THE LONG EATON SCHOOL

ASSESSMENT POLICY

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Signed:	
Review Frequency:	Annually
To be Reviewed By:	Mr T Worn

Introduction

The purpose of this policy is to provide guidance on procedures and good practice to support the learning and achievement of all students. The policy reflects our vision statement:

Care and respect for ourselves, others and the environment.
Challenge and support for all to reach their potential
Co-operation between school, home and the community
Consistency and fairness in our expectations and values

Aims

- To support the learning of students
- To support the planning of learning activities
- To ensure that student achievement is supported by sound practice
- To support the School Improvement process

Progress Grades

All subject areas use descriptors attached to progress grades 9 to 1. The descriptors are specific to each year of study and are designed to establish a clear progress path to GCSE grades 9 to 1 at the end of Year 11. Progress grades and their descriptors underpin the whole range of assessment activities.

Types of Assessment

Assessment will take place in a range of different ways for different courses and different activities. Assessment should be planned into every lesson. This may include:

- Oral feedback
- Self-assessment
- Peer-assessment
- Group or whole class assessment
- Written marking of work
- Questioning
- Assessment of appropriate exemplar work
- Use of assessment criteria and examination materials
- Formal written tasks and activities

Assessment for Learning Strategies to be used in the Classroom

- Differentiated learning objectives based on progress grade descriptors should be shared every lesson using language that the students understand to involve students in the assessment process and promote independent learning. The teacher should make explicit what needs to be learnt and how the students will demonstrate success.
- The teacher should create an environment where there is dialogue, not just about what is being learnt, but also making explicit to learners how they learn. This could be achieved through modelling good practice or showing examples of 'what a good one looks like'.
- Time should be given to reflect on the learning at the end of the lesson as a plenary, or at key points within. Students should consider what and how they have learnt and set targets for the following lesson to show progression.
- Questioning is the most immediate and accessible way for a teacher to assess learning and is an important influence on the extent of progress made. It should be used as a key method to provide appropriate challenge for all students and to identify misconceptions. Questions should be targeted and differentiated. Open questions are the most effective in developing higher order skills.
- A balance of self, peer and teacher assessment activities are to be used within a series of lessons to enable the teacher and learner to accurately assess the acquisition of knowledge of skills. The teacher should use this information to forward plan accordingly with appropriate levels of challenge for individuals and key groups of students, particularly for those that are not fulfilling their potential.

Marking of Work

Whole School
Regular formative feedback should be given to students based on the subject specific progress grade descriptors. For core subjects, this feedback should be given twice every half term and for non-core subjects, this feedback should be given once every half term. The feedback should be in the form of a positive comment of what has been achieved (WWW- What Went Well) and a target for improvement (EBI - Even Better If). Progress grades can also be given where appropriate for individual pieces of work and for summative assessments. Students' work must also be corrected in line with the current literacy guidance.

Students should be provided with opportunities to respond to this feedback and 'Upgrade' their work in green pen. At least two lessons per half term should be devoted to this in core subjects and one lesson per half term in non-core subjects.

Sixth Form Courses
Each subject area is to develop and implement a formal assessment plan, to include the use of grades and diagnostic feedback to promote and support progress. Graded and diagnostic feedback must be given at least twice every half term.

For further guidance on 16+ assessment, please refer to appendix A '16+ Assessment and Homework Tracking Guidelines'.

Target Setting

Targets are used to support achievement in the school at all levels and to support the concept of "challenge" that is embedded in the School Vision statement. The targets covered by this policy are:

- Whole School Key Performance Indicators
- Minimum expected targets for individual students' achievements at the end of each Key Stage.
- Short term targets to support students' progress towards end of Key Stage Targets

Targets must be set follow the principles of "SMART" targets:

- Specific
- Measurable
- Agreed
- Realistic
- Time Specific

Whole School Targets

These are set as Key Performance Indicators by agreement with the Governors Self Evaluation and Risk Committee. Targets are also set to support any current focus on raising the achievement of particular cohorts of students. Targets are set using feedback from curriculum teams on individual students. It may be appropriate to lower targets in response to an individual student's circumstances, but this must not be allowed to reinforce underachievement. Targets are moderated using the following available indicators:

- Raiseonline reports (KS4)
- FFT Aspire 20 Indicators
- Projected levels of progress from KS2 prior attainment
- CAT Scores
- LAT (16+) and Sixth Form Panda

Current whole school key performance indicators are included in the School Improvement Plan. Subject level targets are included in Part 1 of each curriculum team self-evaluation.

