

Presdales School



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Rationale

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria.

- Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement
- Summative assessment is used to evaluate learning and progress by awarding a mark and/or grade of attainment to a student at the end of a topic or sequence of lessons.

We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability. Work undertaken by students deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding. This in turn will enable teachers to adapt the curriculum accordingly to enable students to achieve success in the summative assessments.

4. Principles

- The focus of written and verbal feedback is to give students a clear understanding of how well they have gained knowledge, concepts and skills and then explain what needs to be done to extend their learning.
- Students' assessment of their own and their peers' progress and attainment is a central function in the learning process.
- Time will be built into lessons for students to reflect on and respond to teacher marking and feedback
- Marking will help students to progress in their learning and will be meaningful, manageable and motivating(see Appendix A)
- A variety of feedback strategies will be used to ensure teacher workload is minimised

5. Assessment approaches in Presdales School.

At Presdales School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-school formative assessment

Formative assessment, also known as assessment for learning, is a method of assessing students while learning is happening rather than at the end of a topic or sequence of lessons

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching, check for understanding and plan for future lessons
- **Students** to measure their knowledge and understanding against learning objectives which identifies areas in which they need to improve.

Formative Assessment at Presdales School:

- Encourages active involvement of all students by using effective **questioning and discussion** that shows evidence of learning and elicits misconceptions
- Has a strong emphasis on achieving the **learning outcomes** of a lesson, which are shared with the students so that they understand precisely what they are doing, why they are doing it and what they are expected to gain from it. Teachers should consider how successfully learning outcomes have been met when planning for future lessons and adjust the curriculum plan where necessary.
- Makes use of **oral and written feedback** between teacher and students to establish what has been done well and what more needs to be done to move learning forward. Feedback should be concise, accessible and encourage students to take ownership of their learning
- Makes regular use of well thought out **self-assessment** that activates students as owners of their own learning. It provides opportunities for individual students to reflect and talk about their learning and progress in order for them to recognise how they can improve.
- Regularly involves an **effective and systematic checking** of students' understanding by teachers throughout lessons with techniques such as using low stakes quizzes, using mini whiteboards and introducing mini plenaries.

5.2 In-school summative assessment

This is the assessment of learning that takes place at the end of a unit of work or at the end of a term/year.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative Assessment at Presdales School:

- **Measures students' knowledge, understanding and skills** for topics studied within a unit of work or topics across a term/year. Students are always given opportunities to revise in preparation for the assessment.
- There are at least **two summative assessment** points for each year group occurring across the academic year; however in some subjects an assessment may take place more regularly.

- **In Key stage 4 and 5**, the summative assessments are designed to **reflect the assessment objectives (AOs)** of the GCSE and A level specifications and will contain past examination questions. The students in Years 10-13 will always be given at this point a mark and grade to ensure they are aware of their progress throughout the year. They will also be given some feedback in order to improve their performance. The student will be expected to respond to this target and take account of the feedback in subsequent pieces of work. Teachers will take time in lessons to review this marked work and allow students time to respond to their targets and reflect on how they can improve their subsequent work.
- **In Key stage 3**, the summative assessments will be **assessed against key performance indicators (KPIs)** which have been developed for that topic, theme or unit. The students in Years 7-9 will be given a mark and feedback in order to improve their performance. The student will be expected to take account of the feedback in subsequent pieces of work. Teachers will take time in lessons to review this marked work and allow students time to respond to their feedback and reflect on how they can improve their subsequent work.
- **Assessment criteria will be shared with students** - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material.
- Attainment at each reporting point in KS3 is also **tracked against the students FFT benchmark** band which shows progress from entry to the school. This will be reported to parents after each assessment point. In KS4 this is a single FFT benchmark and in KS5 a single ALPS benchmark (see reporting)
- Marking of summative assessments in KS4/5 will undergo **a moderation process** to ensure consistency across the department and all classes sitting the assessment. In KS3 Heads of Department will sample assessments from different classes to check consistency.
- Teachers will **annotate or correct errors in punctuation, grammar, spelling and number work**. Not every error may be annotated - repetitions of the same error may not be highlighted or teachers may use professional judgement to limit corrections to only the most important errors.
- Marking and feedback can be provided to students using either **paper-based methods** (e.g. exercise books, folders, worksheets, and past-papers) or **electronic means** (e.g. Google Classroom, Google Drive/Mail, Hegarty, Educake etc.).
- The emphasis is upon **quality rather than quantity** - high quality marking will have a positive impact on student progress. Progress over time will be tracked by teachers and shared with students e.g. via paper trackers in books/folders or an electronic equivalent.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and A-levels in Key Stage 5.

