

Ormiston Forge Academy

Assessment Policy

June 2017



Approved by the Senior Leadership Team under powers delegated by the Governing Body:
June 2017

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Assessment Policy

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1.1 Aim

At Ormiston Forge Academy assessment procedures support teaching and learning: developing motivated, engaged and successful learners. Assessment is used to celebrate success and provides guidance to students on how to improve, maximising the Academy's potential for raising standards.

1.2 Assessment for Learning

Assessment for learning (AFL) is at the heart of Teaching and Learning at Ormiston Forge Academy. AFL should be a combination of formative and summative assessment, delivered either in books or verbally during a lesson, through effective feedback and questioning.

It must:

- Improve student progress in lessons and over time
- Feature in "very good all day, every day" lessons
- Be timely, target driven and accessible for students

The key principle of AFL and specifically marking, is to enable progress and it should not be completed unless it does this. It is expected that staff are able to positively affect progress whilst maintaining a manageable work/life balance.

The minimum expectation for Assessment for Learning is that each student's book is marked against relevant success criteria 3 times *per term*, using:

- What went well (WWW)
- Even better if (EBI)
- The Academy codes for Spelling, Punctuation, Grammar and Literacy (as outlined below)

Examples of expected practice:

| Examples of effective WWW | Examples of effective EBI |
|--|---|
| Thank you for your effort; you have worked hard at the skills we are exploring - <i>specific to the student's progress</i> | You need to work harder at demonstrating your ability to use subordinate clauses - <i>specific and relates to individual student targets</i> |
| Examples of ineffective WWW | Examples of ineffective EBI |
| Well done - <i>needs context</i> | Add more detail - <i>Isn't specific enough</i> You need to try harder - <i>at what? Needs to be linked to a specific skill or content area</i> |

Staff are expected to only mark work which best enables progress. Staff do not need to “tick and flick” work, as this “acknowledgement marking” does not make a significant impact on progress.

There is an expectation that staff will combine marking outside of school with “live marking” in lesson.

Academy Marking Codes

The following codes are to be written in the margin when completing formative or summative comments.

These should be written when improvements need to be made by the pupil:

T1 Record date and titles

T2 Presentation

T3 Complete DM tasks

T - stands for target

L1 Use appropriate punctuation at the end of sentences.

L2 Use capital letters to start sentences and/or for proper nouns.

L3 Use a wider range of conjunctions to link ideas.

L4 Organise ideas into paragraphs.

L5 Check spellings of the most commonly used English words. (Appendix 1)

N1 Fully label all statistical diagrams

N2 Check the accuracy of any measurements and use the correct units.

N3 Show all the steps of your working out clearly and check these where possible.

L - stands for Literacy & N - stands for Numeracy

The Academy code system can be used both during formal marking and “live” marking.

Excellent practice regarding live marking is outlined below:

Dialogue Marking - This is excellent practice as it improves reflection and helps students to correct misconceptions. However, this is only expected when staff feel it is appropriate and will make impact on progress; it is not a minimum expectation. Dialogue marking tasks can be embedded into student work or recorded at the end of a task.

Live marking is encouraged because it is carried out in the lesson in front of students. It therefore involves students in the assessment process and does not add to workload. It should be formative and could be any of the following methods:

- Highlighting in Green for good/ effective practice and Pink for Improvement
- Asking the student to write down verbal feedback
- Using the Academy code system
- Completion of summative assessments in which students get immediate feedback on significant pieces of work whilst the remainder of the class are completing an engaging and relevant activity

Self and peer assessment is excellent practice as an effective AFL strategy to aid student progress both in the short term and over time. It allows students to take a lead role in terms of their own learning and provides them with opportunities to identify their own and their peers’ misconceptions.

The following methods could be adopted:

- Students are provided with a markscheme/ success criteria and asked to self assess their progress against the criteria. Bespoke WWW/EBI could be recorded at the end of the completed task
- End of topic reviews/self assessments completed by students enable opportunity for reflection and self identification of next steps

- Use of traffic light cards to self assess progress towards learning outcomes at the end of a lesson
- Students could be asked to review a peer's written work and provide feedback in terms of both content and literacy. The peer could self-correct or improve work based on feedback

Displays to triangulate AFL are extremely effective when students are given feedback verbally or in books and that is then supported by displays which provide guidance on success criteria. Departmental learning environments should reflect this.

Homework:

Homework should be valued and recognised.

Staff should decide whether comments are necessary when homework is completed.

Show My Homework is expected to be used as a means of setting and auditing completion of homework.

1.3 Key Stage Work Scrutiny

Work Scrutiny will take place, once per term and be led by the Key Stage Assistant Principals and their teams. The focus for these is overwhelmingly on progress of students. Reports and data generated from the work scrutiny is designed to improve practice, impact on progress and achieve consistency. The Key Stage work scrutiny is accompanied by student learning conversations and parent voice.

1.4 Tracking and internal monitoring procedures (Grade Runs)

Student performance is tracked through SIMS and EVA. Teachers input student grades and formative comments at agreed intervals throughout the year:

- In Years 7 and 8 these are recorded 3 times per year
- In Years 9, 10 and 12 these are recorded 3 times a year.
- In Years 11 and 13 they are recorded 4 times a year, due to students sitting public examinations in the final half term of the year and subsequently leaving the academy.

Analysis and intervention delivered by Key Stage Assistant Principals and their respective teams, occurs after each grade run.

Subject Leaders are expected to agree that data is completed correctly and "sign off" before data is processed by the Data Manager. Subject Leaders have a 2 day window to quality assure the data completed by teaching staff.

It is expected that all staff will follow the agreed timelines for completion of grade runs. However, grade runs remain open throughout the respective term they are held in, to enable staff the maximum opportunity to complete monitoring information on their students.

1.5 Examinations

Each department will use a combination of formative and summative assessments, including examinations, to support students making progress. Subject Leaders will use their professional discretion in organising all assessments according to departmental and student need.

1.6 Assessment Roles and Responsibilities

The role of Teachers

Make accurate and productive use of assessment:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress

The Role of Subject Leaders

With the support of the Senior Leadership Team as necessary, Subject Leaders will work to:

- Ensure that the achievement gaps between different groups of students decline year on year, including those students in receipt of the *Pupil Premium and HAT students*
- Ensure that the particular subject area meets its targets for students' attainment and progress

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement to:

- Ensure that the achievement gaps between different groups of students decline year on year, including those students in receipt of the *Pupil Premium and HAT students*
- Ensure that the Academy meets its target for students' attainment and progress

1.7 Life after Levels - KS3 assessment at Forge

Our 'Life after Levels' assessment system aims to achieve the following:

- To create a culture where students aspire to excellence, developing a growth mindset and where they are not restricted by levels, numbers, grades or labels
- To design a KS3 curriculum in which each subject creates schemes of work that directly map the content and skills of KS4 specifications
- To identify the skills and knowledge that students need to master in preparation for KS4
- To utilise KS2 data to determine students' starting points in each subject, and create a trajectory of their minimum and aspirational expectations over two years of KS3
- To use performance descriptors based on Bloom's Taxonomy to demonstrate progress in knowledge, skills and understanding
- To use regular assessment and formative feedback purposefully and effectively to focus students on how they can make progress, intervening where necessary
- To ensure that assessment celebrates the effort and progress of all students, regardless of their starting points