

This policy supports all of the aims of the school.

1.0 **Rationale, Principles and Purposes**

- 1.1 This policy is designed to support the development of Assessment **for** Learning (formative assessment) as a vital element in further improving the quality of teaching and learning.
- 1.2 There are two kinds of assessment, Assessment **for** Learning (AFL) and assessment **of** learning. Of the two, Assessment **for** Learning is the more fundamental. Without good Assessment **for** Learning, teaching and learning itself cannot be good. As a result, pupil progress is less than it should be as revealed through assessment **of** learning. Consequently, it is the policy of the school that teachers' skills in Assessment **for** Learning are developed to the highest possible level.
- 1.3 Effective assessment is founded on high-quality classroom interaction between teachers and learners, in which assessment is immediate, continual and supportive. 'Assessment **for** Learning' - also known as 'formative assessment' - is at the heart of high quality lesson-planning, teaching and learning. The research evidence to support this assertion is overwhelming.
(The school fully supports the publication '10 Principles of Assessment' with which all colleagues must be familiar. QCA (Assessment for Learning))
- 1.4 'Assessment **for** Learning' is embedded within the very structure of a good lesson. Early in the lesson, the teacher sets out learning objectives which define what learning gains are expected. Near to the end of the lesson, the progress actually made in the lesson is assessed against them. During the lesson, 'assessment for learning' is characterized by high quality discussions about learning. Discussions may be between individuals, small groups or involve the whole class. Knowledge about the progress made in one lesson is then used in planning the next.
- 1.5 One of the key aspects of 'Assessment **for** Learning' is the meaningful 'marking' of written tasks. Meaningful marking provides clear feedback to individual pupils on the standards they have achieved and what next needs to be done to move learning forward. It needs to be selective, corrective, encouraging and advisory.
- 1.6 'Assessment **for** Learning' also involves observation of pupils undertaking tasks – with constructive feedback from the teacher.
- 1.7 The school needs to develop pupils as independent learners. This involves developing in learners the capacity to identify for themselves the steps they need to take next in order to progress. For this reason, 'Assessment **for** Learning' must involve every teacher in developing pupils' self-assessment. Assessment by peers is an essential tool in supporting self-assessment.

- 1.8 Assessment **of** learning is used to inform judgments made about pupils' attainment against agreed standards and /or externally published norms. It usually takes the form of tests, substantial tasks, performances or extended projects. At its most formal, assessment **of** learning comprises national tests and examinations. Good assessment **of** learning is usually capable of being analyzed for a pupil's strengths and weaknesses in order to inform the next stage of education – and should, whenever practicable, be put to formative use. Often, however, its main purpose is to look back on what has been learned so that the school can evaluate standards and account to others for them. Assessment which looks back on what pupils have achieved (over a substantial period of time) is sometimes known as 'summative' assessment. Because the capacity of each teaching set has practical limits, summative assessment in which the performance of each pupil is compared with his/her peers is often used in the process of 'setting'.
- 1.9 The purposes of assessment, then, are several. To:
- Drive forward learning including pupils' attitudes and motivation;
 - Enable teachers to evaluate a course of study and/or scheme of work and the effectiveness of their teaching;
 - Underpin important educational decisions such as grouping of pupils and options' choices;
 - Provide data upon which pupils' future performance can be predicted and targets set;
 - Monitor pupils' progress and the standards achieved in order to account to a wider audience including parents, the local community, the LEA, OfSTED and ultimately the nation (through the DFES).

2.0 School Requirements

- 2.1 Subject Leaders are expected to bring members of their teams to a consensus on how to reflect the school policy given the particular needs and features of the subject – in particular to
- Provide development opportunities (including department meetings) to help staff to interpret school policy at subject level and to meet school requirements;
 - Secure high quality of teaching and learning by focusing staff development on interactive teaching and learning including Assessment **for** Learning.;
 - Co-ordinate the building up of 'benchmark portfolios' to illustrate the department's shared understanding of the standards of work required at each NC level and each grade in public examinations;
 - Lead the development of standard assessment activities for the subject and ensure that all subject teachers use them;
 - Incorporate into departmental handbooks advice on how marking, along with oral and other forms of feedback, can help pupils to make progress;
 - See that appropriate emphasis is placed across the department on the use of the rewards' system;
 - Ensure that teachers makes good use of minimum target levels or grades against which individual progress is tracked;
 - Monitor and evaluate standards achieved within and across teaching groups as part of a first-rate system of quality assurance at departmental level.
 - See that teachers are able to award well grounded 'working at' NC levels or public examination grades at least 2x per year;
 - Advise members of their teams on using assessment and marking information when reporting to parents;
 - Scrutinize assessment information and performance data in reviewing the work of the department and in setting annual targets for KS3 tests and GCSE examinations;
 - Monitor the implementation of the policy through lesson observation, the sampling of pupils' work and examination of grades awarded by teachers.

- Account to their ‘link’ Senior Manager, the Head, Governors and, as necessary, to parents for the implementation of the policy.

