

TOTTINGTON HIGH SCHOOL



Whole School Assessment Policy

Introduction

The purpose of assessment is to ensure that every student is working to his/her potential, to identify underachievement and to promote the quality of teaching and learning. 'What is taught' and 'what is learned' are rarely the same. Effective assessment can reduce the gap between what is taught and what is learned, thus increasing student achievement. Student self-assessment is a crucial element of the learning process. We recognise the potential for assessment in developing a positive self-image in the student through positive and constructive feedback and the feeling of success which encourages and motivates the individual to raise their expectations.

Aims

- To ensure that each students' potential is recognised and realised.
- To diagnose learning difficulties.
- To monitor progress.
- To enable teachers to evaluate the teaching programme/methods.
- To gather information on the progress of each student in order to produce a report for parents.
- To improve teaching and learning.
- To provide a consistent approach to assessment.

Guidelines

- 1 Careful consideration must be given to the purpose of assessment, adopting the wide range of methods to reflect the whole curriculum and learning opportunities. The main aim of the assessment process must be to **facilitate progress in a student's learning**
- 2 Assessment is an integral part of the teaching and learning process. It is a valuable formative (**Assessment for Learning**) and summative (**Assessment of Learning**) tool.

Effective Learning provides

- A statement of current attainment
- A record of progress
- An acknowledgement of achievement and the setting of targets for improvement
- Information of the student's readiness for further learning
- Information on the effectiveness of teaching/learning methodologies employed and the current schemes of work.
- An opportunity for the student to take responsibility for their own learning through reflection and action – Make a Difference (MAD)

- 3 Effective assessment practice is a formative process and not an infrequent purely summative exercise.
- 4 The outcomes of assessment should modify teaching methodologies, and programmes of study, provide feedback on the national curriculum and examination courses as well as highlighting student progress. All students are screened on entry to the school (CATs, Reading Tests). These are used in conjunction with Key Stage 2 outcomes, progress data/teacher professional judgement and Fischer Family Trust data. Departments/Subject teachers will set individual student targets for their students based on internal and external data.
- 5 Results of assessment undertaken throughout the school year are reported in a way that is useful for students, teachers, parents and other end users.
- 6 A timetable for the collection of progress data on a termly basis at Key Stage 3 and half termly at Key Stage 4 is produced at the start of each academic year. Progress Data, Predicted Grades and Examination results will be gathered using electronic data capture processes.
- 7 Students will be made aware of the evidence and assessment tasks being used to ascertain their progress in a subject. Opportunities for peer and self-assessment should be incorporated in departmental/subject practice.
- 8 There is a whole school marking policy that must be fully understood by all staff and on which each subject/department marking policy is based. Subject areas devise their own recording system which all teachers need to follow.

Each department should:

- Develop standard activities focused on agreed objectives and standardised criteria for assessment
 - Look at individual student performance in relation to the data available for each individual (CATs, SATs pre 2016)
 - Compare the performance of students from different classes on common activities
 - Monitoring the performance of specific groups – Disadvantaged, More Able, SEN and identifying appropriate intervention strategies to improve performance.
 - Ensure that coursework is moderated to meet GCSE requirements
 - Use assessment information to determine the allocation of students to teaching groups where appropriate.
- 9 Assessment data will be circulated to Subject Leaders/Heads of Faculty to inform monitoring processes within the Subject/Year group. Subject leaders/ Heads of Faculty should collaborate with classroom teachers to develop appropriate intervention strategies to address issues of student underperformance within their subject area.

- 10 Heads of Faculty will collaborate with colleagues to devise plans to support students who are not achieving relative to their attainment across a range of subject areas.

Assessment Policy

Our aims, principles of assessment remain the same.

Assessment: Role of the Subject Teacher

- Lessons allow for continuous checking of progress and learning.
- Lessons planned remain flexible and allow students to make ambitious progress.
- One formal assessment against NC subject criteria termly at KS3 and one final assessment against GCSE criteria at half term 4.
- Exercise books are formally marked at least 2/3 times each half term for subjects with two or more lessons per week and 1/2 times each half term for subjects with less than two lesson each week.
- Feedback should include clear actions for improvement and student response (MAD).

