

CACFO UK EDUCATION CENTRE



ASSESSMENT POLICY

Approved by: Governing Body

Date: 19 December 2019

Signature:

A handwritten signature in blue ink, appearing to read 'Alan Jones', is placed over a light grey rectangular background.

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Rationale

The purpose of this document is to establish clear ground rules and recommendations for assessment within CACFO UK Education Centre. It is expected that teachers, all of whom were consulted in the drawing up of this policy, should read it and act accordingly regarding the assessment of pupil work. Individual departmental policies that relate to assessment should be reflective of the guidelines contained in this document.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Assessment at CACFO UK Education Centre supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

Definitions

Summative assessment is an AtL (Assessment to Learning). It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning, e.g.

- Internal School Examinations
- End of Topic/Unit Tests

Summative Assessment

- happens after the learning
- proves learning has taken place

- assists in measuring learning
- is done to learners
- is externally referenced
- is focused on the outcome

Formative assessment is an AfL (Assessment for Learning). It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process

Assessment for Learning

Teachers should be encouraged to integrate the following AfLs (Assessment for Learning strategies) into their teaching and learning.

- Learning Intentions - Clearly communicated at start of lesson/task on the board
- Success Criteria - set of criteria, agreed with pupils, determining exactly what is required for a particular task or assignment:
- Effective Questioning
 - More thinking time for pupils e.g.: think/pair/share
 - Asking questions better and asking better questions
- Formative Assessment
 - Set against success criteria
 - Self- assessment/peer-assessment/teacher-assessment

Feedback given to pupils should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils.

Ethos

As a direct result of the implementation of AfL and APP (Assessing Pupils Progress) strategies, our emphasis is on using assessment as a tool to help pupils to become responsible and independent learners.

Aims and objectives

Aims

- Assessment should support pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and

teachers of clear and explicit study goals. In other words to help all pupils become responsible and independent learners.

- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

Objectives

- To use suitable forms of assessment, based on expectations which are clear, realistic, and understood by the pupils;
- To ensure that all pupils experience challenge and a measure of success
- To recognise the whole range of pupil's experiences and achievement
- To enable pupils to develop skills that are needed if they are to become effective learners
- To provide constructive feedback to pupils, discuss weaknesses in pupil's learning and offer a remedial strategy.

Methods of assessment

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.

- pupil self-assessment
- teacher-pupil interactions / verbal feedback
- coursework and homework
- end of topic/unit class tests
- formal internal examinations
- formal externally set examinations (past paper)

It is recognised and accepted that some subjects/activities will have individual requirements to assess pupil attainment specific to their subject/activity.

Assessment of cross-curricular skills

(a) Literacy

(b) Numeracy

(c) Using Information and Communications Technology

Marking Policy

The marking of pupils' work is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers. Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what she or he can do to improve, and should avoid comparisons with other pupils. The use of (What Went Well) WWW and Even better If (EBI) can be used in the marking and feedback of pupils' work.

The marking process focuses more on descriptive profiles rather than numerical summaries. The description used should be as follows along with explanation:

- insufficient evidence
- basic
- emerging
- secure
- high

Effective Marking helps to:

- recognise pupil achievement
- monitor pupil progress
- provide feedback and guidance for improvement and progression
- motivate and encourage pupils
- record and report pupil attainment

It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria/outcomes
- using both quantitative and qualitative criteria
- for improvement, using constructive comments

It is not a requirement to append marks or grades to every piece of work, however, grades and marks may be appropriate, in particular when marking work from GCSE past papers and equating the standard of work to a particular grade. Pupils should as far as possible be aware of the reasons for the allocation of marks.

Awarding marks does not relieve the teacher of the responsibility for continuing to annotate and add formative comments to work. Recent research suggests that comment-only marking is the best way to help learners improve and that comment only marking leads to a 30% improvement in pupils' work. (*Research findings, Black & William, 1998*)

It is extremely beneficial for the learner that formative comments are used to assess the quality of work. These comments should be constructive and aimed at helping the student to improve the quality of his/her work. Areas of strength and areas for development should be addressed. (Refer to section on Assessment for Learning).

