



*respect      resilience      responsibility*

## Assessment and Marking Policy

Date                      November 2018

Review                    September 2019

**This policy sits side by side with the Target Setting & Data Collection policy and should be read in conjunction with this policy.**

## **The principles and aims of assessment at Woodlands Community College**

Assessment is an intrinsic part of the process of learning. It acts as the bridge between teaching and learning, and therefore to ensure students make the maximum progress one must use assessment in a reflective and systematic way. It is the purpose of this policy to inform teaching staff as to the core principles and expectations of assessment and marking at Woodlands.

The principles that drive the approach to assessment at Woodlands are that:

- The core purpose of assessment is to optimise outcomes for all pupils at all levels of prior learning including those with SEND
- Assessment should be completely aligned with the curriculum in each subject
- The use of assessment is pivotal in ensuring that pupils have a secure understanding of key ideas and concepts before moving on to the next stage of learning. Mastery for all is the goal
- Our assessment systems enable pupils to take more responsibility for their own achievements by encouraging them to reflect on their own progress, understand what their strengths are and identify what they need to do to improve.
- Our assessment systems are designed to provide information which is clear, reliable, free from bias, does not generate unnecessary workload for school staff and is understood and user friendly for all stakeholders.

Good use is made of scheduled curriculum and parents' evenings for each year group, in addition to written information, to ensure that parents/carers are able to fully understand the policy and contribute to its development where appropriate.

Forms of assessment used at Woodlands are:

Assessment	Purpose	Frequency & audience	Type of	Comments
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Type			feedback (formative or summative)	
Within lessons	Used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly	Not collected, but will be evidenced through the relevant sections in teachers' planners. Occurs every lesson.  To be shared between student and teacher as appropriate.	Formative - if necessary	It is not always necessary to provide feedback with this type of assessment, as long as use is made of knowledge gathered and lesson plans are modified accordingly.
Formal formative	To check understanding, and the application of learning on an individual level and to guide learner improvement such that gaps in learning are closed.  To open a dialogue between student and teacher that moves the learning forward.	Not collected, but must be clearly evidenced in pupils' books and subsequent work.  To be shared between student and teacher.  How to improve targets, to include student specific questions to be answered  Occurs at least: <ul style="list-style-type: none"> <li>• Every 8 lessons in <b>Core subjects and all KS4 subjects</b></li> <li>• Every 3 weeks in <b>EBacc subjects</b></li> <li>• Every half term in all <b>other subjects</b>.</li> </ul>	Formative (can include a summative element if appropriate.) .	Needs to be specific to assessed pieces of work as identified in SOW.  'Green pen' time must be planned in to allow pupils the opportunity to reflect on their feedback, and respond in such a way that they move their learning forward.  This dialogue must be clearly evident in books.
Periodic summative with DTT & PLCs at KS4	For the student, teacher, school and parents/carers to gain an understanding of what each student, and also groups of students, have learnt at the end of that teaching period compared to the intended outcomes, so that interventions/changes can be effectively planned. progress.	Half-termly to & <b>prior to a data collection.</b>  Must be recorded, and must feed in to data entered into SIMs marksheets, and SISRA in data collections.  To be shared with students (Via data sheets), parents/carers, governors and appropriate teachers and leaders	Summative (grade) and formative. www/ebi or how to improve targets. .	It is vital that after summative assessment interventions and necessary curriculum changes are effectively planned.
Transitional	Collected at the end of a year, key stage or examination course, to enable the school to evaluate its effectiveness, in particular against national benchmarks.  This is used to show as appropriate how students are performing against in-school, local and national criteria & is used to guide actions needed to bring about improvement.  In specified cases this data is used to evaluate	Collected in SIMs marksheets, and SISRA.  Transitional data is shared with pupils and parents/carers.  This data is analysed by subject and senior teams. The transitional data for pre-selected classes can be used	Summative (and formative where appropriate)	Formative feedback is given where appropriate so that those delivering the next phase of learning are updated appropriately.

	<p>teacher performance.</p> <p>Where appropriate, data collected must be used to plan how to close gaps and move learning forward in the subsequent phase.</p>	<p>as part of the staff appraisal process.</p> <p>It is shared with governors and school improvement partners as appropriate, and can be used to evaluate performance at individual, departmental and whole school level.</p>		
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## Arrangements for the governance, management and evaluation of assessment

The SLT curriculum lead is responsible for maintaining the assessment policy and reviewing and updating it as per the policy updating cycle.

The effectiveness of the school's assessment policy will be evaluated as an integral part of the whole school monitoring cycle, in particular through the department quality assurance programme, learning walks, pupil interviews, scheduled department and whole school monitoring events, and the September data meetings at which the performance of each subject in each year group is scrutinised.

As the new policy is developed, standardisation is crucial. It is also essential to ensure a regularly updated and well informed understanding of assessment and assessment practice amongst all teachers.

Given differences in pedagogic and curricula approaches that exist between subject areas, it is acknowledged that practice in some subject areas may differ in some respects, but all practice should adhere to the fundamental principles and direction of this policy and will be monitored in the following areas via regular book scrutiny.

### **Quality of work and presentation, learning journey, challenge.**

It is expected that, as appropriate, pupils will record the learning objective, date and key words for each lesson.

Work should be presented in a clear and concise way so that pupils are able to easily refer back when reviewing their work, revising and responding to feedback.

This should also be supported by the evidence of a clear learning journey and challenge at an appropriate level to ensure maximum progress is achieved.

## **Pupil Data sheets**

It is expected that all pupils will have a data sheet displayed within their book/folder. As a minimum expectation this sheet will contain a pupils; minimum target, challenge target, predicted outcome following each data collection, a comparison against their target and individual areas for improvement.