Particular attention should be made to encouraging a learning discipline and it is therefore crucial to monitor the completion of student responses to teacher comments.

- The schools' agreed Literacy codes are used when providing feedback.
- Nearly all work in exercise books is comment based.
- At least three opportunities per academic year for peer/self-assessment.
- Appropriate intervention is created for underachieving students as identified by the school tracking system.

Assessment: Role of Head of Faculty/Department

- SOW (Schemes of Learning) include regular opportunities for developing AOL and providing feedback to students.
- Each formally assessed unit of learning will have a clear student progress ladder.
- All departmental staff use agreed marking codes.
- Three formal assessments are implemented – one per term. Each of the following elements should be included:
 - 1: Self-Assessment
 - 2: Student perceptions of the unit of work/Teaching styles
 - 3: Teacher assessment level/grade plus comments identifying key targets for improvement for the next unit. This is mainly summative. Key targets will be transferred to progress sheets in exercise books.
- Formal opportunities are provided for teachers to monitor/moderate and scrutinise summative assessment for consistency.
- All staff follow MAD. Subjects identify key episodes/timings.
- Range of intervention programmes for different groups as identified by the school tracking system.
- Work scrutiny activity as stated in the school calendar. Need for triangulation re: progress over time.

- Progress data is analysed.
- Information gained from monitoring is analysed and fed back to line manager.
- Support and further monitoring of those staff highlighted by the monitoring process is arranged.
- Quality of lesson delivery is monitored.
- Standardisation activities are organised to ensure consistency and accuracy of assessment judgements. Across all key stages using internal/external mechanism.
- External validation of systems organised by SLT as appropriate.

Assessment: Role of Senior Leadership Team

A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the process then formative assessment is not practised or implemented to its full effectiveness.

Students should;

- Make a response to the comments provided by their teacher. Time will be given to this at the start of lessons.
- Feedback honestly to their teacher when given their perceptions of the work.
- Submit work on time.
- Follow deadlines for large assignments to ensure adequate progress and maximise potential

Assessment: Role of Parents

Parents who take a supports role in their child's learning make a significant difference in improving achievements and behaviour.

To support students in making good progress at school, parents should:

- Take an interest in the work their child is completing for school.
- Ask to look at comments given by their subject teachers and the subsequent responses provided by their child.
- Provide a quiet area at home for their child to work.
- Ensure they read their Progress Reports and attend Parents' Evening to discuss progress.

Appendix 1

Assessment Periods 2017/2018

This policy will be reviewed every 2 years by the Governing Body.

Appendix 1

Assessment Map

Autumn Term

KS3

- Year 7 CAT tests and Accelerated reading week beginning 18th September 2017
- Internal assessment within class for all subjects
- End of term assessment
- Progress data collection (1) – See Assessment Calendar

KS4

- Internal assessment within class for/Faculty all subjects
- Half termly progress data collection (1) - See Assessment Calendar
- End of term assessment
- Progress data collection (2) - See Assessment Calendar

Spring Term

KS3

- Internal assessment within class for all subjects
- Progress data collection (2) - See Assessment Calendar

KS4

- Internal assessment within class/Faculty for all subjects
- Year 11 Mock GCSE examinations 22nd January 2018 – 7th February 2018
- Progress data collection (3) - See Assessment Calendar
- Year 10 end of term assessments
- Progress data collection (4) - See Assessment Calendar

Summer Term

KS3

- Internal assessment within class for all subjects
- End of term assessment for all subjects
- End of year progress data collection (3) - See Assessment Calendar

KS4

- Year 11 GCSE examinations 14th May 2018-21st June 2018
- Internal assessment within class/Faculty
- Year 10 end of year assessment 18th June – 2nd July 2018
- Progress data collection (5) - See Assessment Calendar

TARGET SETTING 2017-18

Year 7

The KS2 average scaled score/prior attainment data is used as a benchmark for a student's ability and will be used by teachers to assist with the target setting process.

