ASSESSMENT POLICY

SENIOR SCHOOL

Committee normally reviewing:	Senior Leadership Team
Date last formally approved:	Autumn Term 2016
Date policy became effective :	January 2010

Period of Review:	Three years
Next Review Date :	Autumn Term 2019

Person responsible for implementation and monitoring :	Assistant Head (Academic)
Other relevant policies :	- Curriculum Policy Teaching and Learning Policy - Gifted and Talented Policy - Support for Learning Policy - English as a Second Language Policy - Reporting Policy

The following policy covers the aims and ethos of the Senior School

Aims of the School **Click here**
Ethos of the School **Click here**

Mr Chris Townsend
Head, Senior School

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect

FELSTED ASSESSMENT POLICY

1.   CORE PRINCIPLES

These Core Principles form the agreed whole-school Policy for Marking & Assessment. All Departments ensure that these principles are carried out; but each Department or subject area may interpret the detail of the application of these principles differently, in a subject-specific manner.

a) **The key purpose of assessment is to promote Learning and should actively involve all students.**
b) **Assessment criteria should be shared with and understood by all individual students.**
c) **Students should be able to assess their own work and the work of others.**
d) **Marking should provide feedback that celebrates achievement and identifies targets for improvement ('feed forward').**
e) **Marking should provide feedback on core literacy skills.**

Ideas adapted from: Robert Powell – Personalised learning in the classroom

2.   RIGHTS, RESPONSIBILITIES AND ROLES

The involvement of students in the marking and assessment process is important and colleagues should ensure:

- Students are prepared and ready for their involvement in the process;
- Students have the correct resources required;
- Students understand the necessity of assessment of learning and are resilient in their response to it;
- Students demonstrate and understand the necessary responsibility required in self and peer assessment;
- Students are guided to reflect on their performance and their targets for the future and to implement the recommended improvements;
- Suitably challenging targets are set;
- Departments have a clear marking & assessment policy in place to ensure consistency for students;
- The aims and purposes of marking & assessment are communicated to students.

3.   PURPOSES OF ASSESSMENT

(a)   Feedback on Performance: Regular assessment provides feedback to both the teacher and the pupil about the pupils' performance. This feedback can then be used in a variety of ways:

- to help pupils be aware of their progress and, where appropriate, improve the quality of their work. Effective feedback covers the strengths in pupils' work, areas in which improvements can be made and specific ways in which they can develop in the future
- to provide information to parents on the child's progress.
- to help teachers make decisions about teaching strategies and the content of the curriculum. The results obtained from the process of assessment can be helpful for teaching staff to evaluate their own approach and to make the appropriate changes.
- to provide information on the work of the school.

(b) The Identification of Under-Achievement: 'Success in Secondary Schools' stresses the importance of the prompt identification of under-achievement on the part of any pupils. Schools, it recommends, should maintain some system for ensuring that the needs of these pupils are then met, e.g. by informing heads of year, by setting such pupils specific targets and by entering into consultation with their parents.

(c) Target Setting in order to Improve Standards: The DCSF have set national targets for improvement in external examinations. Moreover, under the Education Act of 1997 the governors of every school they are required to set and publish their own targets together with the results obtained by their pupils. In some schools individual subject departments also set themselves specific targets. Target setting is seen as a way of improving educational standards.

(d) Motivation: In 'Secondary School Examinations' J. and P. Mortimore argue that assessment at the secondary level has traditionally been seen as providing pupils with a powerful incentive to work at an age when they are becoming increasingly resistant to parental and teacher control and more interested in the outside world, i.e. they are aware that they need GCSE grades and/or other qualifications to succeed in adult life.

(In periods of high unemployment this argument is not so convincing as A. Hargreaves notes in 'The Crises of Motivation and Assessment'. Nor is it always convincing in discussion with pupils who are not likely to obtain many GCSE passes).

'Success in Secondary Schools' again emphasises the motivational value of assessment, arguing that "the successful establishment of procedures for the oversight of pupils' academic progress and personal development is an important factor in fostering pupils' self-worth. Pupils come to understand that their efforts and attainments are of value and that particular teachers are available for support and guidance if problems arise".

(e) Certification: Tests and examinations are used to provide certification, i.e. provide a student with a qualification which signifies that she/he has reached a certain standard.

(f) Selection: Assessment is a means of selecting pupils for various courses, e.g. continued study at Advanced Level, or entry to Higher Education.

(g) Professional Development: The process of carrying out systematic assessment, recording attainment and moderating the outcome in discussion

with other teachers provides a valuable basis for teachers to evaluate their own work and to gain access to new thinking.

