



# REDDEN COURT SCHOOL

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**ASSESSMENT POLICY** - This should be perceived as a sister document to the school's Teaching and Learning Policy. Guidance on marking is also given at the end of this document.

*"Our Assessment Policy should be all about showing that teachers care about the work students produce and that students care about what the teacher thinks." Redden Court Junior Leadership team Teaching and Learning Committee December 2015*

The student is at the centre of our assessment policy. Students can expect to work in partnership with the teacher and can expect to have a variety of achievement recognised and celebrated. Students and their parents/carers can review their progress at any time on Go4Schools.

The School Assessment Policy is designed to coordinate assessment practices across the school and to provide a framework within which individual Faculties can develop their own useful assessment policies.

Feedback to any student should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other students.

For formative assessment to be productive, students should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve. Opportunities for students to express their understanding should be designed into teaching, for this will initiate the interaction whereby formative assessment aids learning.

## The Purpose and Principles of Assessment

Assessment should:

- *"Encourage students to care about their work." Redden Court Junior Leadership team Teaching and Learning Committee December 2015*
- recognise and celebrate individual successes in order to encourage and motivate all students;
- be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
- allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- help shape targets for improvement;
- allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
- underpin teaching and learning in order to ensure progress for every child
- be accessible for parents/carers and enable them to take an active and informed part in their child's education.
- be manageable, constantly open to review and should enable the School to meet the demands of national policy, especially end of Key Stage assessments. Assessment should



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be free from stereotyping, generalisation and bias, particularly in respect of gender, race, religion, class and special educational need and/or disability.

## The key characteristics of assessment for learning are:

- *"It must be clear so we know what we have got to do." Redden Court Junior Leadership team Teaching and Learning Committee December 2015*
- It is embedded in a view of teaching and learning of which it is an integral part.
- It involves sharing learning intentions in the lesson with students.
- It aims to help students to know and recognise the standards that they are aiming for.
- It involves students in peer and self-assessment and teaches them how to improve these.
- It provides feedback, which leads to students recognising their next steps and how to take them.
- It involves both teachers and students reviewing and reflecting on assessment data.
- It is expected that lessons will use Assessment for Learning Strategies which have been explored in our school-based INSET programmes.

## Successful assessment will also:

- Provide information on a student's effort and achievements so as to identify strengths and weaknesses, enabling the setting of realistic, achievable targets for each individual.
- Help staff ensure they are meeting National Curriculum requirements in terms of Programmes of Study and Attainment Targets.
- Communicate student achievement to individual students, their parents/carers and to outside agencies such as Further and Higher Education and employers.
- Ensure that teacher assessment is valid and reliable, thus maintaining the status of teachers' professional judgement.
- Ensure that record keeping and the gathering of evidence is sufficient to support judgements of attainment without becoming unduly cumbersome.
- Identify each Subject/Faculty's contribution to the development of an individual's skills and to the part played in cross-curricular skills.
- Take into account Students' literacy targets for Years 7-9. *"This will help us to remember them." Redden Court Junior Leadership team Teaching and Learning Committee December 2015*

## Guidelines on Assessment

The school recognises the importance of the assessment of learning (summative) and assessment for learning (formative).

- Assessments should be based on a variety of styles of teaching and learning thus maximising opportunities for students to demonstrate what they know, understand and can do. Students should be given the opportunity to demonstrate success in a number of learning situations: class-work, written work, oral work, practicals, problem-solving, experiments, group-work, homework, tests, examinations, etc.
- As far as possible students should be encouraged to take responsibility for their own learning and self-assessment.



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- Each Faculty should use the whole range of information derived from centrally held data and identify and make appropriate provision for all students.
- It is expected that Teachers have up to date 'Data Sheets' on their groups and these should be presented to observers of lessons. These should be accompanied by useful seating plans,
- Within any particular class or teaching group there should be sufficient differentiation to enable students of all abilities to demonstrate a full range of achievement.
- Each Faculty should develop its own clear policies and practices on assessment. The Subject/Faculty schemes of work and/or handbook should make explicit reference to these.
- Assessment and learning objectives should be stated clearly and communicated to students. Assessment should be embedded in the tasks set.
- Each Faculty will establish a portfolio of exemplar material providing common standards of achievement to assist in the moderation process at Key Stage 3 and Key Stage 4.
- Faculties will establish procedures to moderate students' work thus ensuring a consistency between individual members of staff in their responses to students' work. The head of Faculty/Subject Leader is expected to play the lead role in organising such moderation.
- Go4Schools records will provide evidence of an individual's achievement. These records should be updated regularly. For advice on this please see the section on Go4Schools below.

