

## Assessment of Learning Policy

Our Mission Statement is “Raising Achievement in Partnership with Families and the Community”.

Our assessment strategy must support our mission statement. It should support progress and recognise achievement.

Assessment is for students, teachers and parents. To support progress for each student all three need to know the student’s current progress or predicted grade, his/her target grade and how to get there. Students, teachers and parents need regularly updated progress information.

### Monitoring Academic Progress

Our aim is to raise achievement by making it easy for students and parents and staff to see how well the student is doing, to recognise achievement and to show where the student needs to improve.

Student progress is monitored closely by the House Progress Leaders and Head of Sixth Form and the Senior Leadership Team so that intervention and support can be targeted. Teachers use detailed assessment data to plan learning.

Assessments are on display for students and parents to view on our Edulink website. Students and parents receive regular printed assessments. All students receive this 3 times over the year. The printed assessments are a snapshot of the student’s assessments at the time they were printed, but the display on Edulink is “live”. That is, whenever a teacher changes a grade, for example if a student produces a higher standard of work, the display on Edulink will update by the next day.

A typical display on Edulink looks like this. For each subject students have a target grade and a predicted grade or current progress (for KS3 students). All students have attitude for class learning and attitude for home learning grades and next steps advice where they are working below target or are a concern.

	Target grade for the end of the course	Predicted grade for the end of the course			Next Steps Advice
English	D	D	5	5	In your reading controlled assessments, you should try to explain your quotes in more detail, focusing on the effect of particular words.
Mathematics	E	E	4	4	
Science BTEC	P	P	3	N/A	Ensure you fully concentrate in lessons.
Catering	D	D	5	3	
Art	C	D	5	1	You need to attend 2 lunches a week in P8 until you have completed outstanding tasks in your GCSE booklet.
Games			4	N/A	
Health and Social Care	P	V	3	2	
ICT BTEC	P1	P1	3	N/A	
Music	E	D	4	4	
Philosophy	D	D	5	N/A	

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Updated GWi March 2016 and reviewed by STG

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Updated GWi & HLA and reviewed by STG Nov 2021

### Target and Predicted grades - explanation

The **target grade** is the grade the teacher and student are aiming for at the end of Year 11 or Year 13.

Teachers base the target on evidence from national statistics and their knowledge of the student. When setting targets we aim that overall our students make significantly better than average progress, which is what they normally do.

For KS4 students the **predicted grade** is the grade the student is most likely to achieve at current rates of progress.

For KS3 students the current progress indicates whether or not a student is working towards their target.

### How to interpret the grades

- If the predicted grade is **the same as** the target grade then the student is **on target** and making **good progress**. This is highlighted **green** on Edulink.
- If the predicted grade is **above** the target grade this means **outstanding progress**. This is highlighted **blue**.
- If the predicted grade is **below** the target grade, this is a concern. This is highlighted **red**.

Being on or above target (green or blue) deserves praise. Students who are underachieving (red) will need encouragement and support from parents and subject teachers. This may be all that is needed, but if the problem affects a number of subjects, House Progress Leaders or Sixth Form will also be involved in intervention and support and will contact parents if concerns are serious. Parents with concerns should contact the House Progress Leaders or Sixth Form. We operate an open door policy to parents, making a commitment to respond to concerns at any time.

### Further assessmenting

- In addition to the assessmenting of assessments, parents will also receive a pastoral assessment each year.
- Parents' evenings enable detailed discussion of student progress. A printed update of assessments will be available for discussion if the parents evening does not coincide with scheduled assessment points. At any stage in the year, if parents have a concern, they can contact the House Progress Leaders/Sixth Form.

**Assessment grades used**

- **Key Stage 3 – Years 7-9**

Students current progress towards their target grades is assessed and is reported as either on, above or below.

- **Key Stage 4 and 5 – Years 10-13**

Students are assessed using the same grades as the course followed. GCSE courses are assessed in grades from 9 -1. A and AS levels are assessed on grades A\* to E. Other courses are assessed on the scale Pass (P), Merit (M), Distinction (D) and Distinction \* (D\*).

- **Attitude to Learning grades**

Attitude to Learning grades are given for class and home learning. Grades are 1 = Outstanding, 2= Good, 3=Requires Improvement, 4=Inadequate , 0 = staff or students absence Students who achieve high grades are presented with Commendation Certificates in assembly by the Headteacher.

**Terminology**

Type of grade	Meaning	Audience	Purpose
<b>Target grade</b>	A realistically aspirational grade based on all the information that the teacher has about the student.	Students Parents Teachers FPL HPL ELT	This is the grade that students and teachers are aiming for. Target grades are set by ELT and based on prior attainment.
<b>Predicted grade</b>	The grade the student is most likely to achieve at the end of the year (KS3) or course (KS4/5) based on all the information that the teacher has about the student.	Students Parents Teachers Exam board Potential employers FE or HE providers	To inform students and parents if predicted performance is different from the target grade. For references, etc.

<b>Current progress</b>	Whether or not the student is on track to achieve the target grade.	Students Parents Teachers FPL HPL ELT	To inform students and parents if students are on track to achieve their target grade.
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**Target setting guidance**

**Principles**

Targets are for both the teacher and the student. They should be realistically aspirational. Meeting our targets should mean that students as a whole make outstanding progress.

No student should be targeted to underachieve. We should not lower our expectations of students who face barriers to learning. Our response must be to use our demonstrably effective system of pastoral, multiagency and SEN support and high quality teaching to help students overcome barriers to learning.

**Timeliness versus accuracy of predicted grades/levels**

As the year progresses teachers can be more confident that their assessments of student progress are correct. However the longer the delay in coming to a judgement about progress, the less use that judgement is. Earlier on in the course less assessment evidence is available and assessments based on a small sample of evidence may show large variations compared to the final grade/level.