5.4 Feedback, Marking and Homework (see Appendix A and B)

6. Collecting and using data

How the outcomes will be collected and used

- Day to day formative assessment – collected by the class teacher to identify gaps in students' understanding. This data will inform curriculum planning prior to the next lesson.
- End of term summative assessments – collected within the department to inform academic reviews and tracking points, identify gaps and plan for interventions.
- End of year summative assessment – tests will be used to identify understanding across the year, assess the effectiveness of interventions.
- Tracking point reviews – judgement is made on the progress being made at that particular time. Students making less than expected progress will be identified by Heads of Department, Heads of Year and SLT.

7. Reporting to parents

Each student in all years will receive a written report attached to their student's Edulink account following each of the different Tracking Points for the respective year as scheduled in the school's Assessment Calendar (see Appendix B). These reports will set out details of the student's progress in each subject studied over the previous assessment period, as detailed below for each respective Key Stage. In addition, parents are invited to attend a virtual parents' consultation meeting during each year where progress can be discussed directly with the student's teacher(s) for each subject studied.

7.1 Key Stage 3

At Key Stage 3, each of the three reports will contain an assessment by the student's teachers of their performance measured against her FFT benchmark banding. These bands 1-3, 4-6 and 7-9 have been generated from the Fischer Family Trust (FFT) 20 estimates, which have been produced from Key stage 2 SAT results.

The report also contains their performance in each of four core skills for that subject, namely, Effort, Behaviour, Homework and Organisation.

For Behaviour, Homework and Organisation this information has been generated from the student's consequence points in the tracking point window.

In some cases, a teacher comment may be included for a particular subject where the student's teacher wishes to draw attention to some aspect of their performance in that subject.

Her progress in each subject is categorised as one of:

- Below expected progress
- Level with expected progress
- Above expected progress

Effort

A student's "Effort" grade entails a teacher's professional judgement about that individual's engagement in the learning process. It does not necessarily equate with achievement but refers to:

- Active participation in lessons
- Listening attentively to teacher and peers
- Taking the initiative to catch up on work missed

"Effort" will be measured by one of four numerical descriptions: 1, 2, 3 or 4 as follows:

1. Excellent (effort could not be improved)
2. Good (effort is to be commended but there is still room for improvement)
3. Inconsistent (effort is being made but it is inconsistent)
4. Poor (effort is either sporadic or non-existent)

Behaviour

"Behaviour" is defined as attitude. It encompasses co-operation, rather than just physical behaviour. It refers to:

- Willingness to co-operate with instructions
- Concentrating well and remaining on task
- Showing the appropriate level of respect and courtesy for others

A 'U' in this category indicates that the student is not meeting expectations in one or more of these areas. Consequence points will have been issued if a "U" has been given.

Homework

Homework should:

- Be completed to the best of the student's ability
- Be handed in on time

A 'U' in this category indicates that the student is not meeting expectations in one or more of these categories. Consequence points will have been issued if a "U" has been given.

Organisation

Organisation refers to:

- Punctual arrival to lessons
- Bringing all correct equipment and books to lessons
- Prompt response to all administrative matters e.g. uploading homework to Google Classroom on time

A 'U' in this category indicates that the student is not meeting expectations in one or more of these categories. Consequence points will have been issued if a "U" has been given.

