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1. Aims of the policy:

- To provide clear guidelines on the school's approach to assessment
- To establish a coherent approach to assessment across all departments
- To provide a system that is clear to students, staff and parents

2. Principles of Assessment:

- Assessment should contribute to the raising of achievement, attainment and motivation of all students
- Assessment will be objective and consistent
- Assessment tasks and strategies will be varied and accessible to all learning styles
- Assessment should inform the planning of future lessons. It will influence decisions about curriculum, delivery and progression.
- Assessment should meet the assessment requirements of the National Curriculum and of external examining bodies

3. Process of Assessment:

Each department will develop strategies relevant to the subject being taught bearing in mind that different forms of work require different approaches to assessment. Written guidelines should be available to teachers in the department handbook.

- Key assessment data will be recorded on SIMS. This collated data will facilitate tracking by class teachers, Heads of Year and Senior Leaders and allow them to measure student

progress and put suitable strategies in place to ensure progress is maximised. This data will be used to measure progress at Key Stage 3 or to award grades (Currently Achieving Grades (CAGs) or Projected Grades) in Key Stages 4 & 5. These are reported to parents in a termly report and used for Parent Consultations and Review Days (Y9 and Y11), UCAS (Y13) and other references, etc

- External assessment data (eg. results from Non-Examined Assessments, external examinations, etc) will also be recorded to produce a comprehensive profile for each student.

TIMETABLE FOR THE RECORDING OF FORMAL ASSESSMENT

Key Stage 3

Year 7 settling-in report (Dec)

Y8-9 in Autumn term (Dec)

Y7-9 in Spring term (Mar)

Y7-9 in Summer term (June)

Key Stage 4 Award CAG termly from the Spring of Year 10, plus

Y11 Projected Grade in Autumn term

Y11 Mock Grade, Y11 Projected Grade in Spring term

Y10 Projected Grade in Summer term

Key Stage 5 Award CAG and Projected Grade termly from the Spring of Year 12, plus

Year 13 Mock Grade in Spring term

Year 12 Internal Exam grade in Summer term

Assessment should be integral to the teaching process. Teachers should plan:

- ☐☐What students will be doing
- ☐☐What learning outcomes are expected
- ☐☐How long it will take to cover this.

Once learning outcomes are clear; the teacher should plan:

- ☐☐What will be assessed
- ☐☐How it will be assessed
- ☐☐Student grouping and resources
- ☐☐Who will assess (teacher, student, peers)
- ☐☐Opportunities for students for reflection on their progress and achievements
- ☐☐How the process, the outcomes and other information will inform future planning

Students should be made aware of when assessment occurs and assessment criteria for a task must be made explicit. On the basis of returned assessments, the teacher and student will then decide what progress has been made and plan the next set of goals.

4. Assessment Strategies:

Teachers should use a variety of teaching strategies which will result in a range of opportunities for assessment. These might include:

- ☐☐ Open ended discussion
- ☐☐ Structured questioning
- ☐☐ Exploration/research
- ☐☐ Individual, group and whole class activities
- ☐☐ Project work
- ☐☐ Independent learning using the internet or other resources
- ☐☐ Practical work
- ☐☐ Listening activities
- ☐☐ Opportunities to revise concepts and skills
- ☐☐ Role-play and drama

5. Homework:

Teachers should

- Set homework meaningful and necessary tasks at regular intervals in line with departmental policy
- Devise tasks that challenge students and allow diagnosis of strengths and areas for development
- Advise students in advance of how work is to be assessed
- Set a clear and reasonable deadline for submission of work
- Mark homework tasks promptly and aim, in normal circumstances, to return work within two weeks
- Support students to understand how to make progress
- Provide feedback to individual students (verbal or written) in a way that ensures that the student understands what has been done well and what needs improvement and how.
- Allow time in lessons for discussion and reflection on returned homework tasks.
- Use the Satchel One software to set homework.

Students should

- Use the Satchel One software to access their homework, including deadlines for completion.
- Where required to do so by their teacher, record in their planners any additional information that may supplement that entered in Satchel One; planners are also a back-up in case of software failure.
- Submit the completed task promptly by the deadline set.
- Read the feedback from the teacher carefully, discuss it with peers and/or their teacher and act upon it promptly.

6. Marking Guidance

Aims:

- To establish a broadly consistent approach to marking students' work
- To ensure that students have a clear understanding of the ways their work can be marked
- To enable students to respond and make progress
- To ensure marking supports students in recognising their strengths and identifying areas for development and aids their progress

Marking should:

- Follow departmental guidelines
- Provide opportunities to give praise and encouragement and to allow a dialogue between teacher and student
- Demonstrate that teachers value students' work
- Motivate students to produce high quality work and make progress
- Help to train students to recognise what they do well and how to improve their work through the setting of challenging, achievable targets
- Allow students to build up a realistic picture of their strengths and areas of development
- Foster a culture in which it is recognised that mistakes are inevitable, and indeed a valuable part of the learning process
- Check that teaching has been effective and to inform the next steps of planning
- Encourage students to reflect on their own work and respond to advice given

Marking should include:

- verbal, written and/or visual feedback, which provides students with information about their progress so far and how to reach their next target
- comments that relate to the planned learning objectives, recognition of students' achievements and indication of the next steps in their learning
- use of the agreed symbols to indicate literacy issues

The Marking Process:

- It is accepted that assessment needs differ between subjects. HoDs are responsible for establishing and monitoring departmental assessment processes and practice
- In most subjects it is expected that there will be three instances of detailed written feedback per term. This may not be appropriate in all subjects, and where this is the case suitable arrangements will be agreed with the Deputy Headteacher.
- Teachers are required to mark in accordance with school and departmental policy, to record marks and to provide assessments of students' progress in line with these policies.
- Teachers should make clear what is going to be assessed, what the expectations are and when it is due
- Marking should be undertaken as promptly as practicable (either by the teacher or as a class activity, eg. peer marking)

- Marking should not be limited to the routine grading of students' work and should include constructive feedback
- The feedback to students should be motivational and personal, combining praise where due with constructive criticism which targets a specific area for improvement or offers guidance on how to achieve the next level or grade (this approach is sometimes referred to as 'two ticks and a wish')
- Teachers should check that students have acted on the advice they have been given, and if they fail to do so then this should be followed up.
- Where self and peer marking occurs, students should be briefed on assessment criteria.
- Different marking systems may be used within departments for other assessments providing (a) there is a clear rationale for such a system, (b) this has been explained clearly to the students and (c) it is followed consistently within the Department. Examinations will normally be marked using percentages.
- Heads of Department should aim to balance assessment needs against workload considerations. They may wish to discuss this with the Deputy Headteacher.

Work Scrutiny:

- Departments will have their own policies and procedures for monitoring marking within their subject area. In addition, marking will be one of the areas being checked during the school's work scrutiny process.

7. Approval/Amendment

This policy is approved by the Governing Body of Woodford County High School. Any Amendments to this Policy require approval by the Governing Body of Woodford School.

8. Questions

If you have any questions about this present statement of policy, please contact the School Business Manager, Woodford County High School, High Road, Woodford Green, Essex, IG8 9LA.