To avoid this problem, teachers should use the following approach. Rather than asking what evidence teachers have I got of this student’s grade, teachers should ask themselves what evidence have I got that this student is above or below target. Unless there is evidence to the contrary we should start the year with predicted grade = target grade or current progress = on.

Teachers should adjust predicted grades or current progress as soon as they have evidence of faster or slower progress than expected. For some students this may be apparent much sooner than for others. This should be reported when it is known rather than waiting for an arbitrary deadline.

Teachers are also recommended to adjust predicted grades by one grade at a time, especially near the start of the course/year, to avoid giving too much weight to what may be a limited amount of assessment data.

### **Errors or anomalous assessments**

If errors are discovered in targets or assessments they should be corrected straight away. Targets were originally agreed by Faculty Progress Leaders and they should be consulted before an adjustment is made.

### **Monitoring assessments**

Faculty Progress Leaders should monitor assessments at least half termly to

- evaluate the achievement of students
- identify strategies to help underachievers improve
- investigate anomalous results
- correct errors

Faculty Progress Leaders and ELT monitor assessments regularly across all subject areas to identify students with significant issues and put in place whole school strategies to address these.

### **Strategy for ensuring consistency in target and predicted grades**

Many aspects of our work as a school rely on consistency in target and predicted grades. House Progress Leaders and ELT target students for intervention on the basis of the data as do Faculty Progress Leaders.

We have done very well in improving consistency in target setting, particularly since FPLs started to receive feedback on how aspirational their targets were. The same principle will apply to predicted grades.

### **Target grades**

- GCSE target grades are compared with VA grades.
- FPLs will receive feedback in September.
- Amendments can be made directly into SIMS.

### **Predicted grades**

- Year 11 predicted grades will be compared with results as part of the usual results analysis in September, in the same way as we do the targets analysis.
- FPLs will receive feedback in September.
- Departmental procedures for producing predicted grades can then be amended if necessary.

## **Student welfare**

There may be circumstances where having too many red boxes on Edulink causes a student undue stress, for example if low achievement is due to exceptional personal circumstances.

Teachers should not attempt to deal with this by unilaterally adjusting predicted or target grades, otherwise pastoral staff, parents and students are deceived as to the true nature of the problem.

House Progress Leaders should be involved in any decision to lower targets. (Inflating predicted grades is not appropriate. It is misleading and will be found out on results day.)

### **Strategy for ensuring target and predicted grades are kept up to date**

Assessments should be updated whenever teachers have reason to believe that existing predicted or effort grades are no longer representative. It is particularly important that if a concern is reported to House Progress Leaders or parents that the grades are consistent with the concern raised. House Progress Leaders will need to know that this is the case. Half-termly assessments provide a regular reminder to teachers to update assessments. Staff are given reminders when assessment deadlines are approaching.

## **Assessment and Reporting Calendar**

1. Assessments are live on Edulink throughout the year. Students, parents and teaching staff can view these at any time of the year. Parents can call or e-mail the school at any time if they have a concern. The school will also contact parents if there is a concern.
2. A printed assessment is issued at each assessment point. Attendance and punctuality are also assessed. Assessments are always displayed live on Edulink.
3. Parents' evenings are as shown below. Where a parents' evening does not coincide with assessment points an interim assessment will be printed.
4. Students also review their progress with staff, as indicated.
5. Pastoral reports (including assessments, House Progress Leader comment, and Headteacher comment) are issued once per year. Times of parents evenings and assessments are in the calendar.
6. At parents' evenings, parents receive a copy of the latest assessments.

## **Identifying students for intervention**

The House Progress Leader for achievement monitors student progress with a detailed half termly analysis, reported to SLT. Intervention strategies are put into place and progress monitored.

## Marking policy – UNDER REVIEW

### Aims

- To ensure that marking contributes to students' understanding of how to improve
- To ensure regular individual targets and actions are set and implemented by students
- To encourage consistency across subject areas and key stages
- To support whole-school literacy strategies

### Principles

There are different approaches to marking. Different approaches suit different situations.

- Key pieces of work should be marked including Literacy, and Targets and Actions.
- Peer and self-assessment
- Marking of practice examination work, using exam board mark schemes
- Oral feedback

For the purposes of this policy all references to marking refer to key pieces

- be based on key knowledge/skills
- help students to understand the strengths of their work and how to make progress
- be legible, clear and understandable to students
- be an integral part of teaching and learning
- give students the opportunity to review and reflect, to internalise the advice through the use of DIRT and purple pen
- be consistent with the school assessment policy
- take account of staff workload
- promote a growth mindset

### In practice

Marking should

- refer explicitly to shared learning of key knowledge (can be referenced in knowledge organisers)
- give specific advice on how to make progress *with clear Target and Action*
- use the agreed literacy marking symbols (*see overleaf*)
- correct spelling mistakes in any single piece of work
- give students opportunity to review and reflect on the advice given with DIRT and purple pen

**For core-subjects, students are entitled to at least one key piece of feedback per timetable cycle. For other subjects, students are entitled to at least one key piece of feedback per half-term in key stage 3, and per timetable cycle in key stages 4 and 5.**

**For subjects where there is no written work the principles of this policy apply, but not the practice.**

**Literacy marking symbols**

<b>Codes</b>	<b>When should I use this?</b>
○	A circle around a grammatical error
Sp.	Sp. marked above a spelling error
~	A squiggle underlines a section that is badly expressed
//	Begin a new paragraph.
✓	Good point/writing
✓✓	Excellent point /writing
∧	Missing word

Our policy is to correct no more than 3 spelling mistakes in any single piece of work.