Consequence and achievement points are also included for each assessment point compared against an average for the year group.

After each report, each student's teachers, in conjunction with Heads of Department, Heads of Year, AHT of the Keystage and DHT (Curriculum), will identify any areas of significant underperformance in comparison to targets with a view to implementing suitable intervention strategies for such subjects. Parents may be contacted to discuss any such intervention strategies and, in particular, how they can best support their child in this regard.

7.2 Key Stage 4

At Key Stage 4 in Year 10-11 there are 2 tracking points or reports that each contain a current working GCSE grade (CWG) that is compared to the GCSE FFT benchmark grade for each subject studied by the student. A CWG is the grade that the student has achieved in the most recent summative assessment and this may vary between TPA and TPB depending on the grades achieved in these assessments.

In addition, their performance in each of four core skills for that subject, namely, Effort, Behaviour, Homework and Organisation, will be reported using the same reporting categories and criteria as set out for Key Stage 3 above. In some cases, a teacher comment may be included for a particular subject where the student's teacher wishes to draw attention to some aspect of their performance in that subject.

After each report, each student's teachers, in conjunction with Heads of Department, Heads of Year, appropriate AHT and DHT (Curriculum), will identify any areas of significant underperformance in comparison to targets with a view to implementing suitable intervention strategies for such subjects. Parents may be contacted to discuss any such intervention strategies and, in particular, how they can best support their child in this regard.

7.3 Key Stage 5

At Key Stage 5 Year 12-13 tracking point A (TPA) will only report on Effort, Homework and Organisation. It will also include the UCAS A Level grade for support students with their UCAS application process.

Tracking point B and C will also contain a current working A Level grade (CWG) that is compared to the A Level ALPS benchmark grade for each subject studied by the student. A CWG is the grade that the student has achieved in the most recent summative assessment and this may vary between TPB and TPC depending on the grades achieved in these assessments.

In some cases, a teacher comment may be included for a particular subject where the student's teacher wishes to draw attention to some aspect of her performance in that subject.

After each report, each student's teachers, in conjunction with Heads of Department, Heads of Year, Head of Sixth Form and DHT (Curriculum), will identify any areas of significant underperformance in comparison to targets with a view to

implementing suitable intervention strategies for such subjects. Parents may be contacted to discuss any such intervention strategies and, in particular, how they can best support their child in this regard

8. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and consider this alongside the nature of students' learning difficulties.

9. Training

Good understanding of assessment practices in the department will be developed through moderation and standardisation of tests completed throughout the year.

Inset days and CPD sessions will be utilised to share good practice, formative assessment ideas and ideas around summative assessment in different subjects.

It will be the role of the Head of Department to ensure staff are fully aware of the assessment requirements of their subject and provide moderation opportunities throughout the year.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

10.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

10.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

11. Monitoring

DHT Curriculum will review this policy annually. At every review, the policy will be shared with the governing board.

The policy will be maintained by DHT Curriculum and will be followed by all teaching staff within the school. DHT Curriculum is responsible for monitoring the effectiveness of assessment practices across the school.

Heads of Department are responsible for ensuring curriculum content and success criteria are available for parents and students, monitoring formative assessment, summative assessment, common end of year tests and interventions within departments.

Heads of Year are responsible for monitoring data for trends and patterns across year groups and departments creating intervention packages when needed.

To aid moderation, all teachers will mark a different group's assessment and all professional predictions will be moderated via discussions between colleagues with similar ability classes.

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-assessment examination policy
- Examinations Policy and Contingency Plan

Appendix A: Marking and Feedback Principles

Presdales School has adopted the principles outlined by the Department for Education Marking Policy Review Group report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation “A Marked Improvement” (2016).

