Assessment & Recording Policy
Including Whole School Marking Policy and Controlled Assessment Policy

Review Date	December 2014	**Leader of Policy Review**	

Aims

To promote a whole school approach to assessment; to ensure that both formative and summative methods of assessment are used in order to provide feedback to learners, promote learning and provide a basis for the delivery of effective teaching techniques. To ensure that appropriate use is made of diagnostic data to set appropriately challenging but achievable targets for learners.
To ensure that all statutory reporting processes are complied with (Appendix 1)

Rationale

Assessment should provide the basis of informed teaching, helping learners to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. Assessment should be evident in every lesson; effective assessment is key to high-quality teaching and learning, to successful learners and to successful schools.

Forms of assessment

Assessment for Learning (Formative Assessment)

Assessment for learning is the ongoing day-to-day assessment that generates a range of qualitative information about learner progress, which is often not recorded. Assessment for learning takes place to gather information about a learner or group of learners, what they understand or do not understand and how future teaching will be adapted to account for this.

Assessment of Learning / Attainment (Summative Assessment)

Assessment of learning measures attainment within a learning or subject area. It is used to draw some conclusions at the end of a significant period of time, or at the end of a unit of work and is usually recorded formally.

Diagnostic Assessment

Diagnostic assessment is the use of data generated from external and internal sources. Data can be used to

- identify strengths and weaknesses of pupils
- indicate minimum expected grades at KS3 and GCSE
- indicate learning styles
- set pupil targets
- set subject targets
- set school targets

Assessment for Learning (Formative Assessment)

Assessment for learning (AfL) should be used as a tool in the classroom to raise pupils' achievement. Pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

 Assessment for learning can take place as an on-going process, it should be used frequently, either in a formal or informal way, to determine what a pupil can do.

Assessment for learning should encourage pupils to become reflective learners and enable teachers to respond to learning needs.

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Each curriculum area should aim to implement the following AfL principles

- Learning objectives should be set at the start of each lesson to ensure that all pupils know their personal objectives within the lesson. Wherever possible pupils should be part of the process of setting the learning objectives.

- Assessment criteria should be shared with pupils before they complete tasks to allow them to identify what they need to do to improve in that task.

- Pupils should have an understanding of their target level/grade for each piece of work and a knowledge of the level/grade that they are working at.

- Oral feedback, peer marking and self marking should be used for assessment during a lesson.

- Pupils should be given sufficient time to formulate their answer(s) to questions asked in class before verbalising.

- The traffic light colours printed in pupil planners, thumbs up or similar should be used for pupil self assessment during the lesson

- The whole school marking policy (Appendix 2) and subject specific marking policies, should be followed when giving written feedback to pupils.

- The school grading system should be used when registering pupils to praise achievement.

Diagnostic Assessment:- – Effective Use of Pupil Data

The provision and use of valid, reliable and effective data across curriculum areas will enable both staff and pupils to mutually maintain and improve performance. Where pupils are recognised as being gifted, or as having learning difficulties, appropriate strategies for their needs should be devised.

Data provision.

The following data for individual pupils, and teaching groups, is accessible to class teachers through SIMS

- Standardised scores for year 7 and year 9 CAT tests with pupil estimates for KS3 levels and GCSE estimates as appropriate.

- Standardised scores for the most recent literacy and numeracy tests taken

- Previously attained Key Stage levels and SCOL levels

- FFT estimates for GCSE for pupils in years 10 and 11 (based on Fischer D)

- FSM pupils

- Percentage attendance

Estimated attainment indicator(s) from FFT and CAT data should be used with pupils to set targets; previous pupil attainment/achievement should be used to inform lesson planning and to ensure lesson content is aimed at the learners' needs.

CAT data can be used to inform pupil grouping and indicate strategies for support for individual pupils.
CAT test information, and use of data to indicate learning styles is included in Appendix 4

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Literacy and Numeracy test scores will indicate pupils who may need additional support in these areas.

When standardised scores are being considered it should be recognised that
- An 'average' score is a score of 100
- a score of <85 indicates a low achieving pupil who should be considered for intervention strategies
- a score >115 indicates a pupil with higher than average achievement
- a score > 125 indicates a more able pupil

Registers of pupils identified as more able and talented can be found in the MAT folder in Libtutor.