4.   FORMS OF ASSESSMENT AND OUTCOMES ARISING

a. Target-setting

During the first half of the Autumn Term, two weeks are set aside for the discussion of target grades for Y10-U6. In many ways, it is the conversation between teacher and pupil that is the most important part of this process as it gives the teacher the opportunity to encourage pupils to consider what level they are currently working at and what they need to do to improve their performance so that they can achieve the grade that they aspire to. The target grade itself is an agreed grade (between teacher and pupil) based on the average projections given by the baseline data (e.g. MidYIS) and the professional judgement of the teacher. However, it is important to note that these are optimal grades; they are a prediction on how a given pupil could score with hard work between the time of setting the targets and the actual exam. They should be a realistic encouragement for the pupil.

b. Assessment, marking and feedback

- o Tasks should be set work regularly to be completed during study time. The pupils normally have tasks from three subjects per school day, set according to the prep timetable (as specified by pupils' timetables on the MIS)
- o Prep time in house takes place Monday – Friday from 7 – 8.30pm, followed by half an hour of quiet time that pupils can use to study if required, however pupils are encouraged to manage their own time and should be planning to complete their work at other times as well as they progress through the school,
- o In the lower years, each prep should take around 30 minutes to complete (for a more detailed explanation of the expectations of work outside lessons, please see Appendix D).
- o Tasks should be recorded by students (either in their planners or in their phones, at the discretion of the teacher) and by teachers on the MIS.
- o It is expected that all members of CR will check that tasks have been done and to a satisfactory standard (see Academic Sanctions in Behaviour Policy).
- o Each teacher must set and mark at least one piece of formally marked work every 2-3 weeks
- o It is the responsibility of each teacher to:
    - Provide feedback to students as quickly as possible. As far as possible, work should be marked for the next lesson.
    - Give effective feedback on student work covering the strengths of work, areas in which improvements can be made and specific ways in which they can develop in the future.
    - Record their marks in a mark book (either physical or electronic)
- o Teachers should use a range of assessment strategies to develop pupils' understanding of the success/exam criteria. There should be some element of Assessment for Learning.

- Departments have developed their own strategies for engaging pupils with the feedback provided and these should be used consistently within the department.
- Some form of common assessment (i.e. an assessment across a year group within a subject) should take place once every half term to track pupil progress and highlight areas of concern. It is the responsibility of the Head of Department to: ensure that provision for these has been made in the Scheme of Work and that they take place; collate the marks and save them into HoDs website; highlight pupils causing concern with the relevant HM/tutor and their line manager; and state what will be done to support those pupils causing concern (and save within the results spreadsheet).
- Heads of Department should be regularly monitoring the marking within their department and logging this using the school's Work Scrutiny Form (see Appendix E).

c. Reporting Structure

The reporting cycle has, as far as possible, been designed so that there are a number of information points (gradings, summary reports, full reports and parents meetings) spread throughout the year to allow the school to monitor pupil progress and to give pupils and parents a clear picture of how the pupil is progressing and how they might improve further.

The overview of the reporting structure is provided in Appendix A the grade descriptors are provided in Appendix B and the types of reports are provided in Appendix C.

d. Gradings meeting

Gradings meetings take place after each set of gradings. For each year group, there is one 'gradings meeting' allocated per year to discuss their progress, however it is common for each house to discuss all relevant year groups within each meeting. It is also important to note that concerns can be raised at any time to discuss individual pupils.

The aim of these meetings is to allow discussion of pupils following a gradings; for high-achieving and under-achieving pupils to be highlighted; for actions to be agreed to reward and/or support these pupils to improve progress further.

These discussions take place within House Teams, with not only the tutors of that year group, but also the tutors that do duties in that House. The rationale is that tutors should know their tutees best and any information/feedback from teachers should be given in the gradings (or have been raised beforehand) and that other house tutors may have valuable input as to pupils' working practices in the House.

The structure is:

Before the meeting - The gradings spreadsheet will be created and circulated to HMs by the Academic Office. It is an HM's responsibility to analyse it further and to circulate to tutors either before or at the meeting.

During the meeting - Each House team should identify around 3 pupils for each of the categories:

- High achieving (based on achievement grades)
- Low achieving (based on achievement grades)
- Making most progress (based on improvement in achievement grades)
- Making least effort (based on effort grades)
- Underachieving pupils (based on the trend line graph provided)

For each of these pupils, the House team should discuss appropriate actions (praise, rewards, support, sanctions).

The HM should complete the analysis and list of actions and return it to (or share it with) the Academic Office .

Following the meeting - This information will be collated and fed back to CR at the next appropriate meeting (usually Monday break).

