

Assessment Policy

Independent Day School for Boys and Girls (Whole School including EYFS)

Our Lady of Sion School

ASSESSMENT POLICY

Incorporating MARKING, FEEDBACK and REPORTING

Definition of Assessment:-

Assessment is the process which provides information on an individual student's experience and achievement. It defines what the student knows, understand, and can do.

Purpose of Assessment:-

The purpose of assessment is to recognise and celebrate students' achievements and facilitate moving to the next target. Furthermore, it promotes the quality of teaching and learning so that all students are helped to make steady progress.

Basic Principles of Assessment:-

- Assessment should encompass an evaluation of students' achievements across the whole range of school experience.
- Assessment should be positive. It should provide opportunities for progression and differentiation. It should, therefore, encourage achievement and help the student to move forward. To this end it should include constructive criticism and comment on strengths and weaknesses. It should both indicate what the student can do and what the student needs to do in order to improve.
- Assessment should be an integral part of the learning process.
- Assessment should arise out of a shared understanding by teacher and students of clear and explicit learning targets and shared assessment criteria.
- Students should always be fully aware of the criteria against which their work will be evaluated. As a result students will be encouraged to take more responsibility for their own learning.
- Students should be encouraged, as far as possible, to contribute to the assessment of their own work and progress. The process of assessment should enable students to become more reflective learners.
- Teachers should always use the results of assessment to inform the planning of future teaching and learning. Assessment should, therefore, help teachers to plan work best suited to each student's stage of development and should provide opportunities for progression and differentiation.
- Every student has a right to fair and unbiased assessment, irrespective of creed, gender, colour, national, ethnic or social background or disability.
- Reasonable adjustments will be put in place for pupils with SEND or disabilities.
- More able students are catered for by differentiated teaching, timetabled one to one sessions/ with higher year groups and taking GCSE early.

JUNIOR SCHOOL

Assessment Timetable

Term/ Year Group	Autumn Term	Spring Term	Summer Term
Reception			PTE Level 5 PTM Level 5
Year 1	Reading Now	Single Word Spelling Test	PTE Level 6 PTM Level 6
Year 2	Suffolk Reading Scale – Level 1	Single Word Spelling Test	PTE Level 7 PTM Level 7
Year 3	Suffolk Reading Scale – Level 1	Single Word Spelling Test CAT4	PTE Level 8 PTM Level 8 PTS
Year 4	Suffolk Reading Scale – Level 2	Single Word Spelling Test	PTE Level 9 PTM Level 9 PTS
Year 5	Suffolk Reading Scale – Level 2 CAT 4 (2016)	Single Word Spelling Test CAT4 (2018 onwards)	PTE Level 10 PTM Level 10 PTS
Year 6	Suffolk Reading Scale – Level 3	Single Word Spelling Test Entrance Test for Y7 CAT4 Creative Writing	PTE Level 11 PTM Level 11 PTS

In the penultimate week of each half of term all children from Years 1-6 undertake a piece of unaided writing ('Write Here, Right Now'). Reception complete a termly piece of unaided writing. Each piece is completed in a designated book and progress is recorded on tracking sheets. These books and tracking sheets are passed up to the next Form Teacher as part of a comprehensive handover.

Reports

Formal summative reports are highly valued by students and parents and provide an accurate account of the students' progress. Reports are descriptive and written in a language that parents and children can understand. They are based on ongoing teacher assessments as well as standardised tests reporting on the positive progress a pupil has made. They focus on a pupil's strengths, areas for improvement and future next steps.

In Years 1-6 reports are written at the end of the Autumn and Summer terms. Reports contain comments under headings: Programmes of study, Effort and achievement and 'Next steps'.

The Reception Form Teacher updates parents with their children's 'Next Steps' every six weeks and in the Summer Term produces a report on all areas of learning together with characteristics of effective learning for each child

In the Autumn Term Year 1-6 Form Teachers report on English, Mathematics, Science and give a general comment. Form Teachers also indicate whether children are 'working towards age expectations', 'working at age expectations' or 'working at greater depth for age expectations'.

In the Summer Term Year 1-6 Form Teachers report on all curriculum subjects. Progress Test in English and Progress Test in Maths standardised scores are also shared in the report.

Consultation Evenings

Parent's consultation evenings take place during the Autumn and Spring terms. Reception parents have a 15 minute appointment in the Autumn Term. All other appointments are 10 minutes.