Curriculum managers and Year Learning Managers can access this data for complete year groups via the YLM folder in Libtutor

Assessment of Learning / Attainment (Summative Assessment)
- internal subject assessment processes and examinations,
- formal controlled assessments
- external examinations.

Internal Summative Assessment processes and examinations

Regular summative assessments will take place as designated by the Curriculum Manager, or subject leader, in schemes of work. Pupils in years 9,10 and 11 will sit school examinations as timetabled on the school assessment and reporting calendar.

Subject specific summative assessments may include
- standardised assessment tests
- practical work
- portfolio work
- extended writing tasks

Data from internal summative assessment processes should be used to
- provide feedback to learners in relation to performance
- indicate targets for improvement
- inform pupil groupings
- make judgements on attainment in relation to expectations

The data will also be a major factor in
- making decisions about N.C. Levels for statutory reporting
- making decisions regarding current GCSE performance at KS4
- target setting for individual pupils.

Recording of Internal Summative Assessments
Each curriculum area should have a standardised format for recording pupil data gainedfrom summative assessments. The recording of pupil data should

- involve pupils in their own record keeping / target setting / review.
- be teacher manageable and not disruptive to teaching
- produce data which can be used on an individual basis, on a class basis and for subject and whole-school evaluation and target setting

Responsibilities in relation to recording

It is the responsibility of the Subject Teacher to

- provide learners with feedback on performance
- involve pupils in target setting in relation to performance
- follow the faculty policy for assessment and recording

It is the responsibility of the Curriculum Manager to
- develop a policy for the recording of assessments
- develop a pupil database to keep a record of individual pupil progress
- ensure that all staff understand and follow the faculty recording policy for assessment
- analyse the data provided to monitor pupil progress and assist with target setting and pupil grouping

Examinations

Responsibilities in relation to internal examinations

The Curriculum Manager and staff i/c subjects are responsible for
- Preparing and printing of examination papers;
- Delivering examinations papers, writing paper and any other relevant material to the exams officer when requested (at least the day before)

The Year Learning Manager is responsible for:
- Ensuring that all pupils in the year group have a copy of the examination timetable
- Ensuring that pupils arrive punctually and behave appropriately prior to entry to the exam hall
- Dealing with any discipline issues arising from behaviour in the exam hall

The Examinations Officer is responsible for
- The drawing up of examinations timetables.
- Organisation of invigilators; distribution and collection of exam papers
- Supervision and organisation of the examination area and pupil's seating
- Co-ordinating any matters arising
- Ensuring appropriate provision for pupils with additional learning needs

External Examinations and Controlled Assessments

Controlled Assessments will be carried out as designated in the school controlled assessment policy (Appendix 3)

External Examinations
Timings of external exams will be given on the school assessment and reporting calendar. Timetables for the appropriate sessions will be provided by the examinations officer.

Staff responsibilities

Curriculum Manager and staff i/c subjects are responsible for

- Providing the examinations officer with details of courses and examinations
- Completing exam entries by date specified .

The Examinations Officer is responsible for

- Co-ordinating examination and WNT entries.
- Contact with all examination boards.
- Co-ordination of invigilators and supervision of examinations and tests.
- The security of all examination papers.
- The prompt dispatch of examination papers to the respective examiners.

- Ensuring that the mandatory code of practice is followed during examinations
- Liaison with Additional Needs Coordinator for special requirements and extra time allocation

Responsibilities in relation to assessment, recording and reporting

It is It is the responsibility of the subject teacher to comply with the requirements of the school assessment policy, including the whole school marking policy and the departmental marking policy.

It is the responsibility of the Curriculum Manager to ensure that

- AfL practices are used consistently across the faculty

- Good practice in relation to AfL is shared at faculty meetings

- Regular summative assessments are recorded on schemes of work and are used consistently

- Results of summative assessments are recorded on the faculty database

- There is a standard process for giving feedback to learners following summative assessments

- Subject staff are aware of diagnostic data that is available and understand the different forms of data and its uses.

