled - the office can provide a label frame for printing
- Inclusion of pictures/icons is at the teacher's discretion
- All work should be dated, centrally, at the top of the page - the long date is used for all subjects except science and mathematics
- The title of the work should be written underneath the date and underlined
- A two square margin should be drawn in mathematics exercise books using a ruler – one square is used for each written digit

- o Form II, III and IV fold each page in half to create columns for work
- New paragraphs are indicated by a skipped line
- All written text work for Form V and VI should be done in pen. Pupils in Form IV should be encouraged to work in pen
    - o Pencil may be used in General Work Books
    - o Pen license is given in Form III for good handwriting and presentation
    - o Labels and diagrams in science should be done in pencil
- Pencils are used for mathematics work
- Rulers are used to draw straight lines from Form II onwards
- General writing book work should be legible and organised
- Whiteboard work should also be legible and organised
- Handwriting in KS2 should be joined with high standards insisted upon

SUMMATIVE ASSESSMENT AND TRACKING

Formal assessments *(see Appendix for annual assessment timetable)* are undertaken at the end of a unit of work or at the end of the academic year. These are seen as opportunities for pupils to learn effective strategies for revision and examination. Additionally, the assessment results provide a stream of data which shows pupil progress.

The Director of Studies analyses the results of Progress in English and Maths tests, as well as the results of InCAS assessments and CATs tests, in discussion with subject teachers, the Head of Learning Support and the SMT. Specific strengths and weaknesses of individual pupils, groups and classes, as well as trends within the school, are identified. The results are used to assess the effectiveness of schemes of work and teaching/learning strategies, to set targets and to inform future planning learning support strategies.

RECORD KEEPING

Subject teachers track pupil progress using their own system of highlighting achieved learning objectives. FrogProgress is a new strategy to track pupil progress which is gradually being introduced over a 3 year plan.

Summative assessment results are stored in the shared area of the Server under 'Assessment'.

Relevant notes of discussions and meetings relating to pupils are kept by the relevant teacher(s) for future reference.

Formative and Summative Assessment information is shared between Form Teachers as part of the transition between Form Groups.

REPORTING TO THE PARENTS

- Annual Reports are a written report of a pupil's progress and achievements in a given academic year - they are distributed at the end of the Summer Term
- Parent/Teacher Consultation Evenings with pre-arranged appointment times are provided during each term of the academic year
- Ongoing opportunities for reporting are provided informally through discussions at the beginning and end of the day as needed
- Parents are encouraged to contact the Form Teacher if they have any concerns about any aspect of their child's progress

- Teachers and/or the Head of Learning Support arrange meetings with parents as needs arise
- Parents are invited to meet their child's teacher for the next academic year on a designated morning in the Summer Term
- A newsletter outlining areas of study and how learning can be supported is sent by the Form Teacher to all parents at the beginning of each term

For pupils with learning difficulties, please refer to the school's Learning Support Policy.

This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies.