Chorlton High School

Assessment Policy

C002

Contents:

Document Control

Title	C002 Assessment Policy
Date	July 2018
Supersedes	C002 Assessment Policy C014 Monitoring Student Progress Policy
Amendments	Policy updated in line with new numerical assessment grades and new measures of progress across all years.
Related Policies/Guidance	C004 Controlled Assessment Policy C006 Curriculum Policy
Review	1 year
Author	J. Dawson
Date consultation completed	
Date adopted by Governing Body	

Prospere Learning Trust is a Multi Academy Trust
Registered in England and Wales number 10872612
Registered Office: Firbank Road, Manchester, M23 2YS

1. Introduction

1.1. Chorlton High School (CHS) recognises that teachers' assessment and monitoring of students' progress and attainment, and students' assessment of their own progress and attainment are central functions in the learning process.

1.2. Evidence from research into effective assessment shows that consistently high quality marking and constructive feedback from teachers can ensure that students make rapid gains. For this to happen it is vital that there are regular learning conversations in lessons and effective written dialogue in books, between teachers and students, that stems from an efficient system of marking using a shared CHS model. These learning conversations show students how well they are doing, ask them questions to move their learning forward and set new targets for them.

1.3. Our school will implement a consistent process of monitoring student progress, which will impact directly on the quality of teaching and on the levels of student attainment within the school.

1.4. This policy reflects the principles and recommendations of the Department for Education (DfE) Teacher Workload Reviews in 2016 to ensure that assessment, both marking and data collection, is consistently reviewed to ensure that strategies used have the most effective impact on students' progress, whilst not creating unnecessary workload for teachers.

2. Aims

2.1. Our aims are simply that:

- Every **child** knows how well they are doing and understands what steps they need to take to improve. They receive regular formative feedback, verbal and written, to enable them to be motivated, independent and successful learners on an ambitious trajectory of improvement.

- Every **teacher** is equipped to make well-founded judgements about students' learning; they understand the concepts and principles of progression, and know how to use their assessment judgements to forward plan. In this way they enable the students in their class to fulfil and surpass their academic targets.

- Every **parent / carer** knows how their child is progressing, what they need to do to improve, and how they can support this improvement.

- **As a school** we have in place a systematic, robust and regular assessment system for tracking student progress which enables children to maximise their potential.

2.2. This means that as teachers we need to explicitly teach our students:

- **how to learn,**

- **how to reflect on the security of their learning,**

- **how to improve.**

2.3. This means that:

- Learning objectives must be shared and reviewed.

- Clear structured lessons should promote learning and this learning must be regularly checked during each lesson.

- Regular formal assessment will be used to enable teachers to make evidence based, professional judgements about a student's learning security.

- Achievement must be recognised and rewarded.

- Learning insecurities must be addressed through specific and additional learning activities that secure students' learning.

- Underachievement must be challenged.

3. The CHS Assessment Framework

At Chorlton High School we have adopted an Assessment Framework that looks at assessment over four stages in line with effective Assessment for Learning (AfL) practice.

3.1. STAGE 1: In Every Lesson: Day-to-Day Assessment for Learning

- In every lesson it is expected that teachers systematically and effectively check students' understanding throughout the lesson. This enables them to intervene to ensure students develop, extend and improve their own learning.

- The school has developed the 'CHS Model for Learning'/ CHS Lesson Planning proforma to support teachers in planning effective lessons. This proforma supports the use of objectives, the clarity of outcomes and success criteria, the checking of progress and the effective differentiation of lessons.

- The 'CHS Exercise book' is designed to encourage students to take responsibility for their learning and to maximise the effectiveness of feedback. At Chorlton High School we are committed to developing students as independent learners so it is important we teach students how to use their books as learning tools.

- All students will be encouraged to have a personal pride in their work. This needs to be encouraged and guided by staff, especially when it comes to the presentation of written work and using the CHS exercise books as a tool for promoting learning. To develop a consistency of high expectation all students' work will follow the same model of presentation across the school. This model will be explained to all students in their first lessons in September and is printed on the cover of the CHS Exercise book entitled 'Steps to Success'.

3.2. STAGE 2: Effective marking - Feedback loops

- Evidence of students' work (written and practical) is assessed regularly through effective marking and feedback. This gives a clear profile of students' achievement across a piece of work.

- For the student, this ensures that they know what they have done well and what they need to do to improve.

- For the teacher this informs and shapes future planning and targets for improvement.

- In addition to teacher marking the use of peer and self-assessment can also provide effective feedback.

3.3. STAGE 3: Formal Teacher Assessment and Progress Tests: Interim Assessment Judgments

- Formal Teacher Assessment periods are built into the school calendar to ensure that students are making consistent and timely progress.

- In Years 7 to 9 termly Progress Tests will be taken in each subject to support Teacher Assessment judgements. These tests will enable students, teachers and parents to analyse a student's learning security and to check they are on track to make expected progress. Where possible, progress tests will be externally standardised through work with other schools or departments.