Mrs S Capewell, Assistant Head
November 2016

Appendix A

Assessment calendar 2016-7

w/c	Week		9	10	11	12AS	12IB	13A2	13IB	Pupil
5th Sept	1		MidYIS	YELLIS		ALIS	ALIS			
12th Sept	2									
19th Sept	3	*Exeat 24th*								
26th Sept	4		Discussion weeks for IEPs (SFL) and target grades (Y10-L6)					Discussion week for target grades (U6)		
3rd Oct	5					Gradings 1	Gradings 1			
10th Oct	6			Gradings 1	Gradings 1			Summary Report*	Full Report*	
17th Oct	7		Summary Report			Parents	Parents			
7th Nov	8									
14th Nov	9				*Informal choices*					
21st Nov	10	*Exeat 26th*						Parents	Parents	
28th Nov	11				Mocks*					
5th Dec	12		Gradings 1	Full Report	*Mock results*	Summary Report	Summary Report	Gradings 1	Gradings 1	
12th Dec	13				Summary Report					
9th Jan	14		IEP review	IEP review	IEP review			IEP review	Mocks	
16th jan	15		IEP review	IEP review	IEP review			IEP review	Mock Report^	

Date	Week								
23rd Jan	16	*Exeat 28th*			Parents				
30th Jan	17		Gradings 2*	Gradings 2*	*AS/IB Subject choices*			Gradings 2?	
6th Feb	18		Parents			Full report			
20th Feb	19		*GCSE Subject choices(Fr)*					Mocks	
27th Feb	20							Mock Report^	
6th Mar	21			Internal Exams			Gradings 2*		Farewell Report ^^
13th Mar	22				Full report	Gradings 2			
20th Mar	23			Parents					
17th Apr	24					Internal Exams			
24th Apr	25	*Exeat 29th*				Exam Report			
1st May	26		Gradings 3				Gradings 3	Farewell Report^^	Exams
8th May				Gradings 3					Exams
15th May	27				Exams				Exams
22nd May	28				Exams				Exams
5th June	29		Internal Exams		Exams	Resit day	Internal Exams	Exams	
12th June	30				Exams			Exams	

19th June	31		Full report	Summary Report	Exams	Summary Report**	Full report	
26th June	32							

Note Gradings to include short comment for Effort Grades 3-4

* to be followed by gradings meeting

** Gradings and Tutor, HM report

? Is this necessary

^ Mock result and subject report only

^^ Short comment from subject teacher or just grading plus tutor and Hm report

Appendix B - Grade descriptors

EFFORT GRADES

Teachers should consider a range of factors when awarding each effort grade and will use their professional judgment if they feel that pupils display behaviour at different levels. The following should be considered:

	Attitude to learning in class	Approach to work out of class
	- Punctuality and organisation - Focused on the lesson and not distracting others - Engaged in activities - On task throughout the lesson - Participating in and contributing to the lesson	- Prep completed on time and to a good standard - Care and attention with written work - Maintaining well-organised notes, folders and books - Managing own study time effectively - Doing further reading/work where applicable
1	Excellent	Excellent
2	Good	Good
3	Requires improvement	Requires improvement
4	Unsatisfactory	Unsatisfactory

ACHIEVEMENT GRADES

Please note that for Y9 and Y10, we are moving to the new 9-1 GCSE grades. In order to limit the pressure that pupils may put on themselves to achieve straight 9s, we are trying to keep their expectations realistic. Y9 attainment grades will be based on the GCSE criteria and so we are limiting the grades in Y9 to 7-1 so that this may allow us to show their progression over the 3 years.

	Year 9	Year 10
Achievement	*These grades indicate the potential that a pupil is showing based on the standard of work produced during the term to date* 7 Working at that level 6 Working at that level 5 Working at that level 4 Working at that level 3 Working at that level 2 Working at that level 1 Working at that level	*These grades indicate the potential that a pupil is showing based on the standard of work produced during the term to date* 9 Working at that level 8 Working at that level 7 Working at that level 6 Working at that level 5 Working at that level 4 Working at that level 3 Working at that level 2 Working at that level 1 Working at that level

	Year 11	6th Form
Achievement	*These grades indicate the potential that a pupil is showing based on the standard of work produced during the term to date* A* Currently producing a standard of work which if maintained will probably result in a GCSE grade A* A Currently producing a standard of work which if maintained will probably result in a GCSE grade A B Currently producing a standard of work which if maintained will probably result in a GCSE grade B C Currently producing a standard of work which if maintained will probably result in a GCSE grade C D Currently producing a standard of work which if maintained will probably result in a GCSE below C grade.	*These grades indicate the potential that a pupil is showing based on the standard of work produced during the term to date* **AS/A2** A Currently producing a standard of work generally consistent with an AS/A2 grade A/A* B Currently producing a standard of work generally consistent with an AS/A2 grade B C Currently producing a standard of work generally consistent with an AS/A2 grade C D Currently producing a standard of work generally consistent with an AS/A2 grade D E Currently producing a standard of work generally consistent with an AS/A2 grade E or below **IB** 7 Currently producing a standard of work generally consistent with an IB grade 7 6 Currently producing a standard of work generally consistent with an IB grade 6 5 Currently producing a standard of work generally consistent with an IB grade 5 4 Currently producing a standard of work generally consistent with an IB grade 4 3 Currently producing a standard of work generally consistent with an IB grade 3 2 Currently producing a standard of work generally consistent with an IB grade 2 1 Currently producing a standard of work generally consistent with an IB grade 1