Recording and Tracking

A wide range of evidence is recorded by Form Teachers: test results, recorded observations, dialogue with students, setting tasks and viewing work. It is important that pupils are involved in this process through self and peer assessment.

Students' standardised scores and assessments are tracked throughout using an Excel spreadsheet on the staff shared area. Students are tracked for their Junior School years. Colour coding is used to easily identify the ability with each Year Group. Green top 25% and Red for the lower 25%. Tracking documentation informs Teacher planning as well as target setting for pupils.

SENIOR SCHOOL

Cognitive Abilities Testing

All students sit a CAT4 test at the appropriate level as part of the School's Entrance Test (see above). In addition, in **Year Nine all students sit a digital MIDYIS assessment**. The data generated provides valuable information on an individual student's potential and is a benchmark against which to measure progress, thereby enhancing the School's tracking process. Furthermore, these national tests formally set targets in specific GCSE subjects for individual students and, in conjunction with SIMS Assessment Manager and SISRA tracking:

- measure the achievements of individual students throughout their time at the school (value-added)
- monitor the achievements of faculties and departments
- enable a range of analyses (e.g. gender, set) to be made
- **enable support programmes and intervention needs to be identified**
- monitor the achievements of the whole school in the context of our student intake

All the above increasingly informs future planning and target setting.

From January 2017 KS3 Target grades will be based on data and students' progress will be monitored against an indicative "Flight path" (see Appendix 1). The data will be updated regularly in SISRA to further enhance our ability to analyse, track, monitor and plan for each student's progress.

Key Stage 3

At KS3 assessment is carried out as follows:

- A grade from 1-9 including + or – defines five times per year. These grades are based on formal tests, examinations or completed modules of coursework and are entered into Assessment Manager by subject staff
- The grades 1-9 have formalised and clear subject specific assessment criteria
- This system provides a smooth transition to the Grade structure of the new KS4 GCSE grading system. It should, therefore, be clear to pupils and parents.
- Grade Sheets are currently extracted from SIMS Assessment Manager

Example KS3 Grade sheet from Jan 2017

Dear Mr and Mrs Beckham

Re: David Beckham 7Delta

Attendance: 100.0%
From 1/9 -15/12/2016

End of Key Stage 3 Expected Grade: 5

	Current Grade	End of Year Target Grade	Attitude to Learning Grade	Comment
English Mrs E. Pascott	1	2+	N	David needs to improve his sentence structure and understanding of basic grammar. David needs to have a positive attitude to learning at all times.
Mathematics Mrs V. Rossat	1+	2+	N	David needs to spend more time completing his homework to improve his scores.
Science Mr M. Hayward	2+	2+	G	
Art Miss E. Dodd	3=	2+	G	David has produced some excellent and detailed body art designs.
Design Technology Mr. A. Sefton	2+	2+	G	
Drama Mrs J. Freeman	2-	2+	G	
Food & Nutrition Mrs. C. Stacey	2	2+	G	
French Miss K. McPherson	2	2+	G	
Geography Mr A. Salmon	2-	2+	G	
German Mrs K. Nicholas	2	2+	G	
History Mrs Z. Yacoub	2-	2+	G	
ICT Mr D. Buchanan	2-	2+	G	
Music Mrs B. Daniels	2-	2+	G	
PE Miss E. Haworth	6+	4+	E	David has performed extremely well this term, especially in football.
Religious Studies Ms R. Ghinn	3+	2+	G	David is very moral and sensitive to other cultures.
Spanish Mrs I. Trevino	3+	2+	G	David is working hard in Spanish lessons now he has the goal of playing for Madrid.

Key Stages 4 & 5

At KS4 and KS5 our assessment of pupils' work is firmly linked to criteria set out in public examination specifications and is therefore fully consistent with national guidelines.

Examinations and Testing

Formal testing of students within the school takes place regularly and is shown in the following timetable:

Term	Internal examinations in class		External examinations
	<u>Week No.</u>	<u>Year groups</u>	
1	6 + 12	Years 7 to 9	n/a
2	16 + 22	Years 7-9	n/a
	14-15	Years 12 & 13 AS and A2 mocks in majority of subjects	
	14-15	Year 11 IGCSE Maths module EXAMS and mock GCSE examinations	
	14-15	Year 10 R.S. Mock	
3	26-31	Years 10– 13	GCSE, AS and A2 Public Exams
3	28 -31 End of year Summative testing	Years 7 to 10	n/a

The results of internal examinations are used to assess students' progress and as a basis for reports and grade sheets. Appropriate set changes may be implemented after discussions within the department, usually involving parents, the student(s) concerned and occasionally including the Faculty Head and AHT Academic.

