Assessment Policy

2019-2020

Principles

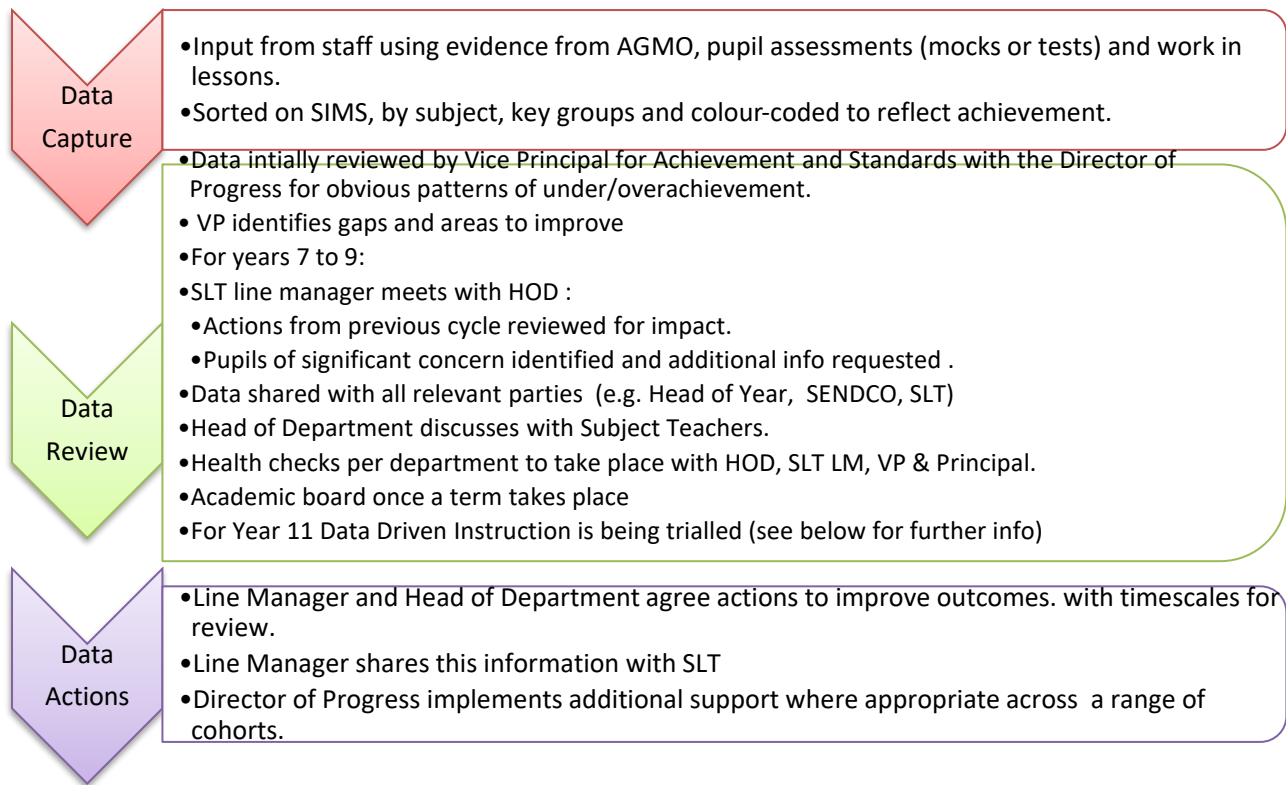The data collected should provide robust, clear data which:

- Is derived from quantifiable evidence;
- Promotes clear and open professional conversations between staff at all levels;
- Removes anecdotal discussions based on supposition and assumption about pupils and replaces them with evidence based conversations, which can include knowledge about pupils;
- Gives a clear and accurate overview of performance of all groups, subjects and performance measures;
- Identifies need in relation to pupils, staff, departments and resources;
- Allows for the implementation of relevant, SMART strategies to improve pupils outcomes which avoids duplication;
- Underpins a professional climate with supportive challenge at its core;
- Is flexible enough to be interrogated and analysed in response to needs with different cohorts and times during the year;
- Is easy to access;
- Is shared at every level, from pupils to the Headteacher.

What this looks like in practice

Across all year groups there should be an emphasis on identifying best practice where pupils are consistently meeting or exceeding targets as well as on identifying underachievement.

The tiers of response from a strategic perspective will be determined by the scale and degree of underachievement and there should be flexibility to focus strategic challenge and support where it will have the greatest impact.

The basic model for the data cycle and associated actions will be as described below:

Data Capture
- Input from staff using evidence from AGMO, pupil assessments (mocks or tests) and work in lessons.
- Sorted on SIMS, by subject, key groups and colour-coded to reflect achievement.

Data Review
- Data intially reviewed by Vice Principal for Achievement and Standards with the Director of Progress for obvious patterns of under/overachievement.
- VP identifies gaps and areas to improve
- For years 7 to 9:
- SLT line manager meets with HOD :
  - Actions from previous cycle reviewed for impact.
  - Pupils of significant concern identified and additional info requested .
- Data shared with all relevant parties (e.g. Head of Year, SENDCO, SLT)
- Head of Department discusses with Subject Teachers.
- Health checks per department to take place with HOD, SLT LM, VP & Principal.
- Academic board once a term takes place
- For Year 11 Data Driven Instruction is being trialled (see below for further info)

Data Actions
- Line Manager and Head of Department agree actions to improve outcomes. with timescales for review.
- Line Manager shares this information with SLT
- Director of Progress implements additional support where appropriate across a range of cohorts.

Although all departments will be expected to review data for their subject areas, priority for additional challenge and support will vary dependent upon need and year group. For example, the absolute priority in Y7 should be focussed on Maths and English, given the impact this has on all other subject areas.

As pupils progress to Y9, Y10 and Y11, increased focus should be placed upon subjects in the following order of priority:

- ❖ English and Maths (given double weighting and their essential importance to all four key performance measures);
- ❖ EBACC subjects (given their importance to Progress 8, EBACC and average grade key performance measures);
- ❖ All other examination subjects (given their importance to Progress 8 and average grade key performance measures). (This having been said, the order of priority might change for individual pupils once their needs and likelihood of success has been determined following review.)

Sharing at a wider level to promote a culture of increasing professional support and challenge

The Health Checks and Academic Board meetings already in use will form the basis of meetings to enable key groups of pupils to be discussed in a supportive, open forum.

In the Spring term of Y11, the Progress 8 meeting will take place involving reps from all curriculum areas involving pupils determined to be at risk of not achieving their Progress 8 aggregate target. This allows for an acknowledgement that some pupils might be achieving above or below in some subject areas and therefore are not the concern of the Progress 8 group (but still of concern to the Head of Department and Line Manager). The same meeting will also take place in the Summer term of Yr10 to identify early underachievers.

In other year groups, such meetings could take place with designated members of staff within departments, not necessarily the Head of Department.

- ✓ Every department will hold x2 AGMO clinics per half term – one for year 7 and one for year 11
- ✓ AGMO clinics will be facilitated by the HOD and will involve all members of the department
- ✓ From this clinic feedback – via a basic form – will be submitted to th Vice Principal to collate and discuss with Directors of Progress.
- ✓ To introduce this VPs to role model a brief meeting – using Know/Show table.
- ✓ MLL provided with a structure including questions for middle leaders to use in this process – SLT link to support if needed in the clinic
- ✓ Monitor through line management, progress health checks and curriculum meetings

DARWEN VALE
An Aldridge Community Academy

Darwen Vale High School marking, feedback and assessment policy

February 2018

Marking and Feedback

This policy has been written in line with the recommendation made in the DfE document 'Eliminating unnecessary workload around marking' (2016) and what OFSTED has clarified regarding expectations around marking. In both these documents it is acknowledged that effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking serves a single purpose – to advance pupil progress and outcomes. Teachers are clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important people in deciding what is appropriate are the teachers of subjects. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Consistency across departments is important, but this consistency comes from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase will be able to refine the marking and feedback policy in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches. Department policies will be reflective of the time needed for marking and the number of cohorts seen over time. This will also be reflected in the academies assessment policy.

Marking should be:

- Meaningful
- Manageable
- Motivational

Meaningful: marking varies by age group, subject, and what works best for the pupil 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. Departments will have autonomy and responsibility to refine the Academy policy to ensure the frequency of marking allows teachers to make marking meaningful, supportive and challenging while, at the same time, enabling all learners to make progress.

