



ASSESSMENT POLICY

**Presented to
Governors' Sub-Committee (Curriculum and Standards)
25 June 2024**

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Date reviewed:	25 June 2024
Date of next review:	Summer 2027

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

1.0 VALUES AND PRINCIPLES

At Arthur Mellows Village College we understand that assessment is vital to the learning process and serves two essential purposes:

- It allows teachers to evaluate the progress of their students and adjust their teaching and lesson planning as appropriate.
- It provides students with an understanding of their progress and a clear idea about the steps they need to take in order to improve.

Assessment is therefore an ongoing and developmental process which needs to happen regularly, and which needs to be reflected on by students proactively.

1.1 Summative Assessment

Summative assessment assesses how well the student understands a particular subject/topic or how well they can complete certain tasks. It is normally conducted in the form of a test, or an assessment task and the feedback may be limited to a 'mark', number, percentage or grade.

1.2 Formative Assessment

Formative assessment provides detailed feedback which relates back to the learning objectives, celebrates progress and achievement, identifies misconceptions and suggests how to improve further. It normally takes place within a lesson, a scheme of work or even between lessons. It may or may not also include a 'mark' or grade.

1.3 Good assessment practice will:

- Enable the active involvement of students in their own learning.
- Promote student progress through a shared understanding of the learning processes and the routes to improvement.
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how students learn.
- Provide information for future planning for individual students and cohorts.
- Enable continuous reflection on what students know now and what they need to know next (feedback).
- Promote intervention and link judgements to targets.
- Raise standards.
- Motivate and reward students.

1.4 The teacher may use a range of strategies, including:

- Providing continuous oral and / or written feedback which identifies strengths and the next step(s) for improvement.
- Promoting student involvement in self and peer assessment.
- Making objectives and success criteria explicit to students.
- Promoting inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement.
- Engaging students in questioning, to promote thinking
- Promoting discussion and group work

2.0 **POLICY AIMS**

2.1 The following policy summarises how these approaches will be adopted by the College. Subject areas will develop their own practices that apply the principles of this policy to their particular curriculum areas. Departments will ensure consistency by having their own policies that are shared with staff and used to help monitor the effectiveness of the feedback. (These are kept in department handbooks)

This policy has been devised using guidelines provided by the Education Endowment Foundation (EEF), which states 'Policies should not over-specify features such as the frequency or method of feedback' and guidance from Ofsted, which indicates that, 'marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback.'

2.2 To encourage positive achievement and personalised learning for students.

2.3 To ensure all teachers are assessing and monitoring work on a meaningful basis.

2.4 To stimulate dialogue between stakeholders, in particular staff, students and parents/carers.

2.5 To be able to track student progress, benchmarked against prior data and then to act upon findings.

2.6 To improve standards of attainment for all students.

3.0 **POLICY FRAMEWORK**

3.1 **General Points**

The school, subject departments and individual teachers will work together to develop and share best practice in providing formative feedback to students through CPD and shared good practice in teams.

All lessons should focus on on-going formative feedback for learning and support students to reach summative goals.

Lessons should contain a range of feedback strategies, including but not limited to verbal feedback, questioning, whole class feedback and peer or self-assessment.

Planning should ensure that schemes of work / sequences of lessons contain opportunities for providing effective feedback eg using Correct and Reflect, re-testing or addressing misconceptions.

Time to reflect on and use feedback to improve learning should be built into lessons, to ensure feedback has impact. This time should allow for meaningful reflection to take place.

Planning for assessment should have a clear intent, which is shared with students and lead to impact.

3.2 When monitoring or assessing students' work, staff may give an indication of level / grade of attainment and how to access the higher level / grade. When using a level / grade, feedback should be linked to success criteria, be specific and meaningful and based on what the student can do to improve.

- 3.3 Teachers should endeavour to mark summative assessments within 3 weeks of the assessment and the tasks subsequently used to ensure students understand where to go next and how to get there.
- 3.4 Evidence of marking and assessment of students' work will vary by department, depending on how frequently students are taught. (For example, English will assess summative tasks at the end of a half term but will also use whole class feedback and/or other forms of feedback throughout the half term whereas in Drama, feedback takes places frequently in a variety of forms including frequent verbal and peer assessment, written feedback and some performance assessment feedback.)
- 3.5 All faculties / subject areas will use a range of approaches to provide feedback on **written work** (as outlined in the individual Department Assessment Policies) – Close Marking (for example but not limited to - a What Went Well and Even Better If comment) or the use of a Whole Class Feedback sheet or coded marking process for example. Both of these strategies are commonly followed up with a Correct and Reflect activity using purple pen.

Subject areas are also encouraged to utilise Peer and Self-Assessment as a feedback tool to encourage more student independence and purposeful learning.

Verbal feedback is also a vital tool for providing on going formative feedback to encourage students to reach their potential.

Lessons and written work will be expected to contain a range of approaches to enable students to reach their summative goals.

4.0 **LITERACY SUPPORT AND FEEDBACK**

- 4.1 All teachers have an important role to play in developing the basic literacy and communication skills of our students. To this end, teachers will use their professional judgement to decide the level of correction of spelling, punctuation and vocabulary in any piece of work.

The expectation is that, where practical and meaningful, corrections of literacy errors will occur as misconceptions are identified. It is not expected that all misconceptions are corrected, rather that some key areas of literacy are highlighted to help the student to improve and aid explicit discussion of common mistakes where appropriate.

- 4.2 The following marking criteria may be addressed:

- Spelling errors - correct key words for the subject. Use a SP in the margin. Correct once.
- Full stops - place some in and/or draw student's attention to them.
- Paragraphs - use a // to indicate where relevant paragraphs should go or suggest they need putting in.
- Capital letters – correct by writing over.

- 4.3 In addition:

- Encourage students to collate a 'Subject spellings' glossary or get students to self-correct.

5.0 **ASSESSMENT PROCEDURES**

- 5.1 Over the course of the academic year, a minimum of 3 summative assessment of learning opportunities should be identified and timetabled – normally at the end of a unit of work when moderation can take place. These could include: tests, presentations, extended writing, practical work.

- 5.2 Heads of Department / Faculties must identify consistent opportunities across a cohort for challenging and appropriate formative and summative assessment.
- 5.3 Agreed assessment criteria must be identified for each of the Assessment of Learning opportunities and made clear to students where appropriate during the sequence of lessons.
- 5.4 All teachers must centrally record marks / grades from the assessment points at key monitoring points throughout the year in our Monitoring Data system.
- 5.5 Following each monitoring point, Heads of Department / Faculties should analyse the data to identify underperformance of individuals/groups. This should be discussed at department meetings and intervention strategies put in place to accelerate progress.

6.0 **SUCCESS CRITERIA**

- 6.1 Formative and summative assessment is embedded in department / faculty schemes of work.
- 6.2 Marking and feedback facilitates learning and progress, leading to improved standards of attainment for all students.
- 6.3 Students receive a cross curricular focus on literacy through corrections, discussions and explicit teaching of reading, writing and where appropriate, communication skills.
- 6.4 Students and staff feel confident and involved in the process of setting accurate targets for continual progress.
- 6.5 Teachers are assessing and monitoring students' work on a meaningful basis and adapting their planning and teaching effectively.
- 6.6 Assessment is rigorous, leading to accurate monitoring of progress and early intervention procedures.

7.0 **MONITORING AND REVIEW OF THE POLICY**

- 7.1 The Local Governing Committee (or responsible committee) will review this policy in line with the procedure for policy review.
- 7.2 Date for Review
If no other reason for review (see policy review procedure) this policy will be reviewed in three years.