

St John Fisher Catholic High School



Assessment & Marking Policy

Summer 2015

“LEARNING TOGETHER AS A COMMUNITY IN CHRIST.”

The purpose of assessment at St John Fisher is:

- to improve standards so that pupils can celebrate their success, achieve their aspirational goals and maximise their potential in the context of the school mission statement;
- to help teachers teach more effectively and to adopt a more personalised approach to pupils' learning needs;
- to provide relevant and accurate information about pupils and their performance which can then be used in a variety of contexts by all stakeholders.

10 Key principles of assessment.

- Assessments are valid, reliable, accurate, accessible and well planned in accordance with departmental schemes of learning and teaching.
- Assessments take place in a variety of formats.
- Pupils will receive feedback following assessments either in written and / or verbal form.

- **Formal assessments will take place at least once each half term and these pieces will be expected to be marked in detail. These marks will form part of the evidence base for interim assessments.**
- **Formal assessment results will be recorded by departments in a format which allows HODs to monitor the data and oversee intervention strategies.**
- **Assessments will be used to inform the interim assessment process, reports and setting procedures.**
- **Assessments will be moderated with consistency in accordance with departmental schemes of learning.**
- **Assessments will be used to celebrate pupil achievement where appropriate.**
- **Assessments will be used to measure progress and indicate the next steps in learning.**
- **Assessments will be used to track progress and performance for pupils across the curriculum as a means of raising attainment.**

Individual targets.

At the beginning of each academic year in KS3 pupils are given a target grade for the year for each of their curriculum subjects. This will be based on national guidelines (flight-path model) and will be sub-levelled. This level will be shown on each interim assessment throughout the year and progress will be measured against this grade.

The level for each year, building in appropriate challenge, is agreed in negotiation with departments based upon a range of data streams. For example, KS2 results, CATs data and departmental assessment data. There is an expectation that over the five years of secondary education all pupils will make at least 3 levels of progress with a significant number achieving 4 and in some cases 5 levels of progress. If there are any issues with these given levels, they should be addressed to Mrs Donlon via HOD as soon as possible at the beginning of the academic year.

The grade given in an interim assessment must take into account the evidence of the relevant formal assessment but should also include other significant evidence over the period since the last interim assessment; for example, homework scores, in-class tests etc. This will allow the individual class teacher to make a more informed judgement which results in a grade which could be regarded as best fit. By doing so it is more likely that rates of progression are truly reflected. Staff will also make reference to whether the pupil is above, on or below target (T+, T and T-). This will help departments to monitor performance more accurately.

Using assessment to inform future planning.

Class teachers will throughout lessons use a range of assessment techniques such as mini plenaries, targeted questioning etc in order to check on progress and to identify the next steps in learning. See also the revised SJF Top 10.

Departments will use evidence from teacher assessments (including formal assessments) and departmental discussion to modify schemes of work and to enhance learning opportunities on an annual basis.

Middle and senior leadership will have access to departmental data in various forms; this will provide evidence for tracking pupils at all levels and aid the intervention process across the curriculum.

A database or spreadsheet recording assessment information will be necessary for departments in order to track and monitor pupils effectively across a key stage.

Developing portfolios of evidence.

It would be expected that Departments at KS3 build up a portfolio containing samples of work reflecting the range within the schemes of work and attainment at each level and sub-level.

This would aid the moderation process and allow pupils to be more aware of how progress can be made as well as assisting the integration of new members of staff into departments.

Portfolios of evidence at KS4 would be very useful in helping pupils to understand and make progress within the controlled assessment system.

Marking. Guiding principles.

The purpose of marking is to be diagnostic and should aim to inform, motivate and build self-esteem. This information can then be used to plan future learning both on an individual and group basis. It should be used to stretch pupils of all abilities, helping them to develop independence and to participate in challenging learning opportunities. It is a continuous process; it identifies capability and progress; it recognises achievement.

The school recognises the importance of constructive, informative and subject specific feedback, oral and written feedback and how much this is valued by pupils. Feedback should allow pupils to respond to targets through planned opportunities. It should allow them to engage in a dialogue about their work. It should not be based around comparisons with other pupils but be personal and relevant to the individual using, as necessary, verbal feedback.