- The school marking policy is adhered to

- Book trawls are completed as detailed on the school calendar

It is the responsibility of SMT to monitor assessment through

- Regular, calendared book trawls

- Lesson observations

- Discussions with learners

- Oversight of faculty summative assessment processes

- Oversight of internal examinations including examination timetables

It is the responsibility of the Year Learning Manager to

- Monitor, and respond to, the grading system used for registration in lessons

- liaise with Curriculum Managers over individual pupil concerns arising from this

Appendix 1
Statutory Assessment

National assessments of pupils at Key Stage 3 are required by Welsh Government.

LNF

The National Literacy and Numeracy Framework (LNF) is a statutory curriculum requirement for schools. Schools are required to assess learners' literacy and numeracy across the curriculum using the LNF. This will take the form of testing of all pupils in years 7, 8 and 9 using tests supplied by NFER for WG.

End of Key Stage 3 Assessment

Teachers are required to make statutory teacher assessments at the end of Key stage 3 for all eligible learners.

End of key stage teacher assessment should draw on all current, valid evidence. It must include a summative 'best-fit' judgement of each learner's performance in relation to the national curriculum level descriptions.

Assessments must include
- A level for each attainment target (for any subjects with more than one)
- An overall subject level for each core and non-core subject

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Appendix 2

Hawarden High School Whole School Marking Policy
Aim
To establish a consistent approach to the way the learner's work is marked. To ensure all students have their work marked regularly so that they feel valued and have a clear understanding of how well they are doing. To inform them of the next steps to be taken in order for them to improve, and to help them reach or exceed their full academic potential.

Rationale
Feedback is information given to the learner about the learner's performance relative to learning goals. It should aim to produce improvement in students' learning.
Marking will help students to improve their work and will inform teacher planning and monitoring.

Marking guidelines
Marking is an investment of time. We must ensure that it is as effective as possible.

- **Formal marking must be carried out in accordance with this policy.**

- **Each subject area must have a marking policy and should determine the frequency of marking of other regular tasks.**

- **All departments must implement the approaches to marking written work set out by the Literacy Coordinator and the Numeracy Coordinator.**

- **When marked work is returned to a class, time should be set aside to allow each student to reflect on the teacher's comments and improve their understanding**. **Pupils should respond to the marking by, for example, answering questions or correcting mistakes or misunderstandings**.

- Marking of tasks may be self marking, peer marking or marking by the teacher.

- This marking must be frequent and kept up-to-date.

- We should use the teacher's pen to communicate, correct and explain, not as a punishment.

- We should be selective in our marking and identify what the student needs to learn next.

- Important and significant errors should be corrected.

- When work is taken in for marking by the teacher it should be returned to students promptly.

- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time. Short term deadlines should be set for completing various phases of the work.

- *Tasks may be graded for effort or attainment or given a mark. Grades used for effort should be 1,2,3 and 6, in line with grades given for lessons and reports. Grading or use of marks should form part of the faculty assessment policy and be used consistently within a faculty*

- Marks should be recorded in a mark book or on a faculty tracking system

Formal Marking

At Key Stage 3 and Key stage 4, formative marking of books by teachers, with written feedback as described below, must take place at least twice per half term. During each period the feedback must include.

1. A comment relating to Literacy and/or Numeracy

2. Target(s) for Literacy and or Numeracy

3. Two positive subject specific comments relating to quality of work.

4. One subject specific target for improvement relating to learning outcomes

These comments can be cumulative over a number of pieces of work but must all be evident at least twice per half term.

Written feedback should be personal and address students by their chosen name.

Summative Assessments

- Assessment points will be identified across the year for each subject area   and key stage within that subject.

- Results from summative assessments will be recorded on faculty systems.

At Key Stage 3 and Key stage 4 a summative assessment level or grade must be given in exercise books or on projects once per term.

At key stage 3 this will be in the form of a SCOL
At Key Stage 4 this will be in the form of a GCSE grade reflecting current performance.

Marking for literacy and numeracy

- Work should be assessed against criteria with which the students are familiar. LNF skills descriptors should be used for substantial pieces of work. The latter will also help when making decisions about a pupils' performance against the LNF areas delivered.
- We should respond first to the content of what has been written; treat the writing as a genuine communication, not as an exercise designed to reveal weaknesses.
- We should ensure the correct and consistent use of mathematical language and spelling.