On entry, Students are assigned to a particular flight path which is based on their average scaled score. There are four flight paths – Mastery, Secure, Developing and Foundation.

| Flight Path | Average Scaled Score |
|---------------------|-----------------------------|
| 1 Mastery | 110-120 |
| 2 Secure | 100-109 |
| 3 Developing | 90-99 |
| 4 Foundation | 80-89 |

We have devised a framework to support teachers in setting End of Year Targets for Year 7.

FRAMEWORK TO SUPPORT TARGET SETTING: YEAR 7

| KS2 Ave. Scaled Score | Flightpath | Former KS2 levels for Eng/Maths on Entry | Previous End of Year 7 Targets | Previous End of Year 8 Targets | Previous End of Year 9 Targets | Old GCSE Predictions | New GCSE Predictions |
|-----------------------|-------------------|--|--------------------------------|--------------------------------|--------------------------------|----------------------|----------------------|
| | Mastery | 5b+ | 6c+ | 6a+ | 7b+ | | |
| 117-120 | + | | 6b+ | 7b+ | 8c+ | A* | 9/8 |
| 113-116 | = | | 5a | 6a | 7a | A*/A | 8/7 |
| 110-112 | - | | 5b | 6b | 7b | A | 7 |
| | Secure | 4b-5c | 4b+ | 5b+ | 6b-7c | | |
| 105-109 | + | | 5b+ | 6b | 7b+ | A | 7 |
| 103-104 | = | | 5c | 5a | 6a+ | B+ | 7/6 |
| 100-102 | - | | 4b | 5c | 6b | B | 6 |
| | Developing | 3b-4c | 4c | 4a | 5b+ | | |
| 96-99 | + | | 4c | 4a | 5a-6c | C+ | 5 |
| 93-95 | = | | 3a | 4b | 5c-5ba | C | 5/4 |
| 90-92 | - | | 3b | 4c | 4a-5c | C | 4 |
| | Foundation | B-3c | 2a-3c | 3c-4c | 4c+ | | |
| 86-89 | + | 3c | 3b | 4c | 5c | D | 3 |
| 83-85 | = | 2a | 3c | 3a | 4b | E/F | 3/2 |
| 80-82 | - | B-2b | 2a | 3c | B-4c | G | 1 |