Marking:

- should be based upon agreed principles within departments; a key feature should be literacy. For example, books should have BOBS sheets and staff should use the marking symbols sheet if appropriate.
- should provide guidance to pupils on how they could improve their work and challenge them to make further progress;

- should be carried out not only by teachers but peers and self; pupil involvement should be with green pen in order to differentiate from teacher marking;
- should be carried out consistently throughout each term as agreed within departments;
- should be as far as possible positive and should promote pupils' self-esteem;
- should take place as quickly as possible in order that learning objectives can be met; it is reasonable to expect, under normal circumstances, that work should be marked at least once every 2 weeks.
- should be graded for formal assessment pieces but a comment only approach is advisable for all other assessments;
- should provide significant evidence for interim assessment grades;
- should be easily understood and able to be interpreted by pupils and parents; for example, all work should be labelled and dated especially homework pieces.
- should be checked regularly by HODs through book scrutiny in order to ensure consistency. The 10 point scale in the work scrutiny pro forma (Appendix 1) should be used to inform judgements.

THIS WILL BE SUBJECT TO WHOLE-SCHOOL MONITING PROCEDURES TO ENSURE THE CONSISTENT APPLICATION OF THIS POLICY.

In formal assessment, written feedback is most effective when:

- comments are subject specific;
- the pupil's positive self-esteem is promoted;
- lesson objectives and learning outcomes are reflected;
- the pupil's next steps in learning are able to be understood;

- further challenges are set which stimulate the correction of errors;
- there are opportunities for pupils to respond to the comments provided;
- the context for grades / marks is understood;
- it highlights a context for progress and allows pupils to reflect on progress at key points in the year;
- applied consistently across a department and is subject to moderation;
- it is given to pupils as soon as possible after completion of work.

Assessment techniques.

- **Summative assessment** – usually used to measure performance and clearly indicates a standard of pupil attainment. It is carried out at the end of a period of learning.
- **Formative assessment** – is on-going and provides evidence of and for progression in learning. It identifies areas of weakness and suggests future learning priorities.
- **Oral feedback** – this is an important aspect of formative assessment. It can be used to give an immediate response to a piece of work. It often involves praise and encouragement; it can also be used to challenge pupils to be reflective and to consider the next stage in their learning.
- **Written feedback** – see 10 points above.
- **Self assessment** – this requires pupils to engage with their own work and reflect on how to improve it. For this to be successful it is important for pupils to be aware of the criteria on which a judgement is based.
- **Peer assessment** – this builds on the strengths of self assessment. It allows pupils to learn from and challenge each other. It encourages pupils to be cooperative and mutually supportive.
- **Non-teacher led assessment** – has the benefit of helping to promote independent learning and to assist pupils in taking responsibility for their own progress.

Reporting.

At St John Fisher there is a structured reporting process which gives parents a range of information on their child. This involves:

- Parents' evenings;
- Interim assessments;
- Monitoring cards for pupils identified from interim assessments as needing support in either of the two areas;
- Written end of year summative report;
- Contact from HODs and HOYs over concerns relating to individual pupils levels of progress.

Appendix 1

Date	Work Scrutiny Guidance	
Group	Teacher	Reviewer(s)

When looking at a sample of books the following ten points need to be considered in order to make an effective evaluation; indicate using ✓ or x as required.

1. Regular- Marking should be done on a regular basis if impact is not to be lost. <i>The regular setting of homework should be observable.</i>	
---	--

2. Consistent - There should be a consistent quality to the marking over time.	
3. Positive - It is important to, as far as possible, motivate through positive comments and praise.	
4. Diagnostic - Written feedback should be sufficiently detailed to indicate to pupils the next steps so that improvements can be made.	
5. Developmental - There should be evidence of pupils acting on feedback over time to improve their work, including frequent challenge questions/problems.	
6. Assessment - There should be evidence of grades, marks or levels in order for pupils to be able to reference their performance.	
7. Range - Apart from teacher feedback/marking there should also be, over time, evidence of peer and self- assessment.	
8. Challenge - The work should meet the needs of all pupils. Evidence of differentiation.	
9. Literacy - Issues relating to spelling, punctuation and grammar should be addressed.	
10. Progress - Overall, books should be well presented and over time indicate that progress is being made.	

Disadvantaged/ Non-Disadvantaged Comment

Guidance as to presentation in books/files/folders

- Titles/ objectives
- Dates
- Drawings, graphs etc. in pencil
- No graffiti