- In Years 10 and 11 Teacher Assessments will be based on course specific assessment tasks and teachers' professional judgement / insight.

- Teacher Assessments should reflect the current performance of a student and are to be recorded by teachers via the SIMs system.

For Years 7, 8 and 9 all subject teachers will enter:	For Years 10 and 11 all subject teachers will enter:
- Raw Marks on Progress tests to generate Progress Statements. - Classroom effort grade. - Home Learning effort grade.	- Current GCSE subgrade or a numerical (9-1) GCSE subgrade. - Classroom effort grade. - Home Learning effort grade. - Coursework (Controlled Assessment) status.

- Frequency of data collection:
  - In Years 7 to 10 Teacher Assessments will be collected TERMLY.
  - In Year 11 Teacher Assessments will be collected HALF TERMLY.

3.4. STAGE 4: Progress Week - Periodic Review of Progress

- At the start of every half term the first week is dedicated as a 'Progress Week'. This enables students and subject teachers to hold a learning conversation about the progress they are making in the subject and what they need to do to move forward.

4. <u>Effective Marking</u>

4.1. Chorlton High School supports the principles of marking as laid out in the DfE Teacher Workload: Marking Policy Review Group Report 2016, to ensure that marking is meaningful, manageable and motivating. These principles underpin the school's approach, and the drive through professional development to continually focus on embedding strategies for teacher, peer and student feedback that enables the most effective impact on pupil progress.

4.2. Marking is the most personal level of feedback that we give to students. It relates to the learning objective(s) set out at the start of the lesson or activity. It should aim to produce improvement in students' learning being both personal and supportive yet challenging.

4.3. High quality feedback and marking will be referred to as the '**CHS Learning Journey**' and should be to help students gain a clear understanding of how well they have done in a piece of work, how well they have gained knowledge, concepts and skills and then should explain what needs to be done to make the next step in their learning journey.

4.4. Students' work should be marked regularly to show them that their work is valued and that high standards are expected. 'Significant pieces of work' should be agreed as 'progress checks' across departments. These could be based on in-class learning, home learning or progress tests. They would be quality marked by the teacher with **Two Stars and a Wish:**

Two Stars – two strengths of the pieces of work; perhaps based on PLCs (Personal Learning Checklists.)
A Wish – one improvement that could be made to boost progress; this could be in the form of a question so that students can carry out extra research. The expectation is that students will respond to the wish.

4.5. Regular feedback should be given to students based on their Home Learning and evidenced in their exercise books. This could be in the form of Two Stars and a Wish, PLC feedback or any other appropriate feedback mechanism.

4.6. Minimum expectations for marking points based across each half term are:

In Years 7 and 8
English, Mathematics and Science   three marking points
All other subjects   two marking points

In Year 9-11
All subjects   three marking points

4.7.   All exercise books should show evidence of formative teacher feedback and student response **at least two to three times a half term** – this may be focused on classwork, progress tests and/or home learning. This will be directed by Curriculum Leaders in each subject area. A suggested model for organising marking points to evenly spread staff workload will be provided.

4.8.   In addition to this, students should also be given regular opportunities to self or peer assess which should complement and develop teacher feedback and student response.

4.9.   All members of staff have a responsibility for language development and **promoting high quality Reading, Writing, Communication and Numeracy** (RWCN). It is important to correct and comment on students' ability to use effective language and written communication specifically related to the subject area.

4.10. Each department should have a consistent approach to the correction of work that follows whole school guidance. There are agreed codes across the school to address the issues (Appendix 1) dependent on the approach taken. Important factors to consider here are to what extent spelling and grammar should be corrected and how illegible work is dealt with. Although errors should be pointed out, we must be aware of the demoralising effect of correcting every spelling mistake or grammatical error. A sensitive but challenging approach will need to be adopted across each subject area.

4.11. All members of staff are responsible for ensuring that any Examination Controlled Assessment / Coursework Components are delivered, assessed and marked in line with the Examination Board requirements. The class teacher should tightly manage student completion of such components and any redrafts with guidance from the Curriculum Leader. Feedback and progression evidence based on Controlled Assessment should be recorded in exercise books. The class teacher is responsible for putting into place intervention strategies for missing/under target coursework. And Curriculum Leaders should monitor this process. Coursework information/data should be kept up to date on the appropriate Achievement Profiles.

4.12. All coursework and completed controlled assessments should be stored in a secure area. Further detailed guidance can be referenced in the CHS Controlled Assessment Policy C004.

5.   <u>Assessment Recording & Monitoring Systems</u>

5.1. **Data Systems**

- Each class in the school will have an Achievement Profile (on SIMs), which will be accessible to the Class Teacher and Curriculum Leadership Teams. Each Achievement Profile can include relevant historical performance data, targets, teacher assessment, effort and coursework completion where relevant.

- Data from SIMS will then be uploaded into SISRA so that it can be analysed and manipulated by Teachers, Curriculum Teams and the Senior Leadership Team (SLT). All members of staff should have a good working knowledge of SISRA.

