

<b>S</b>	Successful
<b>H</b>	Happy
<b>A</b>	Aspiring
<b>P</b>	Purposeful
<b>E</b>	Exciting
<b>D</b>	Diverse

**Originator:** Amanda Anderson

**Link Governor:** Sheila Brown

**Date:** November 2017

**Revision Date:** November 2018

Assessment is an important part of the learning process and should not be simply the grading of a student's work. Assessment should be integral to how staff help students make effective progress in their understanding. The following is recognised as being crucial to effective assessment:

- The provision of effective feedback to students, based upon clearly understood aims and objectives
- The active involvement of students in their own learning
- Adjusting teaching to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- The need for students to be able to assess themselves and understand how to improve.

The characteristics of assessment in lessons that are good or better will include:

- the sharing of learning objectives with students
- helping students to know and to recognise the standards they are aiming for
- involving students in their own and each other's assessment
- providing feedback which leads to students recognising the next steps required to progress and how to take them
- a vision and belief that every student can improve and achieve
- students being given the opportunity to improve, modify and edit their work as a result of feedback
- teachers and students reviewing and reflecting upon assessment data

We will use a range of techniques when planning assessment including:

- observation of students – this includes listening to how they describe their work and their reasoning
- questioning: using open questions, phrased to invite students to explore their ideas and reasoning
- setting tasks in a way which requires students to use and further their skills and apply ideas
- asking students to communicate their thinking through drawings, artefacts, actions, role play and concept mapping, as well as writing
- discussion of concepts and vocabularies and how they are being used
- using a range of new technologies to record ideas. Summative assessment (which summarises a student's performance using a grade) should be used sparingly.

## Key Changes in Government Policy

- The Department for Education has made significant changes to assessment at KS3:
- The government has announced through the Department for Education that from September 2014, National Curriculum Levels 1 to 8 and sub-levels a, b, and c will no longer be used in schools. This affects both primary and secondary schools.
- Some schools may choose to retain the historic levels, however, the levels will no longer be benchmarked against core skills or stand up to moderation against other educational providers.
- National Curriculum levels were flawed as they summarised a student's ability without recognising the individual strengths and weaknesses of the individual student.
- As GCSE qualifications have become more rigorous in the last few years the transition from a KS2 grade to a KS3 grade and ultimately a GCSE grade is no longer transparent or predictable.

Therefore, schools were invited to create their own forms of assessment and reporting. At Marshfields we are in the transition period of developing a triangulation of assessment to capture the progress of each student 'holistically' taking into account prior information. This will include, but not an exhaustive list:

- 1) The students SEN information and targets identified in the Educational Health and Care Plan (EHCP)/ annual review documentation.
- 2) The bank of already achieved statements by each student.
- 3) The students reading age.
- 4) The students level of engagement in lessons.
- 5) The student's self-esteem and resilience to learning.
- 6) Any further relevant information to identify barriers to learning and overcome these where possible.

## Baseline assessment

Upon arrival in Year 7 all students (and for students who join mid-year) will undergo baseline assessment. This incorporates the sitting of a CAT4D test (cognitive testing) and undergoing an internal subject specific assessment. These two data sources will be triangulated with the exit data provided by the students' previous school. From the triangulation process students will be given a starting level, from which all students are expected to progress.

Where is progress tracked:

- 1) Classroom monitor:
- 2) Teacher mark book:
- 3) Students folders/ exercise books:
- 4) Other as appropriate for the subject area and identified in the QA file of lead teachers.

## Summative Assessment

All teachers should use the following guidance when a piece of work is assessed and a grade given. Students should be made aware of the nature and the purpose of the assessments set. In Years 7, 8 and 9 'Can do' progressive statements should be used and students should have an understanding of how to improve their work. In Key Stage 4 and 5 or for students studying a certificated course, the grading system used by the qualification should be applied. Tests should be modelled on the examination and test papers. If a team or teacher wishes to grade effort, the systems of A, B, C and D as used in interim reports to parents. In all cases, a student should understand, be able to articulate why a particular grade has been awarded, and demonstrate work they have improved on as a result of feedback.

