Carre's Grammar School
A Robert Carre Trust School

Policy on Assessment for Learning and Responding to Student Work

"Feedback is one of the most common features of successful teaching and learning. It aims to reduce the gap between where the student is and where he or she is meant to be"
(John Hattie 2012)

The Purpose of Assessment:

Assessment provides opportunities for students to demonstrate what they have learned in terms of knowledge, understanding, skills and attitudes over time. Written and verbal teacher feedback helps recognise and celebrate positive achievements. It also informs students about how to improve work and make further progress through an understanding of their strengths and weaknesses. For school leaders, assessment also provides an opportunity to evaluate curriculum provision and plan future teaching and learning to meet the needs of all students. Specifically

- Assessment should be integral to the learning process with a shared understanding by teachers and students of appropriate and explicit learning targets
- Constructive written and verbal feedback and marking should be provided to every student, focusing on successes and improvement needs against clear learning outcomes
- Assessment should enable students to become reflective learners and help them to 'close the gap' between current and desired performance, including opportunities to respond to teacher feedback
- Assessment is a valuable tool in helping teachers to 'personalise' learning and to ensure that tasks set meet individual needs
- Assessment is effective when students are involved in a variety of assessment activities, including self and peer assessment

School Expectations:

Teachers should

- Regularly use a variety of feedback approaches, including written, verbal and peer assessment in assisting student understanding about how learning can be developed and improved
- Complete agreed assessment activities as stipulated within curriculum schemes of work
- Use recognisable progress grades/competencies for formal assessments – (See appendix 1)
- Provide formative, individual written feedback at regular intervals which identifies and celebrates successes in learning and how students can further improve aspects of their work
- Ensure that submitted work is returned to students, typically within one working week although this may be extended for lengthy projects/controlled assessments
- Ensure that students have appropriate opportunities to respond to teacher feedback
- Challenge poor standard of student presentation
- Share assessment outcomes with the Curriculum Team Leader/Senior Leaders upon request

- Engage in work sampling and standardisation processes as arranged by the Head of Department

Heads of Department should

- Ensure that schemes of work clearly identify agreed assessment activities undertaken within the curriculum area.
- Ensure that teacher marking is standardised across the curriculum area
- Support teachers in challenging poor standards of student presentation
- Ensure that the school policy is being followed by all teachers within a curriculum area through a variety of Quality Assurance processes at least once per term across the Key Stages
- Ensure the accurate and timely submission of Assessment Point data as indicated in the school calendar

Senior Leaders should

- Ensure that school policy is consistently applied across all curriculum areas
- Support Curriculum Team Leaders with Quality Assurance processes to ensure policy expectations

Students should

- Respond to teacher feedback when instructed to do so
- Record individual targets so that they are easy to refer to
- Complete assessment activities as directed by the class teacher
- Keep high standards of presentation

Parents should

- Regularly read through the comments written by teachers
- Support the school in checking that students are organising their learning

The Head Teacher and Governing Body should

- Hold Senior and Middle leaders to account with respect to the consistent implementation of the policy
- Receive feedback about the quality of marking and responding to student work across the school

Quality Assurance

This policy will assist the school in knowing that

- Students are consistently provided with appropriate information to support them in deepening knowledge, understanding and skills in order to secure progress for all
- Students are regularly and consistently informed about their progress and what they need to do to improve, including opportunities for students to respond directly to teacher feedback
- Teachers are consistently applying the AfL principles through classroom teaching and marking
- Positive and constructive feedback has consistently been given to students in support of raising achievement
- Feedback relating to literacy and presentation is clearly provided

The evidence gathered to assure this will be sourced from

- Lesson observations
- HoD Work sampling and standardisation processes
- Learning Walks
- Line Management discussions/evidence review
- Student voice surveys/focus groups
- Reports to parents/carers
- Monitoring the provision and feedback of CPD
- Curriculum evaluation reports
- Other documented evidence, including student planners

NB It is important to note that there is no expectation that all pieces of student work will be marked

Appendices

Appendix 1   Day to Day Marking

Appendix 2   KS3 Assessment and Reporting Model

Agreed by SLT May 2020

Next review due May 2021 (Annually)

Appendix 1 Day to Day Marking Policy

Marking and everyday assessment at Carre's

- Day to day class work/ homework is to be marked approximately every 6-9 lessons and written feedback given. Exceptions could possibly be KS3 PE
- This feedback is to contain a comment on what the student has done well in the piece of work, or over pieces of work (within the 6-9 lessons)
- This feedback is also to contain at least one target / area for development
- Subject teachers are to mark and give feedback on a body of or pieces of work marked within the 6-9 lessons and where possible students are encouraged to review and reflect on their work
- Subject teachers are to ensure that students act on feedback
- As well as written feedback, work can be graded on attainment according to the following system

    o For KS3: Pathway (eg P+, P=, or P-)
    o For KS4: grades 1-9
    o For KS5: A*- U

- Work does not have to be graded
- Where appropriate to inform learning, percentages could be used
- Where appropriate, errors in literacy should to be highlighted

Effort Grade Descriptors

1. Exceptional levels of effort.
2. Good levels of effort.
3. Can work well, but sometimes not to his/her full potential.
4. Inconsistent levels of effort - often lacks enthusiasm and commitment.
5. Makes little or no effort

Appendix 2   KS3 Assessment and Reporting Model

Learning Paths (Ability Bands/Thresholds)

- At the start of the year, students are placed onto one of four 'learning paths' (ability bands or thresholds) based on prior ability. These are not fixed, and depending on the progress students make during the course of the year, they may move up and down the pathways. The Learning Paths equate to different forecast GCSE outcomes (see below).
- The Learning Path is reported to parents along with the progress the student makes against the expectations for that learning path.
- Evidence for allocating students to initial Learning Paths in Year 7 will include KS2 levels, professional judgement, CATS, information from primary school, internal benchmarking tests.

Forecast GCSE Grades with Expected/Good Progress		
Threshold	**Abbrev.**	**GCSE**
Exceptional	E	9-8
Proficient	P	7-6
Core	C	5-4
Foundation	F	3-1

Tracking Progress and Reporting to Parents

In terms of tracking progress and reporting to parents and students, we look at how students are performing in terms of the progress they are making, relative to their learning path.

So, for example, if a student on the Core path is producing work in line with the expectations for that pathway (albeit towards the bottom end), the student would be making the expected progress.

If they are working towards the upper end of their pathway, they would be making good progress.

If work produced is consistently in line with the pathway above, or they are working at the very top of the pathways (in 'Exceptional'), they would be making excellent progress.

Conversely, if a student's work is characteristic of the pathway below, they would be making below expected progress.