Supporting Numeracy

- All methods of calculation should be written down, particularly when a calculator is used. (pupils write down what they input)
- All units must be given (eg cm, m^2, kg). Money values must be written correctly to include £ or p but **not** both and with 2 figures after the decimal point.
- *All diagrams should be drawn using a pencil and ruler.*
- *When drawing a graph the axes must be labelled correctly*

Supporting spelling, punctuation and grammar

- **We should identify a manageable number of errors** – no more than five per page. If there are many errors in the piece we might correct every error in the first few lines and ensure these are corrected.
- **We should prioritise**: key subject vocabulary, sentence punctuation and common errors and confusion: for example, 'were/ where,' there/ their,' 'could of.'
- ***Key spelling errors should be identified*** *(using 'sp' in the margin with the error underlined). Pupils should write the correct spelling once in the margin and once in the back of the book, on a 'spellings' page. They should, if possible, use dictionaries to help them.*
- **We should use only abbreviations that pupils understand**.
- **For clarity and simplicity we should use only the following symbols:**

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Symbols for marking

- ➢ **Ticks for good or correct work; question marks for unclear or muddled work.**
- ➢ **'Sp'** for a spelling error and the error underlined.
- ➢ **'Np'** with **//** in the margin to indicate a new paragraph.
- ➢ **'P'** for an error in punctuation
- ➢ **Underlining with a wavy line –** areas of weakness (with a comment or question to explain the point). *E.g sentences without punctuation, answers without thorough explanation*.
- ➢ **A cross 'X'** can be used for a factually incorrect answer.
- ➢ **A caret (^)** can indicate something missed out – with a comment in the margin to clarify.
- ➢ **If we wish to say anything else, use words.**

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Roles and Responsibilities

Subject teacher

- To ensure that marking is carried out in accordance with whole school and departmental policies.

Curriculum manager

- To provide subject specific marking policies to supplement the whole school policies.
- To oversee marking in the curriculum area through book trawls and informal observation

SMT

- To oversee marking across the school through book trawls; formal and informal observation and discussion with learners.

Examples of good practice across curriculum areas may be added as appendices to this policy. The policy may be reviewed as a result of Assessment plc discussions throughout the year.

Appendix 3

Controlled Assessment Policy

1. The Exams Officer will seek to develop a central diary of Controlled Assessments as a part of the overall Examinations diary for the School.

2. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision; for example high control means that students are under exam conditions.

3. Subject areas will endeavour to plan when and how assessments will take place, taking into account the accommodation and resources required according to the level of assessment. The Exams Officer should be consulted when a controlled assessment is being planned to ensure there is no clash and that the level of assessment has been taken into account.

4. Curriculum Managers in conjunction with subject staff will determine the most appropriate time for a controlled assessment to take place.

5. Entries for controlled assessment must be made at the appropriate time.

6. Controlled Assessments should take place during timetabled class times wherever possible to minimise the impact on other parts of the curriculum.

7. It is the responsibility of the Exams Officer in conjunction with Curriculum Managers to ensure that controlled assessment task details are obtained from exam boards and retained securely.

8. Within each relevant subject area, students will keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.

9. Relevant display materials must be removed or covered up.

10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary. Attendance records from assessment sessions should be kept by the class teacher. For long absences, special consideration should be applied for.

11. Work may be handwritten or word processed (in MFL this work can only be handwritten). Printouts, charts and videos can be included where appropriate. No online assistance may be used.

12. Access arrangements do apply to controlled assessment. It is the responsibility of the ALNCO to liaise with Curriculum managers to ensure that appropriate arrangements are made via the 'Shining Lights' booklet.

13. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.

14. If suspected malpractice occurs, the Exams Officer and Headteacher must be informed.

15. Authentication forms must be signed by the teachers and candidates.

16. All assessment materials must be locked in a suitable secure cabinet at the end of each session.

17. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessment.

Appendix 4
CAT tests and use of Data
CATs (Cognitive Ability Tests)

CATs are three one hour tests of reasoning skills

- They measures the three principal areas of reasoning

    Verbal   Non Verbal   Quantitative

- They are not about knowledge recall so no preparation is required, pupils can't learn for the tests.

