

Assessment & Recording Policy

Including Whole School Feedback Policy and Controlled Assessment Policy

Review Date	January 2022	Leader of Policy Review	Mr A Boyd
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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 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.

External Diagnostic Assessments

External Diagnostic assessments is the use of data generated from external. Data can be used to

- identify strengths and weaknesses of pupils
- indicate learning characteristics
- set pupil targets
- set subject targets
- set school targets

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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.

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 understand 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 feedback policy (Appendix 2), is to be followed when giving written feedback to pupils.
- SiMS and Epraise should be used when registering pupils to praise achievement or raise concerns.

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Data provision.

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

- Standardised scores for year 7 CAT tests with pupil estimates for KS3 levels and GCSE estimates as appropriate.
- Standardised scores for literacy and numeracy tests taken
- Previously attained Key Stage levels and SCOL levels
- FFT estimates for GCSE for pupils in years 10 and 11
- FSM pupils
- Percentage attendance
- Learning characteristics for pupils in years 7 and 8 (based on CAT tests)

Curriculum leaders and HoH can access this data for complete year or house groups via their own marksheets. If other data is required as a marksheet then Sandra Williams should be contacted.

Estimated attainment indicator(s) from FFT and CAT data will be used to set pupil 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 and MIDYIS test data can be used to inform pupil grouping and indicate strategies for support for individual pupils.

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

Assessment of Learning

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Internal Summative Assessment processes and examinations

Regular summative assessments will take place as designated by the Curriculum leader, or subject leader, in schemes of work.

Pupils in KS4 and KS5 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 diagnostic 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 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 gained from 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 diagnostic 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 leader 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

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- analyse the data provided to monitor pupil progress and assist with target setting and pupil grouping

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)

Heads of Houses are responsible for:

- Ensuring that all pupils 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.

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- 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 the responsibility of the subject teacher to comply with the requirements of the school assessment policy, including the whole school 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 diagnostic 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
- Work scrutinies are completed as detailed on the school calendar

It is the responsibility of SLT to monitor assessment through

- Regular, calendared work scrutinies
- Lesson observations
- Discussions with learners (student voice)
- Oversight of faculty summative assessment processes
- Oversight of internal examinations including examination timetables

It is the responsibility of the Heads of Houses to

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- Monitor, and respond to, the grading system used for registration in lessons
- liaise with Curriculum Managers over individual pupil concerns arising from this

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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

Pupil Profiles

Each year, for the core subjects on English, Maths, Science and Welsh, schools must identify learner profiles at level 5 and 6, for year 9 pupils, Arrangements must be in place so that teachers moderate end of key stage assessments across teaching groups using these learner profiles and apply the outcomes from this internal moderation prior to finalising all learners' end of key stage attainment.

It is compulsory for all schools to participate in cluster moderation. Cluster group meetings for Key Stages 2 and 3 transition must include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

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Appendix 2

Whole school feedback policy

Marking and providing feedback is an investment of time. We must ensure that it is as effective as possible.

- Formal feedback must be carried out in accordance with this policy.
- Each subject area must follow the school's procedures for marking and providing feedback.
- When feedback is provided to students, 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. This is referred to as 'MAD time' (Making a Difference).
- 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.
- Feedback should be diagnostic and identify subject specific areas of strength and areas for development
- 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 and feedback provided, 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.

Marking principles

- Focus upon quality diagnostic feedback rather than quantity.
- Quality written feedback must occur at least twice per half term or after 6 hours of teaching whichever is less
- Students must receive an acknowledgement of all work completed (Teacher/Peer/Self)
- Students must know their current level/grade for the work completed
- Students must know what they have done well
- Students must have a target to improve

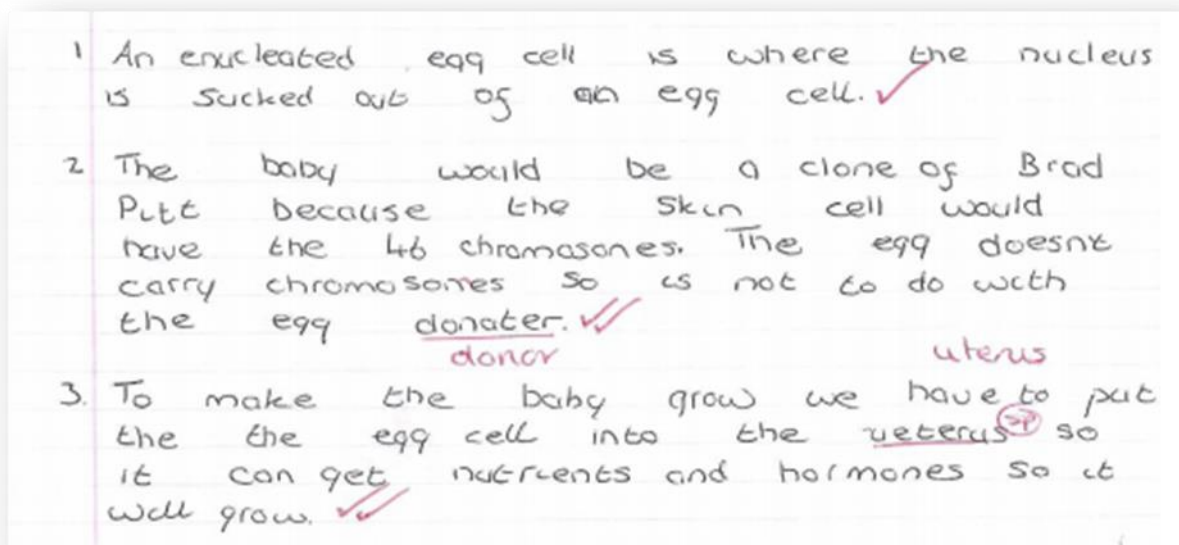
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- Students must know their attitude to learning for the assessed piece of work
- Students must respond to feedback

