

Assessment Policy 2018-19

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Reviewed by: S Toor

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This policy will be regularly assessed for impact on progress at all levels in the School. The leadership team are responsible for monitoring the effectiveness of assessment practices in the School.

CONTENTS

1.	Purpose and scope	2
2.	Principles	Error! Bookmark not defined.
3.	Staff roles and responsibilities	3
4.	Role of students in their assessment	3
5.	How will progress be measured?	3
	Appendix 1 President Kennedy School Marking Policy	5
	Appendix 2 Expert Based Assessment	6

1. Purpose and scope

The statutory use of NC levels to assess students at KS3 is now discontinued. Schools are instead being encouraged to adopt an assessment approach that targets key concepts and areas of knowledge and skills, which are now expected to be taught in more depth (*see appendix 2 for further detail*).

This Policy underpins Teacher Standard 6 which requires all teachers to make accurate and productive use of assessment, and in doing so to:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons; and
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

2. Principles

President Kennedy School believes that effective assessment:

- supports and encourages student learning
- is integral to planning, teaching and learning
- encourages curriculum review and programme development
- should be varied, age-appropriate, task-appropriate and developmentally appropriate to encourage student learning within all subject groups
- monitors the progress of student learning using criteria that are aligned to the subject objectives and placed in context

In order for assessment to be effective it needs to:

- be comprehensive and differentiated; and use a balanced range of strategies and methods appropriate to tasks and student needs.
- actively involve the students, as appropriate, as part of the development of their wider critical thinking and self- and peer-assessment skills
- use both formative and summative approaches as support for learning
- be designed to extend student learning
- be recorded and meaningfully communicated to parents, teachers and governors in a timely manner

3. Staff roles and responsibilities

Teaching staff need to ensure that:

- Schemes of work (medium and long term plans) include regular opportunities for developing assessment for learning and providing quality feedback to students.

- Standardisation activities are organised that ensure consistency and accuracy of assessment judgments across all key stages using both internal and external mechanisms.
- Collect evidence of monitoring outcomes and discuss interventions and support training as required.
- Sample books and/or folders of targeted subjects and year groups in order to evaluate the quality and consistency of assessment.
- Analyse the data to ensure that groups of students identified as vulnerable or at particular risk are making appropriate progress and that all students are suitably stretched.
- Ensure that the school marking policy is adhered to.
- Ensure development of an effective student teacher dialogue through an increased emphasis on student self and peer assessment with guidance on how to do so effectively. The use of green pens across the key stages for self and peer assessment is expected. Following built in reflection time students respond to teacher assessment in green pen and have an opportunity to improve their work.
- Marking to improve student literacy beyond subject specific terminology must occur.

4. Role of students in their assessment

A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students should understand the process of learning so that they can confidently say what they need to do to improve their learning in terms of both content and skills.

5. How will progress be measured?

Under the new system, in Years 7 and 8, students will be set minimum age related expectations across all their subjects. These expectations will have been explicitly defined by subjects to ensure students gain the necessary skills and depth of understanding to secure success in GCSE examinations and beyond (see Appendix 2 for further detail).

A numerical currency will be assigned to the assessment statements which will allow student progress to be tracked, analysed and projected forward to end-of Key Stage performance. Students with higher KS2 prior attainment, CAT scores or internal assessment scores will be expected to reach “Expert” stage by the end of each year. This should put them on track to achieve the highest GCSE grades at end of Key Stage 4.

In Years 9 - 11 expected progress will be compared to the targets derived by the KS2 Average Points Score (APS). These targets reflect the very high aspiration the school has for its students and, if achieved, place the school in the top 1% of schools for progress. Where students do not have any Key Stage 2 information we will use CATs or internal assessment as their baseline.

In Years 12 and 13, progress is determined by comparing predicted performance against targets which are derived from the Key Stage 4 APS for vocational subjects, and GCSE APS for A Level courses. Transition matrices are used to ensure targets are challenging.

Internal data systems provide detailed analysis of student performance that is discussed by school leaders, teachers and pastoral teams as well as the Governing Body. Interventions are decided and organised from this data.

President Kennedy School Marking Policy

1. Principles and practice

All teachers must ensure that:

- Students' key assessment is marked in depth with clear areas for improvement. The data with which they are provided must be meaningful to them.
- Key assessments take place at **appropriate** times of the year.
- All non-assessed work completed is acknowledged through either marking or verbal feedback.
- Verbal feedback is regularly given and students encouraged to annotate the work this relates to accordingly.
- They develop an effective student teacher dialogue through an increased emphasis on student self and peer assessment with guidance on how to do so effectively. The use of green pens across the key stages for self and peer assessment is expected. Following built in reflection time students respond to feedback from key assessments in green pen and have an opportunity to improve their work.
- Marking is clear and easy to understand.

To ensure quality and consistency of practice, regular departmental monitoring of marking will take place with feedback given to staff.

2. Marking for Literacy

In key assessments, marking to improve student literacy beyond subject specific terminology must occur.

“Expert” Based Assessment

1. Purpose and scope

- Why are we changing our approach to assessment (from a levels based system to an “expert” based one)?

The government has ended the practice in Key Stage 3 of using levels to assess student attainment. We want to develop whole school assessment system that is quick and easy to use and really does strengthen the learning performance of the students.

The expert approach adopted by the school is built upon the premise of covering fewer topics in greater depth to allow students more time to develop, consolidate, and apply their skills and subject knowledge to deepen their understanding.

The system being implemented is heavily based on formative feedback with periodic summative assessment and is simple and easy to understand for staff, parents and students. A minimum expectation of knowledge and key skills will be explicitly defined for the end of each year and Key Stage to ensure all students have the means to successfully tackle the next stage of their curriculum. This is in contrast to the old levels based assessment which tended to not only label students but encourage an unnecessary focus on getting through levels quickly, often at the expense of embedding deep understanding of key concepts or their application. In short, the expert based approach promotes depth over distance.

- What will be the descriptors for assessment statements?

The following four descriptors will be used:

Starting means recall basic idea(s) / Occasionally showing skills / Few criteria met
Developing means basic skills & ideas / Frequently showing skills / Some criteria met
Secure means can link & relate ideas / Always showing skills / Most criteria met
Expert means can extend & apply ideas / Naturally showing skills / All criteria met

- What is the minimum standard expected?

The minimum standard is represented by the **Secure** descriptor. It is expected that this will be the national, age related expectation. Students reaching this standard in Y7

and Y8 are on track to be GCSE Ready.

- How best to decide expectation across KS3?

Work backwards from (top-end) GCSE. Departments have identified and mapped the key skills and concepts from top-end GCSE (and in some cases A level) to Year 7.

- Why are 4 descriptors being used?

Having 4 descriptors should provide sufficient representation of the spread in capability of students. Also having 4 descriptors means 3 'jumps' between the four descriptors. One 'jump' of progress could be expected per term, making the measuring of progress simpler.

- My student has reached Expert stage, what next?

Students reaching this stage would go on to more complex problem solving, application in wider or less familiar context and/or greater depth. Importantly they will not be expected to move on to new content. Depth over distance!

- What about students who enter our school way below national standard?

We must do what we can to get them up to the required standard (Secure).

- Will these statements represent formative or summative assessment?

These are **summative** assessment statements - progress against which will be reviewed each term. Departments will want to have rigorous formative assessment in place as this system is designed to depend heavily on formative feedback.