## Feedback of assessment to parents/Carers

**Interim Reports** – Students will receive two interim reports throughout the academic year, the first in autumn and the second towards the end of the Summer Term. Feedback in these reports will be in the form of a short teacher comment based on the students 'unique 'learning journey' The report shows a colour coded system sharing information on both progress and conduct of the student as follows:

- Blue (A)- The student is exceeding expectation.
- Green (B) –The student is on track with their learning.
- Orange (C) – The student needs to try harder
- Red (D)– The student is below expectation.

The teacher is also named on the interim report to support parents making contact with any concerns or questions.

**Full Reports** – Each student will also receive a full written report once in an academic year. A summary comment by the students' form tutor and the Headteacher or Deputy Headteacher will also accompany the report. The agreed principles when staff write these reports are:

- be addressed to parents/carers
- contain one (maximum two) targets with an explanation of how this (these) can be achieved
- contain an introduction/overview subject being taught
- focus primarily on progress and attainment, but also include reference to conduct in and enjoyment of the subject, along with an aspect in which the student has excelled
- use the full name of students
- be no longer than 150 words
- be Internally Quality Assured within subject teams before the deadline dates to validate report comments and ensure spelling and grammatical accuracy
- show that the member of staff writing the reports knows the student
- completed by the required deadline date

**Annual Review** - Feedback is given to parents/carers during Education Health and Care Plan (EHCP) annual review meetings. A new reporting system is currently being trialled to enable staff to comment on student progress across the curriculum. Progress information from the students Interim Report and Accelerated Reader data is also available.

**Parents Evenings** – each year group will have one parents evening in which they can meet subject teachers and discuss their child's progress. Parents evening appointments last approximately five minutes with each subject teacher. In which staff provide an overview of how their child is performing.

## Marking

The school's expectation is that a student's work should be marked by the teacher fortnightly. Teachers are expected to keep a mark book, either on paper or electronically tracking students' progress throughout the academic year. Further details are in the Marshfields marking policy.

Presented to the Governors for approval: Curriculum Meeting\_\_\_\_\_

Approved by Governors: Elaine Orton\_\_\_\_\_

Date: November 23<sup>rd</sup> 2017

Appendix 1

**Assessment, Recording, Reporting and Parents Evening Deadlines 2017 – 2018.**

All students will receive annually one full report and two interim reports (subject to change as we incorporate EHCP progress information to parents). Staff should report as per the reporting policy. Within clusters all reports should be checked by a second member of staff. Middle leaders to oversee this checking has taken place.

Parents will be invited in to school on two occasions every year to discuss their child's progress, once at an EHCP review and at a parents evening. Teachers are encouraged to be in contact with parents throughout the year as is felt necessary/ required.

Year Group	Settling in Evening	Interim 1 Due Friday (on Behaviour watch) Admin check Monday Collate data, out to parents by following Thursday	Interim 2 Due Friday (on Behaviour watch) Admin check Monday Collate data, out to parents by following Thursday	Full Report Due Friday (shared, teaching, REPORTING) Admin check Monday Collate data, out to parents by following Thursday	Parent evening Tuesday eves	Student EHCP Target Subject/Inclusion Review (on Behaviour Watch) (Teaching/Inclusion Team) ONGOING
Post 16		13 <sup>th</sup> October Term 1	4 <sup>th</sup> May Term 5	23 <sup>rd</sup> February Term 3	Tuesday 5 <sup>th</sup> December	20 <sup>th</sup> October 2017 & 29 <sup>th</sup> March 2018
11		13 <sup>th</sup> October Term 1	4 <sup>th</sup> May Term 5	17 <sup>th</sup> November Term 2	Tuesday 23 <sup>th</sup>	
10		20 <sup>st</sup> October Term 1	11 <sup>th</sup> May Term 5	23 <sup>rd</sup> February Term 3	January	15 <sup>th</sup> December 2017 & 25 <sup>th</sup> May 2018
9		10 <sup>th</sup> November Term 2	9 <sup>th</sup> March Term 4	4 <sup>th</sup> May Term 5	Tuesday 8 <sup>th</sup>	
8		10 <sup>th</sup> November Term 2	9 <sup>th</sup> March Term 4	18 <sup>nd</sup> May Term 5	May	9 <sup>th</sup> February 2018 & 20 <sup>th</sup> July 2018
7	Tuesday 10 <sup>th</sup> October	8 <sup>th</sup> December Term 2	11 <sup>th</sup> May Term 5	8 <sup>th</sup> June Term 6	Tuesday 19 <sup>th</sup> June	