Marking must be carried out in two ways:

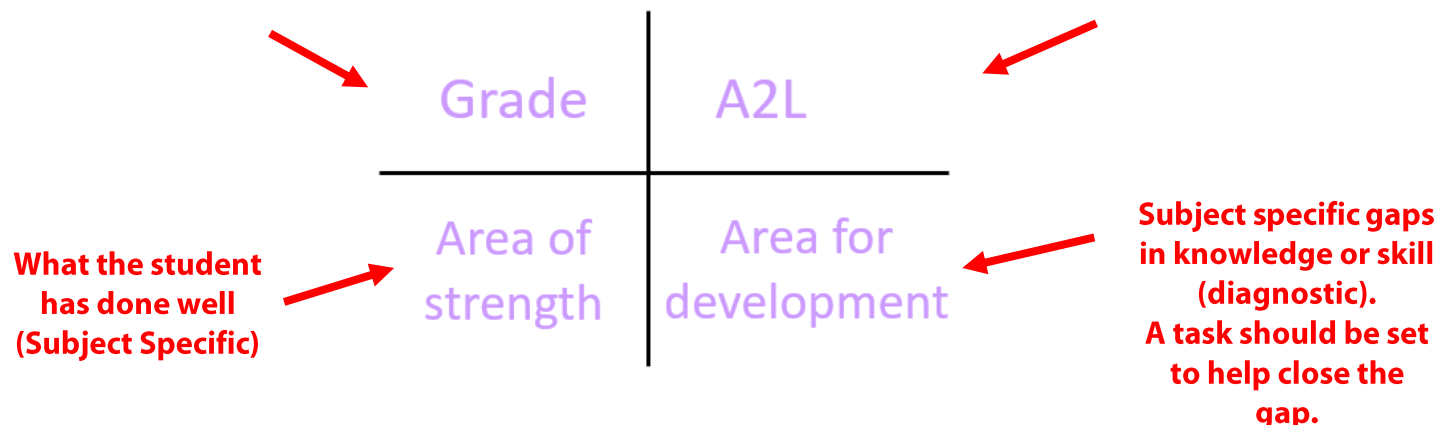
Acknowledgement marking – **all** work must be marked in some way. This can either be a tick from a teacher or through self or peer assessment. For example:



Quality written feedback – work that is to be assessed (at least two pieces per half term or every six hours of teaching whichever is less), should use the compass marking system to allow students to see what they did well (subject specific), what grade they have received for their work and effort and how they should improve it. Subject specific gaps in knowledge or skill should be identified and made explicit to the student.

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All quality written feedback must identify subject specific areas of strength and areas for development (diagnostic feedback). In addition, it should incorporate 'MaD' targets and students should action them when time allows using a purple pen, preferably upon receiving assessed work back. For example:

SCOL 6 WWW - Sequences ATL 1 MAD

noneword

You can write down a sequence given the first term, say 3, and a term to term rule such as goes up by 4 each time, i.e. 3, 7, 11, 15, 19.

You can give the term to term rule for a sequence such as 4, 7, 10, 13, 16... i.e. goes up by 3 each time.

L4 You can write an algebraic expression for a rule such as 'add 3', i.e. $x + 3$

You can find the operation in a single operation function machine given the outputs and inputs i.e. $2 \rightarrow ? \rightarrow 8$

L5 You can find any term in a sequence given the first term and the term to term rule such as 'goes up by 6 each time' the 20th term is 119

You can write a double operation rule using algebra e.g. $x \rightarrow x2 \rightarrow +3 \rightarrow 2x+3$

You can find the operations in a double operation function machine given the inputs and outputs e.g. $2 \rightarrow ? \rightarrow 10$ i.e. $\times 3$ and $\times 2$

L6 You can find any term in a sequence given the nth term

You can find the nth term

Practice finding the nth term rule for a sequence.

Use times tables to help you.

eg. $3, 5, 7, 9$ (sequence is $2 \times$ table $+1$)

so $2n+1$

Extension

List the first 5 terms of the sequences with nth term:

(a) n^2 (b) $n^2 + 1$ (c) $n^2 + 4$

Find the nth term for each of the following sequences

(a) 11, 31, 51, 71, ... (b) 9, 14, 19, 24, ...

(c) 100, 125, 150, 175, ... (d) 2, 7, 12, 17, ...