Appendix C - Types of report

	Teacher	Tutor	HM	What happens to it?
Grading	Effort and achievement grades. A specific target should be given for effort grades 3 or 4.	N/A	N/A	Published on the MIS
Summary Report	Effort and achievement grades plus short comment	Report on progress (focusing on academic) highlighting successes and areas for development	Report on progress (focusing on pastoral and co-curricular) highlighting successes and areas for development	Published on the MIS
Full Report	Full report, including stock comment on what has been covered, progress and specific targets for development	Report on progress (focusing on academic) highlighting successes and areas for development	Report on progress (focusing on pastoral and co-curricular) highlighting successes and areas for development	Published on the MIS and a hard copy sent home
Mock/Exam Report	This should contain a grade, percentage score and comments on the exam performance offering targets for improvements.	N/A	N/A	Published on the MIS
Farewell Report	An opportunity to wish a student all the best for the future as well as a brief comment on performance	An opportunity to wish a student all the best for the future and reflect on their development	An opportunity to wish a student all the best for the future and reflect on their development	Published on the MIS

Appendix D – Expectation of work outside lessons
Y9-11: There is a timetable for when prep should be allocated by each subject, which is indicated on the pupil's timetable on the MIS. Over the course of the week, these preps should balance out to 3 per night. Some time for completing prep has been built in their timetable at some point during the school week and is indicated on their timetable.

Year Group	Amount of work set	Recommendations for further independent work
Y9	Each prep should take around 30 minutes, although some subjects may set larger pieces of work over more than one prep.	- Reading through class notes to check understanding - Private reading (it is recommended that all pupils have a reading book with them during prep sessions in case they have time spare)
Y10-11	Each prep should take around 30 minutes, although some subjects may set larger pieces of work over more than one prep.	- Reading through class notes to check understanding - Producing revision notes/flashcards of key information
6th form (A Level)	There is no fixed timetable, but pupils are expected to have around 3 hours (and up to 4 hours in U6) of prep per subject per week. Teachers will aim to avoid setting prep for the next day, but will give longer deadlines. For each subject/teacher, there will only be one significant piece of work per week.	Pupils should expect to spend the same amount of time on independent work as they do on their prep. We encourage pupils to allocate this on their timetables, indicating which subject they will focus on in their 'spares'. In this time, they could: - Read through class notes to check understanding - Produce revision notes/flashcards of key information - Read relevant newspaper/magazine articles - Ensure they are prepared for the next lesson
6th form (IB)	There is no fixed timetable, but pupils are expected to have around 4 hours of work per HL subject and 3 hours of work per SL each fortnight.	Pupils studying the IB have fewer 'spares' and so need to manage their time very carefully. There is still an expectation that they spend time studying independently as well as just completing their prep, although we are aware that they will have less time available to do this. In this time, they could: - Read through class notes to check understanding - Produce revision notes/flashcards of key information - Read relevant newspaper/magazine articles - Ensure they are prepared for the next lesson

Appendix E – Work Scrutiny Form

SCRUTINY OF WORK

This form clarifies what a line manager expects is looking for when conducting a scrutiny of pupils' work (either exercise books or folders), either as part of a work scrutiny within the department or within a departmental review.
It is good practice to look at a range of books/folders within a set.

COMPLETED BY: **DATE:**   **YEAR GROUP:**

Teacher: Subject:	Pupil 1:	Pupil 2:	Pupil 3:
Is there effective planning and differentiation for the individual?			
Is there evidence of success/exam criteria?			
Is the amount of work produced appropriate to the child's age and ability?			
Is there evidence of differentiated learning to ensure PROGRESS? (e.g. scaffolds/extension work)			
Is work marked in line with the School Assessment Policy?			
Is marking regular?			

Does the marking facilitate progress to be made? i.e. are teacher comments meaningful, motivational and specific to the learning (rather than just effort)?			
Where applicable, are the correct achievement grades being used?			
Is there evidence of pupils responding to marking?			
Is there evidence of pupil engagement with feedback and reflections on progress and improvements?			
Is there evidence of targets being regularly checked and updated?			
Is there evidence of improvements and progress?			

Additional Comments	Recommendations

Excellent	Good	Requires Improvement	Inadequate