Throughout the year informal testing is more frequent in some subjects than others. In addition to tests, students are regularly assessed on their classwork and homework tasks; the resulting marks being recorded by teachers in mark books, for core subjects at least fortnightly.

Coursework / Controlled assessment

Currently, external examinations in some subjects require an assessed coursework element carried out under controlled conditions. Senior management and CRG, together with the Examinations Officer, are responsible for ensuring that the timetable of deadlines for this work is manageable by the students involved, particularly those in their final GCSE year.

Self-Assessment

KS3 and KS4 students complete self-assessment forms both before a series of internal examinations or tests and in response to a written report. The form includes a column for predicted grades, to be completed before tests, and a second column in which results are filled in. The student and form tutor refer to the form during the Report Reading session just before reports are sent home and a copy is sent home with the student's reports. In addition the forms are analysed by the Form Tutors and the Assistant Head Academic to assess where an individual student or a group of students may need help. Any queries raised by this analysis or subsequently by parents are dealt with promptly by the staff concerned, or where necessary by the Assistant Head Academic.

MARKING and FEEDBACK

Marking work and recording attainment are fundamental to assessment. Teachers are expected to mark promptly and regularly to provide feedback and opportunity for students to make progress.

Marking must be effective: - Meaningful, Manageable and Motivating.

Embedding Effective Marking	DfE Workload Principles
● Meaningful	● marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
● Manageable	● marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
● Motivating	● marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.
Source:	DfE Workload Report (March 2016)

All staff should use the following codes in their marking across the school to ensure students are used to the codes.

✓	Correct/good point/well-written
X	Incorrect/wrong point.
Sp	Correct a spelling mistake (these words should be written in a spelling log)
P	Correct punctuation
CAP	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
/	Start new line
?	This does not make sense/ handwriting or sentence needs to be clearer
T	You need to use the correct verb tense
	This part needs rewording/ rephrasing
e.g.	Provide examples.

All work must have a comment pertaining to the work marked and then an individual EBI set (Even Better If). For example sections can be highlighted for redrafting, a progress question set to practice a specific skill / technique or a task set to extend learning. Marking should be dialogic between student and teacher.

Students should be given DIRT (Directed Reflection Time) to review and complete the marking comments, either in lesson time or as a homework task. The teacher should then acknowledge the EBI has been successfully completed.

Records are concerned with noting students' attainment over a period of time and tracking progress. The principle function of marking is to enable teachers to make judgments about students' grade, set targets and inform the planning of future work. Records also provide evidence for reporting to parents either in a formal written report or at parents' evenings.

While it is neither possible nor desirable to document everything a student does, it is necessary to collect and record evidence of progress, or lack of progress. Key evidence may be gathered from diagnostic marking of classwork and homework, from written tests, or from oral and aural work in the classroom. Increasingly, photographic, video recording, sound recording and screenshot evidence may be held on file.

However work is marked, and depending on the number of lessons allocated to that subject teachers are expected to regularly record assessment marks / grades digitally in SIMS.

In short, marking should be:

- Prompt
- Regular
- Constructive + Dialogic
- Clear (setting targets that are understood)
- Recorded.

SENIOR SCHOOL

Each subject leader is responsible for ensuring that the departmental policy is current, understood and implemented correctly by all teachers of that subject. There can be no prescribed method of recording as different departments necessarily work in different ways. In some subjects, a proportion of "marking" may be done verbally, through "learning conversations" between student and teacher, designed to ensure that the student understands what is needed for future progress. Peer and self-assessment exercises together with self-evaluation are encouraged since they have an important role to play in the development of thinking skills.

Results, including assessment /exam results, are recorded in SIMS Assessment Manager and, from January 2017, in SISRA. Subject teachers record one grade per half term for each pupil. This information is thus readily available to administrative staff and management. We are using a wider range of analytical tools to gain a deeper and

wider picture of progress, both in a student-centered way and across subjects to ascertain the effectiveness of teaching.