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of acknowledging students’ work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress. All our students should be able to answer two questions about their learning:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

The 3 principles of effective marking are that it should be:

Meaningful: marking varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers

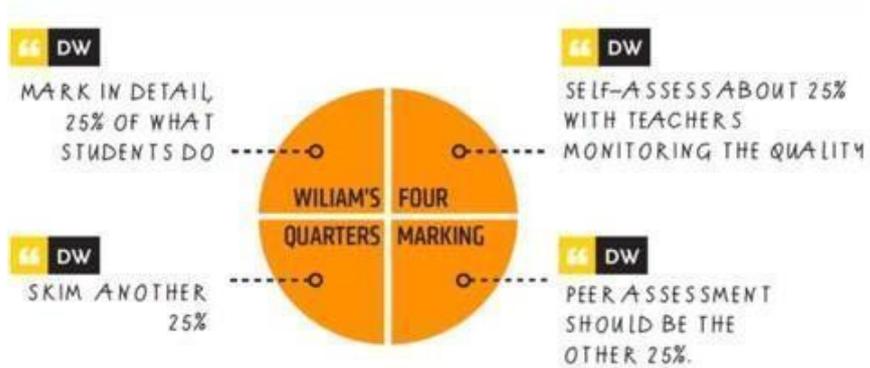
Motivating: Marking should help to motivate students to progress. This does not mean always writing in- depth comments or being universally positive: sometimes short, challenging comments or oral feedback is more effective. If the teacher is doing more work than their students are, this can become a disincentive for students to accept challenges and take responsibility for improving their work

We draw a distinction between feedback and marking. Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback



Source: EEF / Oxford University, “A Marked Improvement” (2016)

The **quantity of feedback** should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. Other forms of feedback can be as valuable as written marking, for example self-assessment, peer feedback, whole-class feedback and comparative judgement. It will be the professional judgement of the teacher on which form of feedback will be most likely to secure student progress. Guidance from the leading expert on assessment, Professor Dylan Wiliam, recommends a balanced diet that he calls 'four-quarters marking'



Appendix B:

Homework procedures

Presdales firmly believes we have an excellent standard of quality homework, which is designed to further the progress and development of the students and to support them in reach their full academic potential .The research showed that there are many benefits of homework at secondary school, including:

“The impact of homework on learning is consistently positive - leading to on average five months' additional progress.” (EEF Jan 2018)

A research study found a correlation between students who completed approx. 60-70 minutes homework a day and increased test results at Key Stage 3. This however became detrimental to the students results when the daily homework exceeded 90 minutes a day at this young age. (Journal of Educational Psychology April 2015)

“Homework provides children with time and experience to develop positive beliefs about achievement, as well as strategies for coping with mistakes, difficulties, and setbacks.” (Bempechat.J, 2010)

“Doing homework teaches you how to teach yourself and work independently. You will learn how to use resources, like texts, libraries, and the internet. When you face the challenge, you learn how to get help, how to deal with frustration, and how to persevere.” (Helmenstein. A, 2018)

Through the regular setting of homework, we are able to prepare the students for life after school, developing independence and a sense of responsibility, self-motivation, time management and organisational skills, research and planning skills. Careful planning and setting of homework will ensure that students are able to plan a full range of extracurricular activities and other enriching opportunities around the rigour of their education.

The amount of homework

The amount of homework set will gradually increase as students pass through the school. As a guide to parents, a student in Year 7 and 8 should expect homework in two or three subjects each evening, taking between 50 and 70 minutes to complete.

In Year 9, the length of each piece of homework will increase, reflecting the need to prepare students for the GCSE curriculum.

Students studying in Years 10 and 11 should expect to be doing the equivalent of at least two and a half hours homework per evening. A-level students are expected to do between four and five hours independent study per subject. In all Year groups, independent reading is still recommended as a regular occurrence to support for literacy within all subject areas.