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

Marking and feedback

DARWEN VALE

STUDENT WORK ACKNOWLEDGED WITH A RED ✔

OBJECTIVE IS DOUBLE ✔✔ WHEN ACHIEVED

SPELLING PUNCTUATION & GRAMMAR IS CORRECTED PROPORTIONATELY
(focus on key vocabulary for subject areas)

NEXT STEP QUESTION OR NEXT STEP TARGET SET TO STRETCH, CHALLENGE AND ASSESS LEARNING

STUDENTS REFINE WORK IN GREEN PEN IN RESPONSE TO A NEXT STEP QUESTION OR NEXT STEP TARGET

PROTOCOL FOR MARKING & FEEDBACK

Non-Negotiables:

- Marking will occur in line with the agreed policy.
- Pupils will write in black or blue pen, staff will then mark in red pen
- Teachers will set next step questions. This does not need to be done on every piece of work. Teachers should use their professional judgement on which pieces of work require this deeper level marking.
- Pupils will respond in green pen.
- There is no requirement to indicate where oral feedback has been given.

- Marking for Literacy must be included using the marking Symbols on the literacy stickers
- Work in books should show a learning journey and should reflect the level that pupils are working at.
- There is no need to make generic comments on work. Pupils meeting the learning objectives will know they have done this because the teacher will double tick it.
- Marking should inform future planning.
- Quality Read and Respond time must be given to pupils to respond to marking.
- Staff will use individual department's guidance on frequency of marking
- Pupils should spend longer reflecting and responding to the feedback than it has taken the member of staff to mark the piece of work. They need to take ownership for their own progress by responding to the comments.
- Staff should challenge work that does not show the required level of effort and commitment, including quality of presentation, this includes work which is unfinished to the requirements of the lesson. Where work is not showing the required standard, it will be appropriate that staff give clear instructions for completion and/or sanctions that will allow learners to make the necessary progress. This may include: homework time, catch-up, and phone call to parents as per Behaviour Policy.

Presentation of work

Literacy and pathway stickers will be on all books/ folders as a reminder to pupils of expectations and SPaG marking. All books/folders should also contain a pathway sticker which pupils will stick on their books at the start of the academic year.

In additions to the above there is an expectation that:

- Books/ Folders will be free from graffiti and be neatly presented .
- Handwriting will represent the learners' best efforts at all times.

Assessments

Key assessments will be marked in detail. There will be **a minimum** of 5 pieces each academic year for all subjects in line with the current assessment calendar.

- In agreement with the Principal, all assessments will be kept in the pupil **will be easily accessible** to all pupils and staff so they can be used to ass progress.

Key pieces of work will focus on **assessment of progress and attainment** in relation to clear and specific learning objectives and mark scheme criteria

- **Success criteria** will be shared with pupils prior to any key assessment piece and will be reviewed with pupils, once graded.
- Staff will make **comments** which are positive but **subject specific and improvement focused**. There is no need for ego marking as these pieces are assessed to support and develop achievement and attainment.
- **Grades will be given (and/or comments will directly link to exam criteria with a mark scheme/success criteria given)** as part of this process, as appropriate to the subject and key stage.
- All assessment points will be quality assured. Before an assessment point, an **agreed standard** must be shared and clear. On completion of key assessment pieces, **moderation** must follow to ensure accuracy of assessment, marking and feedback. This moderation time has been built into school calendar to ensure teachers are given time to complete this.

SP YOU HAVE MADE A SPELLING ERROR	Write SP in the margin and underline the word. Write the correct word out for the pupil if needed. Do 'Look, Cover, Check' 3 times. Please correct subject terminology and common homophone errors.	
P YOU ARE MISSING A PIECE OF PUNCTUATION	Write P in the margin and circle where the punctuation is incorrect or missing. (Full stops, apostrophes and question marks minimum) Pupils add/ correct punctuation error. If still unsuccessful, teachers marks with an 'X' and correct.	
GR YOUR WRITING DOESN'T MAKE GRAMMATICAL SENSE **V** YOU HAVE USED THE WRONG WORD HERE. YOU COULD IMPROVE YOUR VOCABULARY	Write GR in the margin and underline identified section where the writing does not make sense. Pupil to rewrite the underline section in space available. *This also includes capital letters. Always identify incorrect use of capital letters.*	

Write V in the margin and underline the identified word in the text.	
The teacher to correct the word or challenge the pupil to replace it with a more suitable one.	

The lady disliked her landlord
V however he was very miserable.
'because' works better here.

established
V Once the act was made in
1940, the government had
complete control over British
life.

SP YOU HAVE MADE A SPELLING ERROR

P YOU ARE MISSING A PIECE OF PUNCTUATION

GR YOUR WRITING DOESN'T MAKE GRAMMATICAL SENSE

V YOU HAVE USED THE WRONG WORD HERE. YOU COULD IMPROVE YOUR VOCABULARY