Individual Student Targets

Individual 'Minimum Expected' student targets are for internal use with staff only. Targets for achievement at the end of each Key Stage are set for all students in all subjects or programmes of study. Targets are set by curriculum teams, but may be moderated with the team's SLT line manager.

Targets for Years 7 to 11

Targets are set for each student using grades 9 to 1. FFT Aspire 20 projections combined with the agreed flight path are used as the starting point for targets. Targets are set using data from curriculum teams on individual students. It may be appropriate to lower targets in response to an individual student's circumstances, but this must not be allowed to reinforce underachievement. Targets are reviewed at the start of each Year to ensure that they are sufficiently aspirational.

Targets for Years 12 and 13

Targets for 16+ students for the end of their program of study are set in September of Year 12 and reviewed and revised as appropriate for students on a two year program of study in September Year 13. Initial targets are set using LAT Upper Quartile chances tables and then moderated using FFT data when available.

Vulnerable Groups

Targets set are analysed by vulnerable group. Targets can be adjusted to ensure that the level of challenge set is appropriate and compensate for prior under-achievement. Targets set must aim to close the achievement gap for vulnerable groups.

School Examinations

Students need to have access to a realistic experience of formal examinations in preparation for the sitting of terminal external exam papers. Formal examination papers taken in a formal setting will be a feature of students' experience in each year group. The schedule for school examinations is set out in the school calendar. Externally set examinations are administered in accordance with the Examinations and Appeals policy.

Examination Papers

Curriculum teams must set papers that present an appropriate level of challenge for students. The presentation and style of papers should be as close as possible to externally set papers in the same subject. The length of papers should be on a par with externally set papers. Papers should be marked using clear and rigorous mark schemes. Curriculum teams must have a quality assurance process in place to ensure consistency of marking for all year groups. Feedback to students should be used as an opportunity for formative work in preparation for externally set examinations.

Conduct During Examinations

All examinations in a formal setting should require the same level of conduct as set out by JCQ for externally set examinations. These expectations must be shared with students prior to an examination series. Failure to follow the code of conduct set out should result in a serious sanction with parents being informed. Clear guidance must be given regarding the equipment that students need to bring to an examination. This must include an ID card. Failure to bring appropriate equipment should result in a sanction with parents being informed.

Preparing Students for Examinations

Preparation for examinations must have a high status both in subject lessons and in the Life Skills Programme. Students must be encouraged to revise in a structured way. Examination timetables must be issued with sufficient time for meaningful preparation.

Examination Performance and Reporting Results

Examination results will be held centrally on the school's MIS. Results reports will be sent to parents. Appropriate rewards for performance should be used. Where a student underperforms through lack of effort and preparation, appropriate actions must be taken and parents informed.

Reporting to Parents

Progress checks are completed three times per year and twice for Year 13. Progress checks are produced to inform discussion at parents evening and to assist in the setting of targets for improvement. Analysis of progress check data is used to inform planned interventions including those with vulnerable groups of learners. Reporting of exam results will be either separate to progress checks in the case of Year 11 & 13 or the next progress check in the case of other year groups.

Teachers report a working at grade based on a best fit of the grade descriptors suffixed with "+", "=" or "-" to indicate how secure achievement at that grade is. This grade must be evidenced through clear assessment data. The working at grades reported are based on an agreed set of assessment points for each course of study. These are clearly defined and identified in schemes of work. There is scope to add individual teacher judgements. Curriculum teams apply a quality assurance process to the grades reported.

Progress checks are also used to report on supporting factors such as, readiness to learn, classwork and homework. The factors reported can vary depending on current priorities. These are reported as exceeding expectations (E), meeting expectations (M) or below expectations (B).

In addition to the reporting of grades and supporting factors, staff also input a target for each student to work on for the coming weeks. These targets are specific to each subject area and are designed to help students develop their skills, knowledge or attitude to help them achieve. The final progress checks of the year include a tutor comment instead where tutors comment on their personal development over the year.

Data Tracking
Each curriculum team records key assessment data for each course to inform reporting and intervention. Data is currently held in one place for each curriculum team on the P: drive. Teachers are expected to use SISRA Analytics to monitor the overall performance of their groups, as well as individual students to inform appropriate classroom interventions.