Subjects will receive deep and detailed feedback from one piece of work every half term. This may be the summative half term assessment or could be an extensive piece of homework. All other homework that is completed will be assessed either by using peer assessment, in-class marking by teacher or using virtual checking using programmes such as Google forms, Hegarty, Educake or Seneca. Homework will be checked for completion and if homework is not completed to the deadlines set and at the quality expected the student will receive a C1 consequence point. This will result in the Head of Year being made aware of the issue, it will also be recorded and the total number of consequence points will be shown on the reports home to parents, and be visible to parents using the Edulink application. The student may also receive a “U” on her report depending on the number of consequences. The C1 will also contribute to an accumulation analysis conducted weekly by the Head of Year and three within one week will result in a detention.

Support will be offered, in the form of homework clubs, if incomplete or missing homework becomes a persistent concern.

The homework allocation for each year group is:

Key Stage 3 Year 7 and 8	Key Stage 3 Year 9	Key stage 4 Years 10 and 11	Key stage 5 Year 12 and 13
<p>All Homework is 30 minutes long</p> <p><u>Once a week</u></p> <p>Maths English Science Geography History Other Lang</p> <p>French will be split into two 15 mins pieces</p> <p><u>Twice a half term</u> RE</p> <p><u>Once a half term</u></p> <p>Art Drama Music Computing Technology</p>	<p>Core (Maths, English and Science) 60 mins long</p> <p>Science will be 30 mins set by each of the two teachers</p> <p>All other subjects are 30 mins</p> <p><u>Once a week</u></p> <p>Maths English Science Geography History</p> <p>Languages (can be split into two 15 minute pieces)</p> <p><u>Every other week All other subjects</u></p>	<p>Science 3 x 30 minutes a week</p> <p>All other homework is 60 minutes</p> <p>All subjects once a week</p>	<p>Exam boards expect that as much private time study should be devoted to A Levels as is spent in the classroom</p> <p>Students will complete between four and five hours homework per week per subject taken.</p>

(Design Technology will require weekly tasks in preparation for practical lessons to be done each week)

Organisation of homework

A homework timetable for each year group will be created when the timetable is finalised at the beginning of each year. It will indicate on which night homework should be set by the various subject departments. This timetable will be shared with the students at the beginning of each academic year and put on the website and Edulink noticeboard for parents to monitor. This timetable will vary across teaching groups within the same year to ensure the homework setting date coincides with a day that subject has been taught.

We have now moved completely to an online homework system using the Edulink programme. This will allow parents to have a log in to check what homework tasks have been set for their child and when they are due to be handed in. The Heads of Department will be responsible for ensuring that homework is only being set on the allocated day and that adequate time is allowed for the completion of the tasks.

Types of homework

Homework set may take a variety of forms, and the tasks will be decided by the individual subject areas. The Head of Department will monitor the quality of the tasks set. Activities set may include specially prepared homework tasks that extend class work, learning homework, research assignments, practical activities, longer-term assignments. Homework can be used as both consolidation of class learning or investigation and exploration of future topics. The Super Curriculum can be used for year 7 and 12-13 to extend this learning beyond the classroom and this is being developed for all other year groups throughout the next year.

Responsibilities of the school, parents and students

The School will ensure that the students are provided with a well-planned and organised homework schedule. All Departments are aware of the criteria surrounding the setting and collection of homework.

Parents will support the student in the completion of homework by providing a quiet and organised space in which students can complete work set. They should also ensure they speak with their child to ensure they are aware of what tasks they have been set and when they are due to be completed by. Parents can encourage their children to ask the class teacher if they are in need of any clarification or support with the homework.

Students will ensure they look at Edulink and Google Classroom to ensure they are aware of what the homework tasks entail. They should aim to complete the work on the night that it is set, rather than at the last minute. Students should be confident to ask for any assistance from staff that they need and to ensure they pack their school bag the night before school to ensure they bring the correct books and work on the correct day. If required they need to commit to attending homework club.