## The Types of Assessment

We acknowledge that assessment will be undertaken in a range of different ways for different subjects. However, all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

- oral feedback
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/student questioning
- assessment of exemplar work of different grades/levels
- use of assessment criteria and examination materials

Each Faculty should ensure that it is able to fulfil the School's requirements for reporting to parents/carers/, both via parent/carer meetings and formal school reports.

It is the responsibility of the Subject leader to ensure that wherever possible reports are completed for absent colleagues.

Faculties should have clear and consistent practices for recording student achievement which ensure that the individual student's progress through the National Curriculum is monitored



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regularly. These records need to be clear and manageable in order that subsequent teachers of any student, to whom they should be made available, readily understand them.

### **Whole School Tracking of students**

Each student will have recorded centrally on GO4Schools a clear indication of baseline data, performance and what might be achieved if the student were to achieve 4 Levels of Progress. A key element of this will be - for Key Stage 4 - the establishing of moderated professional projections on calendared dates,

### **School Reporting Procedures**

The parents/carers of each student will receive an annual report to conform to current government guidelines and they can access live data about their child on GO4Schools. These reports will contain grades for the attainment achieved by each student. The attainment grades will reflect the current legislation on Key stages 3 and 4. Staff are required to comment in annual reports in order to elaborate upon these grades so that both students and parents/carers can understand how they were arrived at. These reports will include learning and numerical targets. Form tutors' reports will also contain information on each student's participation in the wider school community.

Parents/carers will attend a parent consultation during the course of the academic year and in addition will be invited to an academic review in Years 7, 10 and 11.

Teachers will regularly upload live data to GO4Schools, which will be monitored at specified times in the year. In line with the current government's move to a 9 level assessment system we now apply the following which was developed in school:

### **RCS 921 Translation Guide**

A**1	9+
A**2	9
A**3	9-
A*1	8+
A*2	8+
A*3	8
A1	8-
A2	7
A3	6+
B1	6
B2	5+
B3	5
C1	5-
C2	4
C3	4-
D1	3+



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D2	3
D3	3-
E1	2+
E2	2
E3	2
F1	2-
F2	1+
F3	1+
G1	1
G2	1
G3	1-

*It is accepted that it will take time for teachers, students, parents/carers and governors to adapt to the new system but we will cease using GCSE grades as soon as the picture becomes widely understood. If a clearer model is presented by the DFE we will of course adopt it.*

These grade/levels should be used on student's work and time should be taken in lessons to explain exactly what they mean so that future progress can be sign posted. It is also the case that students should be given opportunities to respond in writing to such assessments. Indeed, it is a feature of best practice when they do.

## **The Role of Faculty Leaders**

With the support of the Senior Leadership Team, Faculty Leaders will:

- ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
- periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observations, learning walks or otherwise;
- ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team or Heads of Year or Form Tutors as appropriate;
- ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
- ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment;
- ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised;
- use assessment information, in liaison with Heads of Year, Form Tutors or SLT where appropriate, to plan for or arrange intervention strategies.
- Ensuring that the Programme of Study is covered within the Key Stage,
- Ensuring that assessment is built into the scheme of work and that all staff within the Faculty are assessing students' attainments in relation to the statutory Attainment Targets,
- Providing approaches and advice for formative and summative assessment,
- Devising a system for the selection and retention of evidence,



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- Ensuring that all members of the Faculty have an opportunity to familiarise themselves with national standards,
- Ensuring that reports comply with end of Key Stage arrangements,
- Ensuring that the Faculty has subject specific advice on marking,
- Ensuring that report attainment grades are available for reports for absent colleagues.
- Ensure that Faculty provides moderated Professional Projection grades for all KS4 students which are robust, rigorous and laser sharp

## The Role of Teachers

All Teachers should:

- **"We would appreciate it if our teachers could tell us about times when we could go and see them privately to discuss our work as sometimes it's easier to talk about work one-to-one."** *Redden Court Junior Leadership team Teaching and Learning Committee December 2015*
- adopt a range of methods to ensure that they can assess the progress of all students accurately;
- encourage students to actively engage in assessment for learning;
- ensure that assessment builds students' motivation, confidence and self-esteem;
- ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
- ensure that all students know and understand the learning objectives of the lesson;
- identify through assessment, and intervene with as necessary, those students at risk of underachievement;
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- reward good progress as appropriate through the school rewards system;
- ensure that opportunities to use assessment to promote the development of Reading, writing, Communication and Mathematics skills in the students are embraced;
- encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
- adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
- share concerns or praise arising from assessment information with the relevant form tutor as appropriate.
- ensure work is monitored and returned to students at least every three weeks.
- ensure all students receive feedback with grades/levels grades after assessments. Feedback should be provided in a form described in the section at the end of this policy about ***Our Approach to Marking***.
- ensure that provision is made for students with specific requirements for assessment



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## The Role of the Form Tutor

Form Tutors, with the support of Heads of Year are expected to engage in appropriate conversations with students, teachers and parents/carers following assessment information available from the reports. They have a responsibility to help students and parents/carers embrace the principles of assessment as outlined in this policy.

## The Role of Students

All students should:

- participate actively in assessment opportunities in lessons;
- *“Take responsibility for understanding and acting on both written and oral feedback given by our teachers and fellow students.” Redden Court Junior Leadership team Teaching and Learning Committee December 2015*
- ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
- support other students constructively when asked to be involved in peer assessment.
- be aware of their target grade and current grade and take responsibility for asking how to move on and always to know whether they are 'on track'

## The Role of Parents/Carers

All parents/carers should:

- discuss with their child assessment data on GO4Schools and their annual reports. They should also regularly look through their child's work and attend parent/carer consultation evenings to discuss progress and they should liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment.
- *Ask students at the end of the day “What questions did you ask today in school?” Redden Court Junior Leadership team Teaching and Learning Committee December 2015*

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## Our Approach to Marking

The Sutton Trust (2011) found that the single most powerful strategy to improve learning and increase attainment is effective feedback, with a gain effect equating to nine months more teaching over the course of a year. The most effective formative feedback empowers students, helps to create successful, independent learners, and leads to high levels of engagement and interest.

Marking is an integral part of the teaching and learning process. A consistent approach to giving written feedback will be used across the curriculum, with shared expectations of the approach to marking and the quality of marking, regardless of the subject. Frequent and consistently high quality diagnostic feedback is given to students so that they know how to improve their learning.



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## Expectations of subject teachers

### Subject teachers:

- Mark students' work regularly.
- Set at least one formal assessment each half term and record this on GO4Schools.
- Make the marking criteria for each task explicit to students using GCSE criteria matched to the 1-9 matrix above.
- Give diagnostic written feedback on assessed written responses including answers to questions, essays, reports and investigations.
- Mark for literacy to support the development of students' literacy skills. This means referring to the literacy targets all students should have on the front of their books or folders.
- Provide planned opportunities in lessons for students to read, respond to and act on the feedback they are given.

## Characteristics of Effective Written Feedback

Feedback is information given to the learner that relates directly to the learning goal which then redirects or refocuses the learner's actions to achieve the goal.

*'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils. Feedback has been shown to improve learning where it gives each pupil specific guidance on strengths and weaknesses.'* *'Inside the Black Box' (Black and Willam, 1998)*

### Feedback is most effective if it:

- focuses on the task or the process of the task.
- is about challenging tasks or goals.
- refers to the assessment criteria.
- is related to the learning objective.
- is individualised.
- is specific and meaningful.
- starts with a positive comment directly related to the task or goal.
- confirms when the student is on the right track.
- explains clearly what the student needs to do to improve and stimulates correction of errors or improvement.
- acts as a scaffold to support students' next steps.
- is encouraging and praises effort rather than ability.
- requires interactivity and action by the student.





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## **A common structure for diagnostic written feedback on student outcomes**

At Redden Court we will use a common approach to structure feedback to students and to engage them in a dialogue about their written and practical learning outcomes. Some schools have usefully defined this approach as 'S.T.A.'

