



Holmer Green Senior School

Assessment Policy

February 2017

Introduction

Every member of staff with responsibility for teaching students is accountable for the attainment and progress of those students, and for the accuracy and consistency of the assessment information provided throughout the academic year.

Assessment data provided by teaching staff is used in a variety of different ways, and presented at different times to different audiences: in student reports to parents; to students themselves; to Heads of Department and Faculty and Senior Leadership for tracking and monitoring purposes, and to other parties (for example, employers, universities, the Local Authority, Ofsted, and the Department for Education) who may at times request information.

Regular, effective assessment is a key requirement in ensuring students' success. The timeliness, accuracy and robustness of assessments is therefore crucial. This policy sets out the actions that must be undertaken by every member of our community in order to achieve the dual aims of moving students forward, and also providing robust assessment information which informs our Monitoring and Evaluation Cycle.

Key Principles

- We recognise the important role that assessment serves in raising standards of progress and attainment.
- Assessments should be reliable – i.e., students with similar skills and bodies of knowledge are awarded similar grades, including between different classes and over time.
- Assessments must to be valid – i.e., they must accurately assess the skills or knowledge in question, and hence allow us to draw useful conclusions from that assessment.
- Assessment information should be clear and easily understood by all.
- Students are provided with both formative and summative assessments.
- Assessments and schemes of learning support students to achieve under the new GCSEs grading structure (i.e., 1-9 grading) and within a framework of Life after Levels.

Target Setting:

All students are set targets that exceed expected progress for peers given their starting points. In Years 7 to 11, students are benchmarked using their Key Stage Two SATs. In Years 12-13, students are benchmarked using their GCSE Best 8 Average Point Score. These targets will be reviewed annually using the Attainment 8 Tables and Level 3 Value Added indicators.

Student Information:

All teachers should ensure that;

- They have and maintain Teaching and Learning Folders that contain prior attainment data, including SEN/D, students eligible for Pupil Premium funding, High Prior Attaining students, and any other students of concern.
- They have and maintain seating plans for all taught classes with copies kept in their Teaching and Learning file.
- They have and maintain class context and data sheets that reflect the most recent assessment.
- They regularly update students as to their progress towards their targets, including regularly updating the front stickers on students' books or folders.

Students should ensure that;

- They know where to find their current performance and their targets for each subject.

Teaching and Learning (See Teaching and Learning Policy for further information):

All teachers should ensure that;

- The lessons they teach are planned around the knowledge and skills that students need to acquire in order to make good or better progress, both in lessons and over time.
- They differentiate work within all their teaching groups to address the needs of different groups, including SEN/D students, less able students, Pupil Premium and more able students.
- Students are helped to identify the next steps in their learning and how to make them.
- Appropriate intervention is put in place at the earliest opportunity to ensure that those students whose performance is below the expected level are helped to make the requisite progress.

Heads of Subject / Faculty should ensure that;

- They monitor the quality of lesson planning via collaborative planning, monitoring of planners and informal observation of teaching.
- They have Schemes of Work in place for each unit of work, for all year groups, which include common assessment tasks linked to the relevant learning for that unit or topic.
- They support, monitor and evaluate intervention activities taking place within the department.

Assessment, Feedback and Marking

All teachers should ensure that;

- Their assessment, feedback and marking reflects the School and Departmental marking policy.
- Students in Years 7 to 10 are provided with four pieces of assessment per academic year, in line with the published assessment calendar.
- Students in Year 11 are provided with three pieces of assessment per academic year, in line with the published assessment calendar.
- Students in the 6th Form are assessed each half-term.
- There is further evidence of ongoing, formative marking in students' exercise books and folders.
- Coursework and controlled assessment is marked in a timely way to enable appropriate intervention to take place before final deadline dates.
- They use appropriate strategies to provide appropriate and timely feedback as to how well students are doing and what they need to do to make further progress.
- Strategies for identifying literacy errors are employed e.g. spelling, punctuation, expression, vocabulary, subject specific language.
- They are using peer and self-assessment strategies with all their teaching groups, including the use of RAG 1/2/3 as a self-reflection tool.
- They give students opportunities to respond to comments made in marking (e.g. by making improvements/corrections/amendments) through DIRT time.
- They set homework that is challenging and relevant, and contributes to moving students' learning forward, in accordance with school policy.

Heads of Subject / Faculty should ensure that;

- The department has an effective and appropriate published Marking Policy which takes into consideration the different marking and feedback strategies so as to assist staff in managing their workload.
- Marking policies are reviewed at least annually to ensure they are effective and reflect national assessment arrangements at Years 11, 12 and 13.
- They monitor the regularity and effectiveness of marking in their Department via Learning Walks, informal sampling and collaborative planning activities, and act to address inconsistencies.
- They monitor that the type and amount of homework being set within the department is in line with Department and School policy.
- They monitor that the feedback being given to students is in line with Assessment policy.