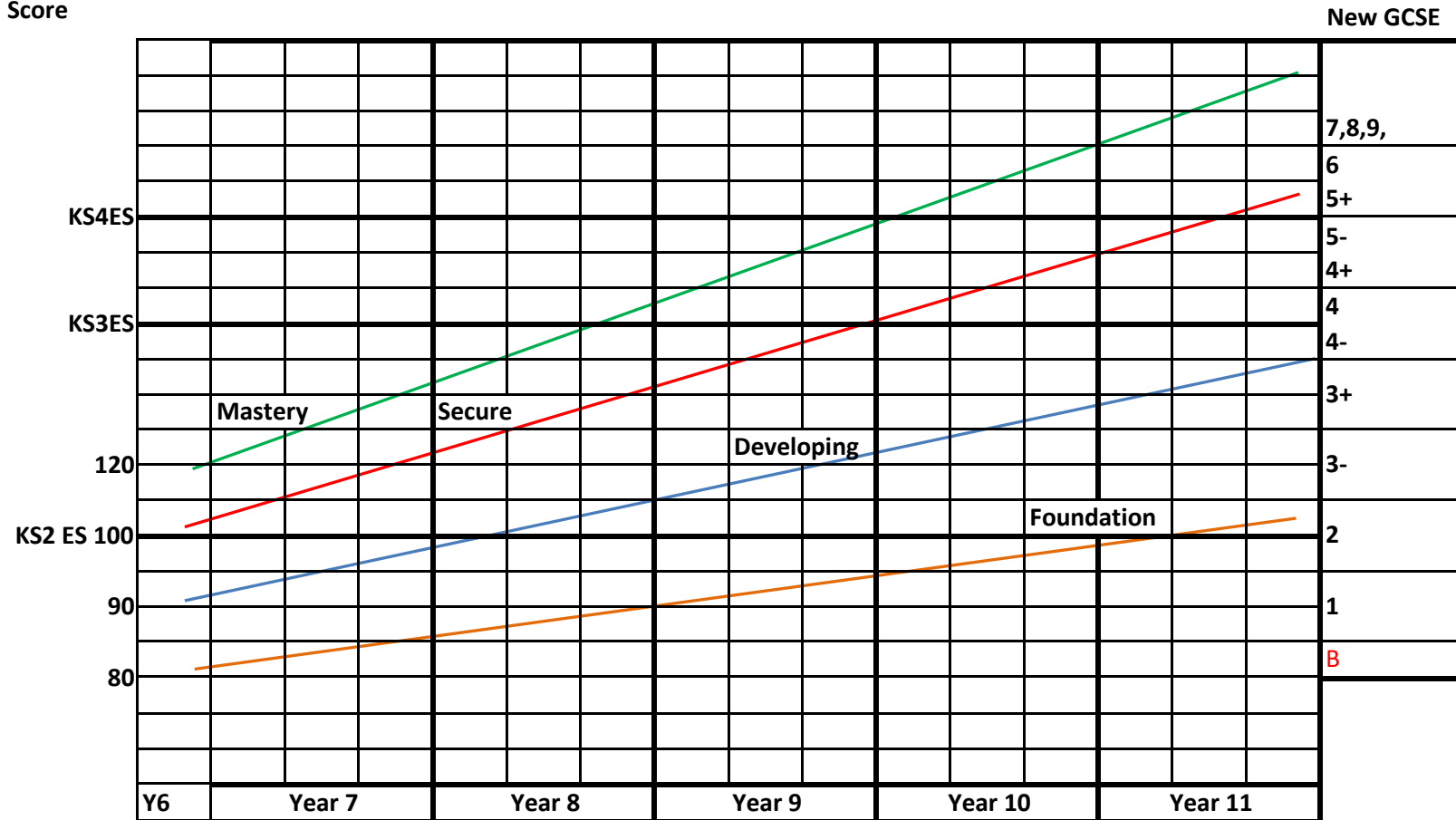
| Old KS2 Entry | Scale Score 2016 | End of Year Targets | | | | |
|---------------|------------------|---------------------|----------------|----------------|-----------------|-----------------|
| | | Year 7 2016/17 | Year 8 2017/18 | Year 9 2018/19 | Year 10 2019/20 | Year 11 2020/21 |
| 3c and Below | 89 – 80 | 1 | 1/2 | 1/2 | 2 | 2 |
| 3b | 99 - 90 | 1 | 1/2 | 2 | 2/3 | 3 |
| 3a | | 1 | 1/2 | 2 | 2/3 | 3/4 |
| 4c | | 1/2 | 2/3 | 3/4 | 4 | 4/5 |
| 4b | 109 - 100 | 2 | 3 | 4 | 4/5 | 5 |
| 4a | | 2 | 3 | 4 | 5 | 6 |
| 5c | | 2/3 | 3/4 | 4/5 | 5/6 | 6 |
| 5b | 120 - 110 | 2/3 | 4 | 5 | 6 | 6/7 |
| 5a | | 3 | 4/5 | 5/6 | 6/7 | 7 |
| 6c | | 3/4 | 5 | 6 | 7 | 7/9 |
| 6b | | 4 | 5/6 | 7 | 7/8 | 8/9 |

These targets are intended to be used as a guide to inform target setting process

KS3

Mastery, Secure ,Developing and Foundation Trajectories

Scaled Score





Overall Flight Path
based on KS2 Data

Mastery

| Subject | Flight Path | Progress in relation to Flight Path | ATL | Homework |
|-------------|-------------|-------------------------------------|-----|----------|
| English | Mastery | = | 4 | 4 |
| Mathematics | Mastery | = | 4 | 4 |
| Science | Mastery | = | 4 | 4 |
| Art | Secure | + | 4 | 4 |
| Computing | Developing | - | 2 | 1 |
| Geography | Mastery | = | 4 | 4 |
| History | Secure | + | 3 | 3 |
| French | Secure | + | 3 | 3 |
| Technology | Secure | - | 2 | 3 |