**S Strength** The teacher gives positive focused feedback relating to assessment criteria.

**T Target** for improvement. The teacher highlights a specific aspect to be developed.

**A Action** The student identifies the action they will take in response to the feedback.

### **Example:**

**S** *You structured your ideas clearly and developed them particularly effectively in the first three paragraphs.*

**T** *You could strengthen your argument by providing at least one more piece of evidence in each of the last two paragraphs.*

**A** *I will look at my research again and re-write the final part with more examples.*

### **Phrasing targets for improvement**

Written targets have most impact when they clearly and succinctly define the aspect of the work that needs to be refined or improved. They also direct the student to a particular section of the work that requires improvement or development. They encourage student activity by either giving an instruction or posing a question to the student.

### **Examples:**

*You need to include more information/evidence/examples to support your argument.*

*You need to use the correct technical/scientific vocabulary. Read over your list of key terms and make sure you have used them correctly.*

*You haven't developed your ideas fully. You could extend/add to this by ...*

*You have not answered the question directly. Re-read the question and then rewrite the paragraph.*

*You need to draw some clear conclusions. What are the three key things you learned from doing this investigation?*



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## Developmental Marking Guidance to accompany our Assessment for Learning Policy

Non-negotiable Procedures for Marking to ensure we have a whole school approach

- The work of disadvantaged students should always be marked first.
- All marking is to be carried out in **green** pen.
- All marking is to be done in a clear legible hand and will be in clear, grammatically correct English.
- The Common Marking Symbols should be accessible to all students in the learning environment. This means there will be a poster in every classroom which reminds students of what they mean. This is attached at the bottom of this document.
- Feedback comments must be constructed to require response by students, at an appropriate level of challenge, and such tasks must be completed by students. This is a valid starter activity and it can also be a valid and valuable homework activity.
- Attention should be given to spelling, punctuation and grammar in line with the stage of development of the individual and strategies used to support their development. Marking should – when appropriate – acknowledge progress made with regard to literacy targets or remind students when they have not adhered to said targets. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given. This holds true for all subject areas. As a bare minimum subject specific terminology should be corrected.
- Attention should be paid to the more obvious aspects of correct spelling, punctuation and grammar for example sentence beginnings and endings and common word confusions (*There, Their, They're* and *of* and *have* etc).

### Responding to comments

Student responses to teacher comments should be visible. Response should be made as soon as reasonably possible in order to support students effectively.

### Self-assessment

This does not have to be cumbersome. Students cannot automatically be expected to be adept at it. If they do it often enough they will get better at it.

### Peer Assessment

Where peer assessment has been appropriately introduced, students will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour except **green** and the peer assessor's initials must be also left. **Green** ink should only be used by teachers. It makes their presence in a student's work visible.



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## The Frequency of Developmental Marking

It is difficult to be dogmatic about the frequency of marking because it will depend on the nature and amount of work done. It is obvious upon opening books, however, when a book has been unmarked for too long. Teachers should date their marking and this, coupled with students dating their work, will make the frequency of marking apparent.

In most students' books, marking should happen at least every three weeks. (This is a change from the school's previous policy of at least every two weeks). This is workable.

Marking is also a strategy to support students who are in need of acceleration. This may be particularly pertinent to students in receipt of the Pupil Premium Grant.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Feedback should be adapted for each child but generally speaking it should:

- be positive, specifically identifying what has been done well.
- Identify a specific area for deeper investigation/ extension of understanding .
- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.
- Opportunities to use technology, for example with Google Classroom and *Show My Homework*, should be taken.

All teachers share the responsibility for ensuring the policy is being consistently carried out.

## Common marking symbols

These are shown on the next page which is a poster which will be displayed in every classroom.

## Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT.



## Marking your work

When your work is marked you may find these things in **green** have been written on it. This explains what they mean. This should help you to improve your work over time.

- O** incorrect work
- SP** Spelling mistake
- P** Punctuation error
- G** Grammatically incorrect
- ?** Meaning unclear
- //** Start a new paragraph
- ✓** Good point or correct answer
- ✓✓** Well written
- C** Capital letter missing
- [ ]** Improve the expression
- ^** Missing word
- x** Wrong answer

### Review



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This policy will be reviewed and amended as necessary.

Date of this policy: September 2013

Date of last review: June 2017

Review date: June 2018

Reviewed by: Frank Gilgan, Deputy Headteacher

Signature of Head Teacher:.....  
*[Handwritten Signature]*

Date:.....  
*11/9/17*

Signature of Chair of Governors:.....  
*[Handwritten Signature]*

Date:.....  
*13/9/17*