The TLES Data Dashboard
The "TLES Data Dashboard" is a single page document which is used to record and track the attainment and progress of whole cohorts and identified groups across Years 7 to 11, using the measures specified in whole school Key Performance Indicators. It is updated and re-published at every point in the year where progress data is gathered, and the latest copy is provided in the papers for each meeting of the Full Governing Body and the SEAR committee.

Quality Assurance
Quality assurance of assessment judgements takes place in Curriculum Teams. Quality assurance for externally accredited courses is carried out in line with examination board guidance. Course leaders are responsible for ensuring that procedures followed are current.

Progress grades on pieces of work should be moderated internally and using appropriate external partnerships. Tasks should be designed to fit the criteria used. Curriculum teams carry out regular work samples to ensure that work is assessed appropriately. Work samples will use the Northworthy Trust Marking, Assessment and Feedback (MAF) form to ensure consistency (see appendix B). Team self-evaluation carried out in line with the self-evaluation policy can provide a particular opportunity for analysis of assessment judgements.

16+ Assessment and Homework Tracking Guidelines

To be read in conjunction with the TLES Assessment Policy Guidance

- 16+ attainment and provision is discussed in all calendared CT meetings.
- Formal assessment is completed twice in each half term using grades and diagnostic feedback to promote and support progress; WWW and EBI.
- Student progress is tracked with records maintained centrally, recording; attainment (formal and informal) and homework completion.
- Internal moderation of all formal assessment is completed and recorded centrally.
- Student work is identified clearly as homework and class work.
- Homework is set every week and equates to 2-3 hrs of appropriate work per week, per subject.
- Homework is clearly recorded in student planners every week.
- Submitted homework and classwork is marked and graded with diagnostic feedback, and returned to students within 1 week of submission.
- Events of non-completion of homework and classwork are recorded upon SIMS.
- Communication is made early with parents to address any identified trends and patterns regarding homework, course work or assessment non completion. Communication is recorded on SIMS.

APPENDIX B

The Northworthy Trust

Staff		Reviewer		Date	
Subject		Year/Class		Sample Size	

	R	A	G	Development Areas
Marking Policy	Marking does not follow school assessment policy.	Marking shows some adherence to assessment policy but is inconsistent.	Marking adheres to all aspects of the assessment policy.	
Work matches ability of students	There is no evidence that work is matched to the needs of the students.	There is some evidence that work is matched to the needs of the students.	There is clear evidence of student being stretched and challenged by the work they are producing.	
Quality of feedback	Marking is often simple ticks or brief comments. There is no evidence of in class marking or feedback by teacher	There is some evidence of feedback by the teacher.	Marking shows clear next step comments related to learning and progress. Clearly signposted UPGRADE activities encourage students to improve their previous work or understanding.	
Impact of feedback and UPGRADE	Marking and feedback has no impact on student progress. No evidence of UPGRADE activities.	Marking and feedback has limited impact on progress. Some UPGRADE activities are evident.	Evidence that students respond to marking and feedback and that this is having an impact on learning/progress.	
Marking and planning for progress	No evidence that marking and planning takes into account prior knowledge, skills and understanding.	Some evidence that marking and planning takes into account prior knowledge, skills and understanding.	Sound evidence that marking and planning is closing learning and progress gaps.	
Student Self and peer Assessment	There is limited evidence of student assessment.	Some evidence that students assess their learning. Some evidence that students make useful comments to help reshape their learning.	There is clear evidence of self and peer assessment that helps students understand the next steps for their learning and how to make good progress.	
Evidence of Marking for Literacy	Marking shows no evidence of marking for literacy	Marking shows some evidence of marking for literacy	Marking adheres to marking for literacy in all aspects and is having a positive impact.	
Presentation and Layout	Presentation does not follow presentation expectations. Marking does not address this. Work sheets are not stuck in	Presentation standards are inconsistent. Marking has addressed areas to improve. Work sheets are usually stuck in.	Presentation shows that students take pride in their work and are keen to produce high quality work. Worksheets are trimmed to an appropriate size and are stuck in, evidence that they form part of the learning journey in the lesson.	
Current grades/ progress indicated	No use of grades or comments related to progress.	Some use of grades or comments related to progress.	All appropriate tasks indicate current grade or comments related to progress.	
Progress over Time	Progress over time is not evident	Limited evidence of Progress over time	Clear evidence of Progress over time.	
Homework	No evidence of appropriate homework being set or assessed	Some evidence of appropriate homework being set and assessed	Clear evidence that appropriate homework is set and assessed in line with the homework policy	