



School Assessment Policy

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Purpose

The principal purpose of this policy is to outline the rationale for Assessment within the learning environment and provide an overview of how this is addressed within our school.

At Marshfields School we believe that effective assessment provides information to improve teaching and learning and aims to 'close the gap' between a student's current situation and what they need to achieve for them to meet their full potential. We give our students regular feedback on their learning so that they understand what it is that they need to do to improve their performance and enables them to become involved in the learning process. Assessment for Learning (AFL) and a detailed knowledge of each student allows us to plan activities which help learners to do this. We give parents regular reports on their child's progress so that teachers, students, and parents are all working together to raise standards.

Aims

- To enable our students to demonstrate what they know, understand, and can do in their work (WWW)
- To help our students understand what they need to do next to improve their work (EBI)
- To allow teachers to plan work that accurately reflects the needs of each student
- To provide regular information for parents that enables them to support their child's learning
- To provide the Head Teacher with information that allows judgments about the effectiveness of the school to be established

Inclusion

At Marshfields School we ensure a fully inclusive approach to assessment and the principles set out in this policy apply to all students of all abilities, including those with special educational needs and disabilities (SEND). Assessment is used to contribute to the early and accurate identification of our young people's special educational needs and any requirements for support and intervention. Assessment methods may need to be adapted for some students with SEND to allow them to access information and to not impact negatively on self-esteem.

Methodology

Marshfields School expects staff to use the school's *Teaching & Learning Policy* in conjunction with the guidelines below.

1. Target Setting

During an induction period at Marshfields School students take part in a range of initial assessments to provide a reflection of their current attainment and attitude to learning. Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results, are completed on entry in Year 7 along with a baseline assessment using B-Squared the schools assessment tool. Information on prior attainment, is also collated where available, and used to inform target setting. For all subjects at KS2, KS3 and KS4 students will be set a target level/grade in relation to their B-Squared assessment results. The following table outlines the progression routes for students in KS2 – 4 using B-Squared:

B-Squared Progression Grid
KS2 – KS4

<u>Baseline</u>	<u>KS3 Target</u>	<u>KS4 Target</u>	<u>KS5 Target</u>
0	3	5	7
1	4	6	8
2	5	7	9
3	6	8	College
4	7	9	College
5	8	10	College
6	9	Mainstream	College
7	10	Mainstream	College
8	Mainstream	Mainstream	College
9	Mainstream	Mainstream	College
10	Mainstream	Mainstream	College

2. Forms of Assessment

Marshfields School defines Assessment for Learning (AfL) as:

“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

As a key element of AfL marking is essential for informing planning, monitoring progress and aspects of teaching and learning. Responding to students’ work through positive and constructive feedback in verbal or written form acknowledges achievement, promotes positive attitudes and behaviour, and consequently

raises standards. A coherent communication procedure of commenting on students' work provides students, parents/carers, and other staff a reliable reflection of individual progress and helps students understand how well they have gained knowledge, skills, and concepts. Professional judgements based on personalised learning and individual need are used by all staff whilst marking students work to ensure all students feel valued and that they are moved forward in their learning appropriately, often dialogue is the most effective method of presenting this information.

We aim to create an educational environment in which personalised learning can take place. We strive to remove barriers to achievement and believe that;

- Students need to know what their next steps for learning are.
- Marking is a means of communication between student and staff about the student's work and progress.
- Marking should not take the place of verbal feedback; it should be additional; both are important.
- Marking can aid learning when done constructively and positively; it shows that the staff values and appreciates the student's work.
- Marking is permanent evidence that communication with a student has taken place.

For effective assessment for learning to take place students should be actively encouraged to be involved in their learning and self-assessment of progress. Care should be taken to make certain that assessment builds students' motivation, confidence, and self-esteem. The school expects staff to ensure that the following forms of assessment are used:

Formative assessment - used by teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly, this should take the form of:

- verbal feedback in lessons
- marking of assignments/homework
- student/teacher dialogue

Summative assessment – summative assessment enables the school to evaluate how much a student has learned at the end of a teaching period, this should take the form of:

- end of unit/ topic tests
- internal moderation of KS3/ KS4 standardisation
- externally set exams/ tests

Students should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer assessment

- setting and/or reviewing assessment criteria

- setting of own progress targets

Marking Practice

The curriculum focuses on active teaching and learning strategies in order to raise achievement. Marking is a key learning strategy and our practice promotes this.

