



**Woodbrook Vale School
Policy Document**

Assessment Policy

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In lessons at Woodbrook Vale School, assessment is completed across a range of activities through which we come to know about the abilities and achievements of our students, and the extent of their knowledge, skills and understanding. Assessment and feedback is used to advise students, teachers (and others) of their progress, their targets and how to close any achievement gaps that may exist.

Rationale

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria. Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. This includes low stakes testing where a simple test is employed to ascertain the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level. Summative assessment is used to evaluate learning and progress by awarding a grade of attainment to a student. We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability.

Work undertaken by students deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding.

Principles

- The focus of written and verbal feedback is to give students a clear understanding of how well they have gained knowledge, concepts and skills and then explain what needs to be done to extend their learning.
- Students' assessment of their own and their peers' progress and attainment is a central function in the learning process.
- Time will be built into lessons for students to reflect on and respond to teacher marking and feedback ("DIRT")
- Marking will help students to progress in their learning and will be meaningful, manageable and motivating,
- A variety of marking strategies will be used to ensure teacher workload is minimised

Record-Keeping/Student Progress Data

All staff have access to Go4Schools mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, SEND, PP and other student groups. All staff are responsible for ensuring that the mark sheet entries are kept up to date to allow for data snapshots throughout the year. Mark sheets will include the following information:

- All assessment titles which have been carried out in the half term, in line with the school policy
- An accurate "Working At Grade" (WAG). This is the grade the students' are currently working at which is calculated automatically from the assessment grades entered
- For Key Stage 4 students, a professional prediction for the end of the key stage based primarily on assessment evidence, moderated by professional judgement.

Regular Assessment

- All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of mark sheets
- Formal assessments will be signposted in schemes of work
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work
- The school will provide opportunities for formal summative examinations (eg mock exams) at least once a year for selected subjects, year groups or groups of students.

Self and Peer Assessment

- All teachers will provide regular opportunities for self-assessment and peer assessment.

Strategies

Woodbrook Vale School has minimum expectations in relation to students receiving feedback across a period of learning. In line with the Department for Education Teachers' Standards, 'teachers must give pupils regular feedback, both orally and through accurate marking' Therefore, colleagues should expect to have their students' books/work/assessments checked during learning walks, observations and as part of a work-scrutiny by the Head of Faculty or the Senior Leadership Team. Data triangulation will take place after each summative assessment cycle.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know, and to identify any gaps in learning, individually or collectively. Examples of summative assessment include:

- GCSE examination papers
- Interim assessments
- End-of-unit tests
- End-of-term exams / assessments

Summative assessments are a means to measure, at a particular point in time, student learning relative to specification. It is normally, though not always, used towards the end of a term. Summative assessment is used to quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports. Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

Formative assessment is an integral part of teaching and learning. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning and will affect what the student and the teacher does next. In this sense, formative assessment informs both teachers and students about a student's knowledge retention and developing skills ~~understanding~~ at a point when timely adjustments can be made. It is acceptable for teachers to move away from schemes of work where it is clear students' learning in a particular area needs to be reinforced or re-visited. These adjustments help to ensure students achieve, targeted learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

Examples of formative assessments include:

- Low stakes tests based on Knowledge Organisers
- Homework
- Essays
- Piece of Art work
- Practical assessment in PE, Drama or Music
- Presentations

Whole school assessment: MINIMUM EXPECTATIONS*

For Key Stage 3

- Three Summative assessments a year in accordance with the school a calendar – one per term.

For Key Stage 4

- Three Summative assessments a year in accordance with the school calendar – one per term.
- Three Formative assessments a year accordance with the school calendar – one per term.

For both key stages

- Summative assessments completed and kept until the end of key stage and stored in a folder
- Individual faculties may decide when assessments take place within each assessment period. Assessments however must be completed and marks recorded on G4S ahead of scheduled data captures.
- For formative assessments completed in assessment books, Next Steps are required which will contribute to the learning and progress of students

The minimum expectations for student feedback are as follows:

- **Formative and summative assessment** - Next Step comments are meaningful, individualised and clearly state what the student needs to do in order to improve their learning
- **Response** – Each student has responded to the teacher’s feedback
- **Grade** [where appropriate] – the student is aware of how each piece of work is directly contributing to their progress (or lack of progress) and target.
- **Pride & Presentation** – the student displays an awareness of the school’s high expectations in relation to presentation, with teacher guidance.