Marking internal formal school examinations

At Key Stage 3, mark schemes should be agreed and used by colleagues to mark examinations.

Pupils sitting papers comprising of questions from past papers should be marked according to the mark scheme produced by the examining board. Formative feedback should be given, highlighting in particular, areas for development.

Recording and reporting

Recording and reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, is the responsibility of each teacher.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress. Teacher records can inform reporting, both formal and informal, to pupils and parents.

Non-academic achievement

An ongoing formative record of progress and achievement must be maintained for all pupils. It could build upon earlier records and in some cases, information transferred from other schools. It should include the recording of information about involvement in extra-curricular activities, both in and outside school.

Reporting

An initial report should be provided to parents summarising all findings of the baseline assessments. The Nurture Group Reintegration Readiness Scale (NGRRS) is used to assess pupils': self-control and management of behaviour, social skills, self-awareness and confidence, skills for learning and approach for learning to identify whether learning needs are indicated and any Emotional, Behavioural and Social difficulties to target in the initial stages.

There must be at least one full report per student in the academic year and a one-page summary report every term. A full report must be prepared for pupils being presented to the Fair Access Panel.

In full reports, information about the pupils' progress will read as follows:

- Emerging – working below expectation in the subject
- Developing –working towards expectation in the subject
- Achieving – working at expectation in the subject
- Securing – working beyond expectation in the subject
- Excelling – working well above expectation in the subject

A mark/grade will be indicated as obtained by each student as well as a written comment by each teacher informing the parent/guardian of the progress made to date and suggesting areas for improvement/ development and also on the standard of behaviour of each pupil.

As of 2009 it is also statutory to report on pupil progress in Key Stage 3, in the Cross Curricular Skills of Using Maths and Communication (but without making reference to specific Levels of Progression)

Parents' Meetings

These should be scheduled to ensure maximum participation of parents. Ideally, it should be scheduled around an assessment of readiness to be presented to FAP.

Staff should use the opportunity to report on the following:

- progress and achievement
- homework
- NGRRS
- attendance
- classwork
- effort/attitude
- presentation and organisation
- behaviour
- targets for improvement

Roles and responsibilities

Subject/Activity Teachers

It is the responsibility of Subject/Activities Teachers to implement whole school policy on assessment, to mark in accordance with the policy in a positive, accurate, meaningful and formative manner, to compile and maintain individual pupil records, report to pupils, parents and staff on pupil progress and liaise with the Headteacher, regarding individual pupil concerns or support.

Behaviour/Personal Development Coordinator

It is the responsibility of the Behaviour/Personal Development Coordinator to liaise with other staff and subject teachers concerning individual pupil progress.

Pupils

Pupils should be encouraged to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Pupil self assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets
- Evaluating their lesson by indicating on the arrow where they think they are at the end of a lesson or topic/unit where applicable
- Write a comment about their learning at the end of the lesson
- Get clarity on comments made by the teacher and act upon them

Parents /Guardians

Parents/guardians should be encouraged to support their children as much as possible, in particular ensuring that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

Quality assurance

All formal reports written by staff are approved by the Head-teacher who then adds further comments where appropriate. The subject teacher analyses the reports and selects underachieving pupils for monitoring and/or mentoring.

It is the intention that this Whole School Assessment Policy should be the focus of an annual review in order to monitor and update policies as and when necessary.

Assessment Framework

On their successful admission, all pupils in KS3 are expected to sit Mathematics and English in order to ascertain their academic grades in relation to the new GCSE grading system. All new pupils will also complete assessments in reading and comprehension and spelling, as well as their emotional and social state using the NGRRS.

Pupils will also complete CATs Tests to assess their cognitive ability.

These tests will be used as a benchmark to determine how much progress pupils have made.

All results are recorded on student progress sheets.

At the completion of Induction, a meeting is held with parents to feed back findings, especially where there is evidence of under-performance relative to national norms for the year group.

Value for lesson planning and differentiating work

Baseline test data and the results of periodic tests should inform lesson planning to reflect the learning needs of all learners at the school.