



## St Laurence School Policy on Assessment 2017

### Purpose

The purpose of assessment is to make teaching and learning as effective as possible and to maximise achievement for all students.

- It ensures teaching is planned to meet the needs of individual students
- It enables students to improve their ability to learn and therefore raises achievement
- It promotes students' aspirations to improve their work and make excellent progress
- It contributes to the school's mission statements "We Care-We Inspire – We Succeed"

### Aims and objectives:

- To promote a consistent approach to assessment
- To provide teams with information and guidelines to support their own assessment practice
- To acknowledge the importance of on-going formative assessment as well as regular summative assessment
- To promote assessment as a means of reflecting on schemes of work and lesson planning so that, as necessary, changes can be made
- To promote assessment as a way of providing positive and constructive feedback so that all pupils can succeed
- To use assessment to assess what students already know and understand, to ensure a clear understanding of which gaps need to be closed in order for each student to reach their clear and well defined learning destination

Other policies related to this one include:

- Home learning
- Curriculum
- Examinations
- Controlled Assessment
- Behaviour
- Appraisal

### Procedures and Practice

- The Key Stage Assistant Heads are responsible for generating indicator grades / targets for individual students through analysis of a range of data (KS2 fine grade scores, Cognitive Ability Tests (CATs), Fisher Family Trust (20th percentile) projections. LAT data and teacher assessment). Heads of Faculty and the Data Manager also contribute to this process. Where appropriate, particularly at key stage 5, students are involved in discussions about the setting of target grades.
- All students and their parents should be aware of the expectations that the school has of their progress, their current attainment and what they should be doing to improve by using the feedback they have received from teachers. Feedback, along with reflections on how pieces of work could be improved, should be recorded in the Student Planner.
- Teams should be monitoring progress through their own faculty tracking systems and, through analysis of SISRA and any analysis produced by the data team at each reporting cycle, responding to the analysis provided by the data team to generate an action plan and interventions as necessary. This analysis is discussed and peer reviewed in the Heads of Faculty meetings and supports the cycle of Progress Team meetings for each year group, when additional interventions are commissioned as required.
- Regular assessment should be moderated by teams and used to inform the levels measures entered on mark-sheets in Assessment Manager and published in student reports.
- Subject teams should review schemes of work and teaching pedagogy in light of student performance. This analysis of progress should also determine pupil grouping and justify setting or banding arrangements.



- Staff and governors receive an evaluation of the quality of assessment feedback through learning reviews and appraisal.
- Parents/carers receive feedback through reports and subject consultation evenings as well as tutor reviews and progress reviews. More informally, they receive feedback through the comments in marked work, the student planner and the rewards system,
- At key points of transition all students receive guidance on which courses to select at KS4 &KS

## Marking Policy

The purpose of marking is to assess and support the progress that a student is making towards the planned learning outcomes by identifying the strengths of a student's work and how it could be improved. Marking should always be for a specific purpose and designed to have impact; it is not an activity to be completed as an end in itself. Marking should also show that the individual's work and effort is valued. Marking should:

- Provide high quality written and verbal feedback. The latter may be to the whole class, small groups or individual students and should include peer and self -assessment
- Praise individual qualities and indicate how work can be improved. It is recognised as good practice for teachers to structure written feedback using a system such as WWW (What Went Well) and EBI (Even Better If), followed by MRI (My Response Is) to give students the opportunity to act upon the feedback in a specific way, e.g. by revising the work to incorporate improvements or by practising a particular skill.
- Reward good work

Marking should demonstrate that work has been regularly checked and reviewed in line with faculty guidance.

Teachers should:

- Insist that incomplete work, or work done in a sub-standard way, is re-done to an acceptable standard and tackle pupils who submit homework that is objectively good enough, but is not a genuine attempt to do their best
- For sixth form students, there is a clear expectation that work is handed in by deadlines set by the teacher; where a student fails to meet deadlines they will be expected to complete and hand in the work by 5pm on the deadline day.
- Mark legibly (in green ink) and ensure comments are understood
- Have high expectations of standards of literacy, using the literacy marking codes in the staff handbook to support the development of literacy across the curriculum.

## Reporting

Reports are distributed to parents at the times shown on the reporting calendar which is published to staff and to parents / carers on the school website. Reports inform parents/carers about progress towards targets and how well students are developing as learners. Attendance and behaviour are also recorded in reports.

The schedule of parents' consultation meetings is published on the school calendar.

- Teachers have a responsibility to ensure that the data entered in Assessment Manager accurately reflects progress against clearly agreed criteria and that key assessment tasks have been carefully moderated.
- Teachers should ensure all data is entered on SIMS assessment manager by the deadline dates published.
- Heads of Faculty / Heads of Subject & Heads of House should ensure all members of their teams are briefed about conducting parents meetings and, as necessary, provide support and guidance, to ensure consistency of advice and key messages across all classes of a subject.
- Teachers should ensure they are properly prepared for consultation meetings with accurate and up-to-date information.
- It is an expectation that teachers attend parents' subject meetings and make every effort to see or contact all parents/carers. In exceptional circumstances, alternative arrangements can be made.



## **Conclusion**

This policy should be read alongside related policies and as appropriate reference should be made to subject and faculty assessment policies and procedures.

Related documents include:

- Procedures for setting targets and indicator grades.
- Calendar of Report Writing
- Reading Your Son/ Daughter's report
- School Marking Guidelines in Staff Handbook
- Protocols for Parents' Consultation

## **Monitoring and review**

This policy is agreed with Heads of Faculty and the Senior Leadership Team. It is reviewed every two years by the Governors' Standards committee.

## **Review 2019**