- Marking of work for each student/ teaching group should be completed every two weeks
- Generally, the teacher will give the student the returned marked work and add some additional verbal feedback as soon as possible, to encourage students to look at next steps in their learning. Students should respond to this feedback where possible
- Homework is marked as rigorously as class work.
- 'Ticks' are not sufficient on their own but may be used where answers are right or wrong
- We recognise that it is not always helpful to correct every aspect of a piece of work and teachers should focus on the teaching points of the lesson and on the progression of individuals
- Spelling, grammar, and punctuation will be marked in all subject areas
- Teachers will mark work in green ink
- Oral and written comments made will be formative and relevant following the WWW (What Went Well) and EBI (Even Better If) approach
- Students will be given the opportunity to respond to marked work and discuss outcome.
- Sometimes students will be asked to take joint responsibility for the marking of work and to write their own comments.
- Presentation for students is important and students will be guided towards acquiring skills in presenting their work.
- Presentation of marking from staff is equally as important and staff need to model good practice in handwriting, spelling, and punctuation.
- Each piece of work will have the date and title
- Work will be marked in a clear and legible manner; red pens should not be used.
- Marking on all work should be discreet and not deface the student's work.

The school will explore alternative ways of recording for those children who cannot read comments or provide a written response to feedback

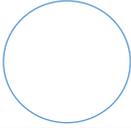
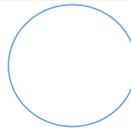
SpLD

A high number of the students at Marshfields have some form of specific learning difficulty and marking procedures for these students, those diagnosed with dyslexia should be acknowledged:

- A greater emphasis placed on verbal feedback and shared learning dialogue between teacher and student
- Focus on 'small steps' in improvement and praise to raise self-esteem
- Mark to encourage by focusing on content rather than mistakes in grammar and spelling. Concentrate on the three most important spellings e.g. high frequency words or subject specific vocabulary. Highlight words/ parts of words spelt correctly to build confidence.
- Mark errors appropriate to individual student, consider if the student has spelt the word correctly on previous occasions.
- Use of Learning Journals and other strategies to aid student progress where SpLD exists.

Marking for Literacy

To achieve a consistent approach to the marking of literacy the following symbols are used.

Mark	Means...
Sp 	Spelling error circled. Sp written in margin.
Cap 	Capital letter error circled. Cap written in margin.
P 	Punctuation error circled. P written in margin.
Gr 	Grammar error. Section underlined does not make sense. Gr in margin.

RESPONSIBILITIES

- All teachers and tutors are responsible for following this policy
- Supply teachers should mark work they have provided and initial it.
- The Deputy Headteacher has overall responsibility for ensuring work is marked in accordance with the school's policy as directed by the Headteacher.

This policy is a live document and is subject to regular amendment and change, it is the responsibility of all staff to regularly check this document for any amendments.

3. Recording

Assessment data will be recorded regularly by every subject teacher to inform teaching strategies for individual or groups of students. It will also inform discussion between staff at departmental meetings and with line managers.

All teaching staff should ensure:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds students' motivation, confidence, and self-esteem
- all marking at KS2 & KS3 complies with the school marking policy and links to the subject progression grids using the B-Squared assessment tool. It must always show what is required for the student to improve and move on to the next stage of learning
- marking at KS4 & Post 16 complies with the school marking policy, the KS4 curriculum and awarding bodies guidelines
- student's baseline attainment is assessed on entry using a variety of sources and taking into consideration prior data if available
- targets across KS2, KS3, KS4 and Post 16 are set for each subject using individual B-Squared baseline assessments or internal baseline assessment using exam board guidance
- appropriate student progress information is recorded and accurate data for student progress tracking is recorded in SIMS every term
- analysis of assessment is used to inform further planning and differentiation
- student target/current levels/grades are clearly recorded in student books/ folders every half term
- track student progress against school expectations for cohorts and individual students

4. Reporting

Assessment data is recorded not only to inform the feedback given to students and staff but also to provide and report information on how the school is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- Subject Leaders to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set
- The DHT responsible for Data and Reporting will analyse recorded assessment data as part of the school's monitoring and evaluation process and report to SLT and the Governing Body. This will be used to highlight areas for development and inform the Self Evaluation Form (SEF) and School Development Plan (SDP)

Reporting to Parents/ Carers and stakeholders:

- Parents and Carers will be informed once a term about their child's progress, their progress towards their target levels/grades and annually about the results obtained in national tests and examinations
- In addition, Parent Consultation Evenings and EHCP Annual Reviews form an integral part of the reporting cycle. Each of these are held once per academic year for all students, with possible additional meetings for parents of students causing concern

The Headteacher and Deputy Headteacher will report annually to the Governing Body on:

- The outcomes of monitoring, and changes in practice that have resulted from them
- The overall standards achieved in each subject
- The overall standards achieved at the end of each key stage by gender and ethnicity
- The standards achieved by pupils and groups considered to be vulnerable including those receiving Pupil Premium
- The impact of external intervention or support on standards
- The views of staff about the action required to improve standards
- Feedback received from students and parents