ATTENDANCE*

| | |
|---------------------------|-------|
| Percentage Attendance | 96.59 |
| Actual Sessions (am/pm) | 170 |
| Possible Sessions (am/pm) | 176 |
| Authorised Absences | 6 |
| Unauthorised Absences | 0 |
| Lates | 0 |

We expect all our students to achieve an attendance record of 95% or more. Research shows that high achievement is linked to good attendance. If attendance is below 95%, please be aware that this may eventually affect academic progress

**Please be aware that we cannot legally change late marks even if Dylan is late through no fault of his own e.g. late bus. If he is not in Form when the register is taken then he cannot be recorded as present. However, we will endeavour to ensure these marks are highlighted so that achievement certificates and references are fair.*

ACHIEVEMENT & BEHAVIOUR

| GREEN Positive, Bonus Points e.g. Attendance) | YELLOW Organisation & Homework | RED Negative Behaviour | DETENTIONS Number of Detentions |
|--|--|----------------------------------|---|
| 60 | 0 | 0 | 0 |

KEY TO PROGRESS INDICATORS

| | |
|----------|-------------------|
| + | Above Expectation |
| = | As Expected |
| - | Below Expectation |

HOMEWORK AND ATL DESCRIPTORS

Grades awarded for 'Attitude to Learning' and 'Homework' are allocated in relation to Name's potential according to staff and **NOT** in comparison with other students. Please use the following descriptions to interpret the numbers awarded.

| GRADE | ATL DESCRIPTOR | HOMEWORK DESCRIPTOR |
|----------|---|---|
| 4 | Consistent and constructive participation in lessons, meeting all work requirements and works effectively in a wide range of situation. Consistently demonstrates punctuality, personal organisation and full involvement in tasks. The student is cooperative, shows initiative and works to the best of their ability. | Homework is always handed in on time and is of a very high standard. The student has shown resourcefulness, resilience and used initiative to extend their own learning |
| 3 | Consistent and constructive participation in lessons, meeting all work requirements and works effectively in a wide range of situation. Consistently demonstrates punctuality, personal organisation and full involvement in tasks. The student is cooperative, occasionally shows initiative and usually works to the best of their ability. | Homework is usually handed in on time and is of a very good standard in both content and present. The student shows the use of resourcefulness and resilience. |
| 2 | Generally participates constructively in lessons, meeting all work requirements and works effectively in normal situations. The student generally demonstrates cooperation, personal organisation and takes an active involvement in tasks. | Homework is generally handed in on time and is of an acceptable standard in both content and shows a degree of resourcefulness and resilience. |
| 1 | Limited participation in lessons, not meeting work requirements, has difficulties in some areas. Demonstrates a limited capacity for punctuality, personal organisation and active involvement in tasks. Student is only able to demonstrate these skills with support | Homework is often late, rarely completed or submitted on time and is of an unacceptable standard in relation to content and presentation. |

Year 9

This group have been assessed against National Curriculum assessment criteria based on levels and targets were set from KS2 data. Where students are exceeding these targets, Heads of Faculty are consulting regarding the raising of targets further to promote challenge and maintain high expectations. Targets are set with the expectation that **EVERY** student will gain a positive Progress 8 score.

Year 10

To begin the target setting process, FFT estimates are generated. The higher of the two estimates is initially set as a target for each student in each subject studied. These targets are then passed to subject teachers/Heads of Faculty for careful checking to ensure that they are sufficiently challenging whilst at the same time attainable.

These targets are reviewed at the end of Year 10/start of Year 11 for GCSE courses. Most subjects will have 9-1 target grades. A grade 5 will be considered as the new benchmark for performance tables and Raiseonline.

Year 11

Targets for the end of KS4 are reviewed at the start of the academic year. Year 11 targets are generated using the same process as for Year 10. For this year group there will be a 9-1 target grade generated for most subjects. Some legacy GCSEs will continue until 2018.