The School's recording system is designed to:

- be manageable
- involve numerical and alphabetic measures, the correspondence of the two systems being clear to both teachers and students
- be understood by, and accessible to, a variety of users
- record the work the students have done, monitor progress and guide appropriate future work
- at KS3- KS5 record students' attainments and link this to national grades according to the needs of the subject at GCSE and GCE levels
- provide accurate information to colleagues
- involve and motivate students
- relate to departmental schemes of work

JUNIOR SCHOOL

The Reception Form Teacher uses a pink pen to mark work to show areas which have been most successful ('tickled pink'). A green pen is used to signify areas for 'growth' and development. In Early Years and Key Stage 1 we give children verbal feedback on their work. Wherever possible, work will be marked with the child so that comments on achievements and areas to work on can be given as the work is in progress. Feedback on a particular piece of work may be given at the end of the lesson when all the children are gathered together. Written comments may sometimes be added at the end of a piece of work, but these will be short to reflect the child's reading ability and the fact that verbal feedback has already been given.

In Years 1-6 Form Teachers use green pens in their marking to draw attention to areas that children need to work upon. Children are given time to respond to marking and feedback.

'We Are Learning To' (WALT) statements appear at the top of pieces of class work and are in relation to the National Curriculum. Statements are then ticked, stamped or referred to in the Form Teacher's comment to signify the learning intention has been reached.

WWW (What Went Well) statements are also used alongside EBI (Even Better If) to set individual targets for students.

English and Mathematics books contain National Curriculum outcomes at the front of student books. Form Teachers, children and parents refer to these and are used to inform the assessment tracking for English and Mathematics.

Individual scores are not read out in front of the whole class nor will they ever be displayed for everyone to see. Scores/marks/results etc. are private to the individuals concerned and children are expected to respect other people's preference if they wish to keep their marks to themselves.

In addition positive recognition of good work will be given in the classroom e.g. sharing work with others and displaying good work on the wall. Headmaster's Commendations recognise outstanding pieces of work and outstanding effort or progress. Form Teachers are also encouraged to send their students to the Senior Teachers to celebrate excellent work.

Self-assessment is encouraged from the Early Years with children being asked for a personal comment on their effort/achievement. This can take the form of written or oral comment as appropriate to the age of the child. We encourage the children to make comments about their own work and the work of fellow pupils in a positive and encouraging way.

In Early Years Learning Journals are used to build a unique picture of what each child knows and feels and can do as well as his/her interests and learning styles. Observations are analysed against the EYFS statements and help the child's key worker identify the child's next steps. The Learning Journal involves contributions from family and at the Sion we like to include any 'wow' moments – which celebrate successful learning at home. The Journals are readily accessible for parents to see anytime they request outside of usual parent consultation meetings and workshops and children are encouraged to have a look at them too.

On the penultimate day of each term parents are invited to stay after pick up time to share the children's learning journals and topic work with them. If they are unable to make this time they are invited to pop in on the last morning when they drop their child off at 8.30-8.50.

Specific marking is used for subject areas. These are as follows:

English

Years 1 & 2: The teacher writes the correct spelling in the pupil's Word Book and it is then written out three times to commit it to memory

Years 3 to 6:

The teacher incorporates the whole school marking codes where appropriate enabling pupils to correct errors.

Mathematics

Pupils use pencils for all mathematical recording. Incorrect answers are marked X and corrections written out either next to or below them. Where this is not feasible, corrections should be written on a separate sheet, giving page and/or other reference numbers. Original answers should be left in place for future reference. It is not necessary for a pupil to correct every mistake if he/she has demonstrated an understanding of the relevant concept by producing work which is mainly accurate.

Geography/History/Science

Incorrect spelling is highlighted and key words corrected at teacher's discretion.

If a pupil becomes aware of a mistake in an uncompleted piece of work which has been written in ink, he/she should rule a line in pencil through the incorrect work and write the correct version alongside/above it; brackets are also acceptable.

Corrections should be written at the end or in the margin in completed work.

Years 5 and 6: Ink erasers may be used to rub out minor errors on a finished piece of work.

Monitoring and review

The Assistant Head (Academic) and Senior Teacher Curriculum are responsible for monitoring the implementation of this policy and visit classes as well as sampling exercise books. They will feed back to the Headmaster and meet with year group staff to provide feedback and discuss concerns

Our Lady of Sion School Assessment Policy

Signed by Chairman of Governors.....

Dated.....