2.2 Teachers are expected to:

- Use and cultivate interactive teaching and learning styles in which positive and corrective feedback to pupils is an observable feature;
- Develop a clear understanding of the characteristics of each NC level (including sublevels) and each public examination grade in order to assess the standard of pupils’ work and advise them on how to improve;
- Plan lessons to meet the five ‘ Friary AFL Standards’;
- Actively use individual pupils’ learning targets (based on prior attainment data) in tracking progress. Contribute to the refining of targets in the light of ongoing assessment information;
- Set out learning objectives early in each and every lesson and complete each lesson with an activity in which pupils’ progress against the learning objectives is assessed. Engage in dialogue with pupils during lessons, challenging them to reflect on what and how they are learning. Use assessment information gathered in one lesson to inform planning for the next;
- Inform pupils, in advance, of the criteria against which work will be assessed;
- Use a range of assessment methods to recognize a wide range of achievements;
- Mark and return work promptly conforming to the school marking policy;
- Take action (with the support of subject leaders) in the case of any pupil whose marks begin to fall routinely short of the target sub-level or grade;
- Ensure that the small gains often made by lower ability and special needs pupils are recognised as successes;
- Accept responsibility for contributing to pupils’ language development by demonstrating high personal standards of language use and by selectively drawing attention to key spelling and grammatical errors in pupils’ work;
- Use assessment information to reflect on the effectiveness of lessons and the scheme of work;
- Provide opportunities for self-assessment and peer-assessment as a contribution to developing pupils as independent learners;
- Report the progress of each pupil in terms of ‘working at’ a NC sub-level or ‘working at’/‘working towards’ a public examination grade;
- Play a constructive part in team activities including standardization and moderation designed to raise the quality of Assessment **for** Learning and, as a result, of teaching and learning.

3.0 Marking

3.1 The fundamental purpose of marking is to support pupils in making progress. The marking policy must be clear to all stakeholders. Accordingly, it is the policy of the school that pupils’ work is marked regularly in a manner which conforms to school requirements.

3.2 A grade/level at will be collected from a centrally held record of progress **at least once per term** as detailed below. One of these appears on the annual report. Progress information will be redistributed to subject leaders and parents so that they may monitor progress. These grades are awarded on the basis of at least one substantial assessment activity combined with the record of assessments over time. They are:

- For pupils in KS3, a National Curriculum ‘working at’ level with sub-level;
- For KS4 students and post 16 students taking a qualification at level 2, a GCSE (or equivalent) ‘working towards’ grade;

- For students taking a qualification at level 3, an A level ‘working at’ grade.

Note that these;

- Need to be securely based with teachers clear on the standards required for each level of the National Curriculum/each examination grade;
- Require assessment criteria related to and/or derived from National Curriculum levels (and sub-levels)/ examination grades.

- 3.3 Research shows that constructive comments which focus students on how to make further progress have a powerful effect on standards. **Different subjects work in different ways, so the frequency and form of feedback is also likely to differ.**

To meet school requirements with respect to the frequency of feedback:

At the culmination of each substantial passage of learning, subjects will provide formal detailed feedback on each pupil’s progress and guidance on how to improve in some depth *or* less detailed formal feedback and guidance regularly throughout the passage of learning.

By the end of *approximately* every twelfth teaching session, there will need to be an explicit reference made to the pupil’s target level or grade so that each pupil can focus on what they are expected to achieve at the end of the year or key stage. There will also need to be an indication of either the level the pupil is currently working at/grade a pupil is working towards *or* whether a pupil is below, on or above target (see Table A).

To meet school requirements with respect to the form of the feedback some of the features below will need to be evident:

- **Written feedback that makes specific reference to areas of strength**
- **In the absence of written feedback, a record of oral feedback kept by pupils**
- **The use of criteria grids to indicate current attainment and show areas for improvement**
- **Guidance that refers to the skills or techniques needed for improvement**
- **Comments that relate to objectives and/or grade criteria**
- **The use of peer/self assessment that makes clear use of subject criteria**
- **A self-evaluation of performance that leads to identification of areas for improvement**
- **Evidence that the ‘Friary Standards for AFL’ are being met**

TABLE A

Grade	Short interpretation	Further Comments
A	Above Target.	Work of a standard which if repeated regularly would lead to exceeding this year's target sub-level or grade.
O	On target.	Work of a standard which if repeated regularly would lead to achieving this year's target sub-level or grade.
B	Below target	Work of a standard which if repeated regularly would lead to a failure to achieve this year's target sub-level or grade.
L	Your work is <u>late</u> .	Can be attached to any other grade. Should not be used alone.
R	See me urgently. You will need to <u>repeat</u> this work..	The teacher should talk to the pupil individually. An entry should be made in the organiser and parents expected to sign to show they are aware of the grade.

3.4 For drawing attention to language and literacy concerns, teachers may only use the language codes shown in Table B.

TABLE B

N.B. Staff should use appropriate discretion in determining when it is preferable to correct language errors rather than simply to draw attention to them. While pupils with high levels of literacy may be able to self-correct, pupils with literacy problems will need selective correction in order to improve.

Language Grades	Meaning
Sp	Spelling mistake
Punc	Punctuation error (may need to pinpoint by ringing)
?	Meaning unclear
Rep	Repetition. You have repeated a word or said the same thing twice
^	Something missing!
Gr	Grammatical error
Tenses	Mistake in tense used