5.2. **Setting Targets for all students**

- The CHS target will be the target that is published to parents and is the target that students should aim to achieve. All students' targets are currently set on the understanding that

students should aim to make four whole levels of progress from the end of Key Stage 2 to the end of Key Stage 4. This data will be moderated by a range of National Data, MidYIS Results and individual teacher knowledge of students. We recognise that this is challenging but it is also appropriate for the majority of students.

- As we move to standardised scores at the end of Key Stage 2 and Numerical GCSE Grades targeting will be reviewed and our targets will be set above national expectations.

5.3. Monitoring Student Progress: Learning Pathways

- With changes to GCSE specifications, Key Stage 2 Testing and the move to Numerical GCSE Grades we need a new way of monitoring student progress across the school.

- Students in Years 7-9 will begin or continue their journey through the school on CHS Learning Pathways. Students are not assigned a specific target level; they are all expected to aspire to excellence (growth mind-set) by following the appropriate 'pathway'.

- These pathways are 'yellow', 'green' and 'blue; students will be placed on an appropriate pathway based on their Key Stage 2 attainment.

Pathway	Yellow	Green	Blue
Starting point from Key Stage 2	Level 3 and below (LAPs)	Level 4 (MAPs)	Level 5+ (HAPs)
Probable End Point (GCSE)	Grade G-D Grade 1-4	Grade C-D Grade 4-6	Grade B-A* Grade 6-9

- All students will follow the same curriculum model; however, we will expect students to be challenged with an adapted curriculum appropriate to their learning pathway. We will expect them to be constantly challenged to progress to the best possible grade at the end of Year 11.

- In this way assessment will be based on progress made, celebrating the effort of all students. Teachers have already set the high standard of excellence expected. Assessment Rubrics are used to inform planning, teaching and progression rather than just focusing on the outcomes or assigning numbers.

- Students will not be given feedback such as 'you've scored 50 marks', rather they will receive formative feedback as a part of the CHS Learning Journey which makes them think about how to develop or deepen their understanding.

- Formal assessment tasks and progress tests are calendared to ensure students are secure in their learning at different points of their appropriate pathways.

- Students in Years 10 and 11 will be assessed using either current GCSE grades or new GCSE numerical grades, dependent upon the subject being studied. The assessment judgement will be based on the standard of a student's current performance.

5.4. Progress Statements

- To ensure that students are on track they will be regularly assessed and the progress that they make will be reported home.

- In Years 7 to 9 this will inform parents of the pathway the student is following and whether the student is making:

  o Above Expected Progress

  o Expected Progress

  o Below Expected Progress

- In Years 10 and 11 this will inform parents of the current GCSE grade that the student is working at.

In Year 7-10 students will receive:	In Year 11 students will receive:
• Three (termly) grade reports • One (annual) written report.	• Five (1/2 termly) grade reports • One (annual) written report.

- Where possible/appropriate for workload reasons the written report will be coordinated to draw the data entry from the termly data collection to eliminate duplication.

6. Progress Monitoring

- The quality assurance of Teacher Assessment judgments and focusing intervention is facilitated through Progress Monitoring, which will be carried out by Curriculum Teams at points throughout the year in line with the Quality Assurance calendar.

- If students do not reach the required standard appropriate to their learning pathway they are underperforming. These students will be identified by Curriculum Teams and intervention processes will be put into place and monitored.

7. Quality Assurance

- The consistency of high quality marking and feedback is a clear focus for departmental and teacher development.

- Curriculum Leaders and Teams will complete work scrutiny, marking reviews and 'book looks' regularly, as outlined in the Quality Assurance calendar. This is to ensure the quality of marking, feedback and assessment in the curriculum area is constantly improving and this policy is being implemented effectively by all staff.

- Progress Monitoring and the responding intervention will be quality assured at curriculum level and then through SLT line management.

- Written reports will be quality assured at curriculum level and then SLT level before being sent home.

Progress Tests will be quality assured at SLT level. Feedback from Progress Tests in exercise books will form part of the Quality Assurance Calendar.

8. Monitoring, Evaluation and Review

8.1. The school staff and governors will regularly review the effectiveness of the procedures outlined in this policy to ensure that practice is further developed and refined.

8.2. Due to the significant national changes in assessment processes from 2016 onwards this will be on an annual basis.

Appendix 1: Marking for RWCM

Whole school notation:
- It is often more effective to mark selectively, concentrating on only one or two aspects of the student's work at any one time. This may be particularly appropriate for EAL and SEND students.
- Throughout the section of work that is marked, errors should be circled by the teacher using the following notation in the margin to highlight spelling, punctuation and grammar:

S   spelling error. Students should be encouraged to correct their spellings using a dictionary and to copy the correct spelling into their books. It may be appropriate to set aside a dedicated page for spelling corrections.

P   to signal missing or inaccurate punctuation.

A   to highlight a missing apostrophe.

G   grammar error.

//   new paragraph or line.

^   to show a missing word.

Cap   to show that a capital letter is missing.

?   to show that it doesn't make sense.