- Test are based on age of pupils

We test in September of Year 7 and April / May of year 9
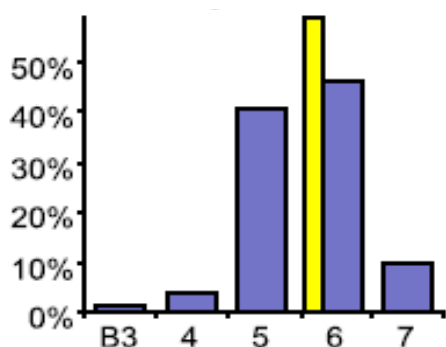
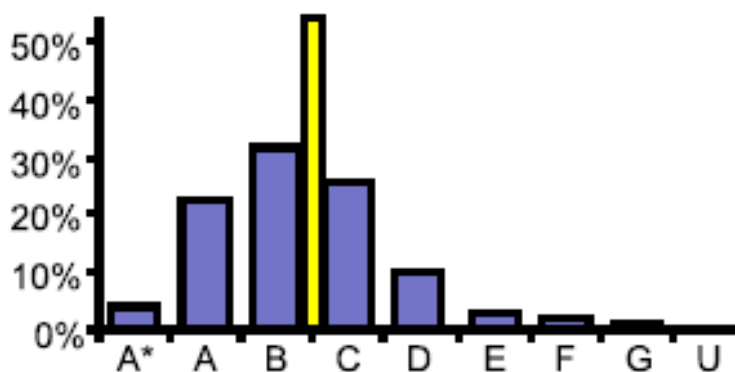Results are given as

- **Standardised Scores**

    Each pupil receives a standardised score for each of the three areas of reasoning and a mean standardised score. (100 is an 'average' score)

- **Chances graphs**

    Estimates of performance at KS3 and GCSE are given in the form of 'chances graphs'

KS3 sample graph   KS4 sample graph

The graphs give the probabilities of the pupil achieving each of the grades at KS3 or GCSE. The position of the tall thin bar has been calculated using probabilities and is not usually in the centre of the tallest wide bar.

We use chances graphs to inform discussion of potential at year 7 and 10 review days.
(we look at KS3 potential from year 7 results and GCSE potential from year 9 results)

When using scores or graphs as a forecast of performance it is important to remember that
a.   Individual pupils may not have done their best
b.   The graphs are based on AVERAGE progress
We expect pupils to achieve results at the top end of the chances graphs.

- **Quadrant Graphs**

    Standardised scores can be used to plot a 'learning style' graph for each teaching group, the position of each pupil within the four quadrants of the group will indicate strategies for teaching and preferred learning style.

Learning Approaches based on position on quadrant graph non-verbal / verbal

A   (top left quadrant)

- Active talkers who enjoy written work, group discussion, essays, word games.
- Likely to be good in English, MFL, history and all areas where verbal skills are prominent.
- Good with spoken and written words, but weaker with materials such as charts, figures, diagrams etc.
  Strategy
- Need support with visual modelling, e.g., science, technology or geography where they are often required to model ideas pictorially, and other visual work such as interpreting diagrams.

B   (top right quadrant)

- Well balanced and strong in their abilities, good with both text and pictures/diagrams.
- Will perform well in most areas of learning.
- Will be good at forming hypotheses, asking questions, predicting, applying examples to new situations
  Strategy
- Encourage exploration of their own ideas as independent learners.
- Develop their study skills and ability to organise their own learning, e.g. use of library, Internet etc.

C   (bottom left quadrant)

- Struggle with both text and abstract concepts.
- General issues of motivation and self-esteem are present.
- Will not learn by osmotic approaches, need active methods with clear purposes (e.g. writing a letter of complaint)
  Strategy
- Best to tap into their interests and build upon their successes.
- Target basic literacy and numeracy skills,
- Provide structured tasks with clear directions, guidance, support and break learning into small steps.

D   (bottom right quadrant)

- Good at visualisation and inventing solutions, but may lack facility in dealing with verbal and written work.
- Could become frustrated and develop behavioural problems.
  Strategy
- Presenting visual/spatial tasks and study methods may lead to an improvement in behaviour, attitude and progress in school.
- More likely than other students to prefer active learning methods, modelling, demonstrations, films, videos, games, simulations etc.