A) $11, 31, 51, 71$

$+20$

$20n$ $n=1$

$20 \times 1 = 20$

$20n - 9 = 11n$

B) $9, 14, 19, 24$

$+5$

$n=1$

$5 \times 1 = 5$

$5n + 4 = 9$

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Grade 10: The extension in PARAGRAPH 1:

- Open with an explanation or identification of what the text is (brief).
- Identify the target audience?
- Identify the brand/product.

PARAGRAPH 2: 2st PED paragraph (Written codes?):

- (PE) Identify a signifier, then say what it signifies
- (D) What are the further connotations? (Is the signifier polysemic? Why has it been used in the advert?)

PARAGRAPH 3-5 continue your PED paragraphs (Visual codes?):

- (PE) Identify a signifier, then say what it signifies
- (D) What are the further connotations? (Is the signifier polysemic? Why has it been used in the advert?)

EXTEND YOURSELF:

- The extension builds on original connotations, perhaps identifying audience types or suggesting a theme or message given by the company about itself or the product - this is the 'brand ideology'.
- Consider: is one signifier being anchored by others?

GHD Analysis:

The brand name is ghd and this text is one of the adverts that they have used stereotypically the target audience of this product is girls aged 17-40. The font they have used on the slogan and poem connotes Royalty, posh people and it also fits in with the theme of the text. The font is old fashioned and fierce. The product info they have used, fits the brand in the theme of Little red riding Hood and focuses on women empowerment and battling the stereotype women are innocent. This connotes that women are strong and powerful, this makes you think that if you buy this product you'll be strong. The product info here was the poem in the top left corner.

The Slogan "You can do anything with your hair" links with the product name (Good Hair Day). This connotes that using the product will make your hair look good everyday. The text tells us where to buy the product where it says "ghdhair.com". This is important because many people shop online so the text shows us where we can buy the product. The text that states "available in the finest salons" connotes this product is the best and is in the finest salons instead of just regular ones. This

Also allows the consumer to believe they can get so salon level looking hair at home.

The text uses an image of a model, this connotes beauty and allows the consumer to believe they will look this good if they use the product.

The text has 3 examples of very bright colours. The model wears red which connotes passion and blood which links to her holding a cleaver and the brand name is in gold which makes it stand out. These all stand out because of the dark background. Further connotations of the colour red can be that she is powerful and strong.

The setting battles the stereotype the model is weak and by being alone in the dark woods connotes the model is strong and that buying the product will make you strong.

The camera angle used is a below eye level shot this connotes the model is powerful. It also allows the consumer to make eye contact with the model which makes a personal connection while keeping a sense of mystery. This is used so connotes confident and putting the model on a pedestal because of her amazing hair which is achieved by the product.

Grade/School/Mark B **A2L: 1**

WWW: I really like your ideas here, Harry.

Good ML + v good comments about female representation

MaD target: Try to use extended ML: anchored, polysem brand ideology etc.

Task: Answer/address the feedback in new sentences.

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Handwritten student work on a worksheet titled 'Title?' with various annotations and feedback.

Paragraph 1: Introduce your selected genre. Give some description of the genre and examples of other artists/bands within the genre.

The genre of music I have selected is...
I selected this because...
Some key conventions of this genre include...

Paragraph 2: Introduce your band name and logo. Use PED to analyse written codes within the logo/band name.

e.g. The band name is 'Death to the Pixies'. The written code of Pixies' is polysemic as it links to antisocial, a common convention of rock music, but also links to a famous rock band The Pixies, which makes it conventional of rock genre. Furthermore, the written code 'Death' notes destruction and irony which links to the dark themes which are again conventional of the rock genre.

Paragraph 3: Use PED to continue to analyse the codes used in the album cover.

Paragraph 4: Use PED to continue to analyse the codes used in the album cover.

Consider: Symbolic codes such as colour, font, image features such as pose, facial expressions, mise-en-scene. Technical codes such as lighting, camera angle, shot type. Written codes such as album title, track listing, band name.

Paragraph 5: Use PED to continue to analyse the codes used in the album cover.

Consider: Symbolic codes such as colour, font, image features such as pose, facial expressions, mise-en-scene. Technical codes such as lighting, camera angle, shot type. Written codes such as album title, track listing, band name.

Feedback: Well done, your ideas are original and you have thought carefully about genre. You should try to use more media language. Consider terms such as polysemic, anchor, convention, subvert etc. Look for places you could add them in and respond to my highlighted comment.

Grade / School: C
A2L: 1
MaD task:

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In conclusion I ~~agree~~^{disagree} with the statement because hard engineering ~~can~~ uses machines for ~~the~~ and the machines can ruin the environment. Also if the machines are up for a few months then it could ruin views for people.

Grade / Scol 6/8 B

A2L: 2

WWW:

You address the issues in the question and offer some explanation of your argument.

MaD task

Why do you think the government might opt for hard engineering in response to flooding more than they choose softer methods?

MAD TASK:

I think that the government might opt for hard engineering in response to flooding more than they choose softer methods because hard engineering is a quicker method for flooding than softer engineering. Such as, Channelisation, embankment dams. A soft engineering strategie could be flood zoning.

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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.