Students should ensure that

- They know where to find feedback in their work.
- They respond appropriately to feedback in subsequent pieces of work and when given opportunities to do so by their teachers.

Tracking and Monitoring

All teachers should ensure that

- Students in their groups are regularly assessed (four times per year for Years 7 to 11, and half termly for the 6th Form) against relevant standards or criteria.
- They monitor the performance of the students in their teaching groups, identifying those whose level of performance is lower than expected, and act on this information to put appropriate intervention in place at the earliest opportunity ensuring that they are helped to make the requisite progress.

Heads of Subject / Faculty should ensure that:

- Monitor and evaluate the impact of assessment through the Monitoring and Evaluation Review (MER) Cycle.
- Provide members of the Department with relevant assessment criteria that enables teachers to accurately assess student's performance.
- Ensure that assessments made are in line with National standards for their subjects via robust moderation procedures
- Use Assessment data to identify skills gaps within classes and across year groups
- Respond to centrally provided tracking information after each reporting cycle to address underachievement
- Have at their disposal a range of strategies with which to intervene in order to improve the performance of underachieving students.
- Amend / improve course content and methodology in response to results obtained in order to build upon success and improve where shortcomings are found.
- Be able to account for the performance of students in terminal examinations in their subject areas, taking into account performance against targets, performance relative with other subjects, and National statistics.

Reporting

All teachers should ensure that

- They adhere to the guidelines and requirements for report writing and relevant deadline dates for the groups they teach.

Heads of Subject should ensure that

- All deadlines for reporting periods are met.

- Assessments are moderated to ensure consistency and validity.

Bibliography:

Christodoulou, D. (2016) *Making Good Progress?*, Oxford: Oxford University Press

The Education Endowment Foundation. (2016) *The Teaching and Learning Toolkit*.
[online] Available from
<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/>
[Accessed 20th September 2016]

Koretz, D. (2008) *Measuring Up*, Cambridge, Massachusetts: Harvard University Press

Policy approved by Governors:

To be reviewed:

Draft

Appendix One

Holmer Green Senior School Conversation Tables 2016/17

Key Stage Three National Curriculum Levels

3c	0.33	4c	1 med	5c	2 med	6c	3 med
3b	0.67	4b	1 high	5b	2 high	6b	3 high
3a	1 low	4a	2 low	5a	3 low	6a	4 low

7c	4 med	8c	5 med
7b	4 high	8b	5 high
7a	5 low	8a	6 low

Key Stage Four Legacy GCSE Grades

G3	1 low	F3	1 low	E3	2 low	D3	3 low
G2	1 low	F2	1 med	E2	2 med	D2	3 med
G1	1 low	F1	1 high	E1	2 high	D1	3 high

C3	4 low	B3	5 high	A3	7 low	A*	8 high
C2	4 high	B2	6 med	A2	7 high	A**	9
C1	5 med	B1	6 high	A1	8 med		

Key

Benchmarked position

NB:

1. Legacy GCSE Grades and National Curriculum levels are provided for reference only and do not indicate equivalence to new 1-9 GCSE grading structure.
2. No legacy GCSE grade is equivalent to grade 9 as this is A**
3. Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
4. Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above.
5. The bottom of grade 1 will be aligned with the bottom of grade G.

Appendix Two

Holmer Green Senior School Target Setting 2016/17

V6 – Jul 16

		1L	1M	1M	1H	2L	2M	2M	2H	3L	3M	3M	3H	4M	4H	5M	5H	6M	6H	7M	7H	8M	8H	9
		G3	G2	G1	F3	F2	F1	E3	E2	E1	D3	D2	D1	C3	C2	C1	B3	B2	B1	A3	A2	A1	A*	A**
112	5a																							
109	5b																							
107	5c																							
104	4a																							
101	4b																							
99	4c																							
96	3a																							
93	3b																							
91	3c																							
80-88	2																							

A – Target based on at least 4 LoP in all cases.

Year11
Year 10
Year 9
Year 8
Year 7

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/377771/2014-09-12-board-paper-for-new-gcses-in.pdf

1. 3/4 grade boundary the same as the present grade C/D boundary.
2. 6/7 grade boundary the same as the present A/B boundary.
3. 20% of those achieving at least a grade 7 are awarded a grade 9.



Holmer Green Senior School

Achievement and Opportunity for all