*After a course has been completed in Year 11, teachers may use their professional discretion in terms of assessments and the marking of students’ work. Teachers should ensure that regular and precise feedback is given during final examination preparation.

Marking and Feedback

All marking should be meaningful, manageable and motivating.

Faculties may adapt how they apply the school's marking and feedback guidelines, although minimum expectations must be adhered to (listed below). Faculties are actively encouraged to share good practice.

Minimum Expectations

- Three Summative assessments a year per subject across all year groups in accordance with the school assessment calendar – one per term. Each one has “Next Steps” and students respond with “Next Steps Action”.
- For Key Stage 4: Three Formative assessments a year per subject in accordance with the school assessment calendar – one per term. Each one has “Next Steps” and students respond with “Next Steps Action”.
- All NS completed in Assessment books/folders
- A consistent symbol is to be used by all faculties (**NS**) to highlight summative and formative feedback and to indicate “**Next Steps**” in learning.
- Next Steps following an assessment may be either progressive or reflective
- Next Step Action (NSA) is required following the Next Steps. This should be done during Directed Improvement and Reflection Time (DIRT).
- NSA should be recognised through either self-assessment (SA), peer assessment (PA) or teacher acknowledgement marking.
- Positive feedback is given when work shows the student has done well.
- Work books must demonstrate evidence of recent self-assessment (SA), peer assessment (PA) or teacher acknowledgement marking.
- Workbooks must demonstrate assessment of growing body of memorised knowledge as detailed in Knowledge Organiser for a subject.
- Teachers must insist on the very highest standards of presentation for students' written work in books and folders. Individual faculties may use professional discretion to address specific needs within their subject area. Guidelines for presentation will be created by each faculty.
- No written NS in KS3 PE, Music, Drama and KS3/KS4 PD
- All homework set will be marked. This may be done through teacher assessment, peer assessment, self-assessment or active verbal feedback
- ‘Active verbal feedback’ is given regularly within lessons. This does not have to be recorded but students are expected to act upon the feedback. Verbal feedback should be visible during learning walks and observations where appropriate.
- Grades and ~~ATL~~ effort grades may be added to feedback comments following an assessment, if appropriate.
- Self and peer assessment to be used as appropriate, and acknowledged with codes SA, PA or in the use of coloured pen eg. Green. In SA and PA students will be made aware of the success criteria in advance, and will have received guidance regarding how to assess.
- Where teachers have written comments they should stand out from the students' work e.g. on coloured paper or by using a contrasting colour of pen.

"Next Steps" Examples

An effective 'next step' will consolidate and extend the learning of the student. Below are examples of next steps, some of which include command words linked with GCSE examination terminology (explain, describe, discuss, solve). The individualised next steps will ensure that the students can make progress. General marking comments, (e.g. grammar; spelling; praise) are not "Next Steps", but may still be appropriate feedback for students to receive.

Food

NS Describe seasonality when discussing 'winter veg'. Add an explanation of how you can ensure smooth texture in the second paragraph. Discuss food hygiene relative to the temperature.

Science

NS Add two sentences explaining what would happen to the speed of the trolley on different surfaces e.g. Carpet

French

NS Check the rules for plurals e.g. gentille f), gentile (m) gentilles (fpl) gentils (mpl) and make amendments to your paragraph.

PE

NS Explain the role of the bicep in the antagonistic pair during flexion of the elbow.

History

NS Evaluate which of the changes that Edward made to the church do you think was the most significant.

Geography (for an assessed piece of work)

NS Add a paragraph explaining why population policies have to be introduced into some countries. Include a comment on how successful they are.

Maths (following an assessment where the student achieved a grade 4 or 5)

NS Solve the following equations using the guidance from myself or the text book.

Art

NS Explain the key terms in surrealism and identify where you have used these as a part of your painting

English

NS Add a section linking your argument about Steinbeck's opening to the historical context.