## **Marking for literacy**

It is the collective responsibility of all staff to improve the standards of literacy and presentation across the school. Therefore, when undertaking marking, staff should mark for literacy and presentation as well as subject content.

Marking should identify literacy errors such as incorrect spellings of subject specific words as well as common spelling and punctuation errors. The literacy marking codes that should be in the front of each pupil's book must be consistently applied.

It is expected that as part of good practice students should be given opportunity to proof read their work for literacy errors, and it is imperative that identified literacy errors should be corrected by students in their 'green pen' time.

In order not to overwhelm students or to remove the focus from subject content/ assessment criteria, as a general rule, no more than 5 literacy or presentation errors should be identified per page.

The agreed school literacy marking codes should always be used when proofreading work for literacy errors:

- Sp – spelling error
- // - New paragraph needed
- P - Punctuation missing
- CL – Capital Letter
- Vo- incorrect vocabulary

## **Regular formative feedback**

It is expected that all pupils will receive regular formative feedback as a minimum every:

- Every 8 lessons in **Core subjects and all KS4 subjects**
- Every 3 weeks in **EBacc subjects**
- Every half term in all **other subjects.**

Formative feedback should to be specific to assessed pieces of work as identified in SOW.

Formative feedback must be clearly evidenced in pupils' books and subsequent work should reflect the opportunity to improve their assessed piece of work.

In accordance with [BTEC Assessment Guidelines](#), assignments set as internal assessment cannot be formatively assessed within the assessed learning hours. Assignments must be summative assessed at the submission time, although formative points can be made at this stage in order to promote progress in future assessments.

### **Pupil response to feedback**

Student reflection time must be planned in to allow pupils the opportunity to reflect on each piece of formative feedback, and respond in such a way that they move their learning forward. This reflection must be completed in green pen.

Pupil’s response to feedback must be clearly evidenced in pupils’ books following each piece of formative feedback.

### **In school periodic summative assessment**

This is carried out to enable the student, teacher, school and parents/carers to gain an understanding of what each student, and also groups of students, have learnt at the end of that teaching period compared to the intended outcomes, so that interventions/changes can be effectively planned. Examples include:

- *End of year exams*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

The assessment system is laid out here:

For the current, and subsequent, year 7 to 11 cohorts, pupils will be given an end of year target based upon their KS4 FFT benchmark grade. This will be scaled back one grade per year as detailed below

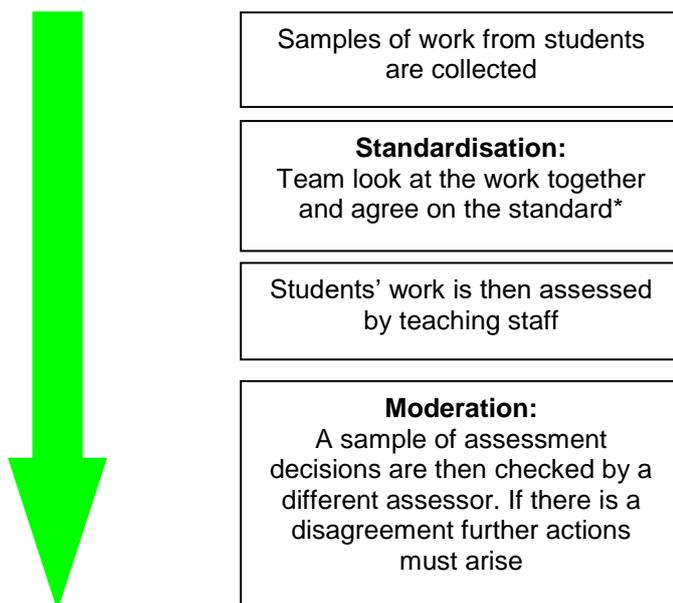
	KS4 Benchmark	Year 9 Benchmark	Year 8 Benchmark	Year 7 Benchmark
FFT Benchmark grade 9	Grade 9	Grade 7	Grade 6	Grade 5
FFT Benchmark grade 8	Grade 8	Grade 6	Grade 5	Grade 4
FFT Benchmark grade 7	Grade 7	Grade 5	Grade 4	Grade 3
FFT Benchmark grade 6	Grade 6	Grade 4	Grade 3	Grade 2
FFT Benchmark grade 5	Grade 5	Grade 3	Grade 2	Grade 1
FFT Benchmark grade 4	Grade 4	Grade 2	Grade 1	WT
FFT Benchmark grade 3	Grade 3	Grade 1	WT	WT
FFT Benchmark grade 2	Grade 2	WT	WT	WT
FFT Benchmark grade 1	Grade 1	WT	WT	WT

## Standardisation & moderation

**Standardisation:** By standardisation we mean establishing the standard of a piece of work. Usually this will mean measuring it against exam board or other external criteria. Once the standard has been established and is understood, staff are able to assess students work with accuracy.

**Moderation:** By moderation we mean the checking of assessment decisions for accuracy. This is carried out by a different assessor from the person who originally assessed the work.

Each department has standardisation and moderation built into the school calendar following key assessment points as indicated within departmental schemes of work. These opportunities are designed to allowing departments valuable time to securing a consistent benchmark for grades and, in particular, to secure a consistent understanding of the internal criterion for the new 9-1 grading system at GCSE. These opportunities also allow departments-in particular middle leaders-the opportunity to identify the level of consistency within the department regarding the quality of teacher feedback and pupil response. Actions from moderation sessions should be followed up and addressed within department QA reports.



\* This should then form part of a standardisation portfolio to be accessed in the future.