

Dated August 2016

Islamia Girls School/Brondesbury College "The School"

Assessment Policy

CONTENTS

CLAUSE		PAGE
1	OVERVIEW	2
2	KEY PRINCIPLES	2
3	REGULAR ASSESSMENT CONTRIBUTES TO THE QUALITY OF TEACHING BY ...	2
4	PERFORMANCE INDICATORS	3
5	PART A: ASSESSMENT OF LEARNING.....	3
6	STUDENTS TARGET LEVELS AND GRADES	5
7	TRAFFIC LIGHT SYSTEM.....	6
8	PART B: ASSESSMENT FOR LEARNING	7
9	PART C: MARKING POLICY - WHY MARK?.....	7
10	AIM	7
11	POLICY	7
12	MONITORING	9
13	MAINTENANCE MARKING	10
14	QUALITY MARKING.....	10
15	PRESENTATION, SPELLING AND GRAMMAR.....	11

1. Overview

- 1.1. This Policy has been designed to ensure that all students have their work assessed in such a way that it is likely to improve their learning, develop their self-esteem and provide opportunities for self-assessment.
- 1.2. As a result of this Policy there will be greater consistency in the way students' work is assessed.
- 1.3. The assessment and marking criteria should be displayed in each Subject classroom detailing grade/level descriptors in student accessible language.
- 1.4. This Policy is divided into three parts:
 - Part A: Assessment of Learning
 - Part B: Assessment for Learning
 - Part C: Marking Policy

2. Key Principles

- 2.1. To focus on feedback on achievement against the learning objectives/success criteria of the task and not on comparisons with other students.
- 2.2. To give specific feedback focussing on success and improvement, rather than correction.
- 2.3. To focus 'improvement suggestions' on closing the gap between current and desired performance.
- 2.4. To train students to effectively self/peer assess their work.
- 2.5. To provide students with an accurate appraisal of their standard in relation to the National Curriculum levels of attainment and/or the GCSE grades.

3. Regular Assessment contributes to the Quality of Teaching and Learning by:

- 3.1. Providing effective feedback to students and parents.
- 3.2. Actively involving students in their own learning.
- 3.3. Evaluating our teaching and informing future planning.
- 3.4. Motivating students by rewarding positive achievement.

3.5. Diagnosing under-achievement.

4. Performance Indicators

The success of this Assessment policy will be indicated by:

- 4.1. An improvement in student attainment.
- 4.2. Teacher, student and parent testimony concerning the usefulness of the marking.
- 4.3. Consistency in teachers' marking across all key stages.
- 4.4. Students have a clear understanding of their current level of achievement and specific subject based strategies on how to improve.
- 4.5. Parents to have a firm understanding of the School's marking procedures.

PART A: ASSESSMENT OF LEARNING

5. Assessment Of Learning

- 5.1. Assessment of Learning or Summative Assessment refers to formal tests and examinations. There are two types: Internal and External. These assessments – usually at the end of a unit, year or Key Stage are used to judge how well a student is performing. Subject teachers will report these results in terms of levels at Key Stage 3 and grades at Key Stage 4.
- 5.2. Subject Teachers will monitor student performance and track their progress. This helps to identify trends, set realistic targets and meet the needs of students. It represents a key element in the process of identifying underachievement and planning the successful intervention strategies to meet School targets.
- 5.3. Internal Assessments in Subjects
 - 5.3.1. Subject courses are divided into units and modules. Learning outcomes for the unit, the nature of the final assessment task and the assessment criteria are clearly communicated to the students. Assessment arrangements will vary according to the nature of the learning being assessed.
 - 5.3.2. Subject teachers should identify these key pieces of work in advance, making explicit to students that the piece will be used to assess the

students' current performance level which will be used to monitor and track their progress.

- 5.3.3. These attainment indicators will form the basis of the data collected by the subject teacher in each term.
- 5.3.4. The completed tasks must be marked and standardised using the National Curriculum level descriptions or examination syllabus criteria.
- 5.3.5. Students' performance in these tasks should be recorded formally by the subject teacher and entered onto an Excel spreadsheet held on school computers, accessible whenever necessary by the Head Teacher.
- 5.3.6. Subject teachers may like to retain copies (or originals) of these key assessment tasks for their students, where they may be referred to when discussing strategies for improvement as well as when considering students as Gifted and Talented. They may also be used in discussions with parents where appropriate.
- 5.3.7. Through Quality Marking (see below), students should have an accurate view of their current level of performance. They will also have the target level/grade that they must aim to achieve by the end of the academic year (awarded at the beginning of Term 1). The target must be evident in their subject books/folders.
- 5.3.8. Subject Policies and Handbooks outline guidance on assessment including:
 - Assessment arrangements incorporating this Policy and including inter-school moderation.
 - Recording arrangements.

Inter-school Moderation:

- 5.3.9. This is to be done mid-year in a half-day compulsory INSET, usually scheduled December or January.
- 5.3.10. Subject teachers from both schools will mark, discuss and review samples of student work from each class to ensure consistency. Teachers will need to consider how to recognise work at and within different NC levels and GCSE grades, as well as how to make overall assessments from different skills or topic areas.
- 5.3.11. The desired outcome of moderation is an improvement in students learning brought about by greater clarity amongst teachers, children and parents concerning individual achievement and progress.

5.4. External Examinations

- 5.4.1. These are the formal GCSE examinations taking place in the hall and gym supervised by invigilators.
- 5.4.2. The results are analysed and appropriate feedback given to teachers regarding trends and anomalies.

6. Students’ target levels and target grades

6.1. One-to-One Target-Setting & Reviews purpose:

- 6.1.1. To get to know students in a structured and comprehensive way.
- 6.1.2. To monitor the progress of each student, setting targets and reviews.
- 6.1.3. To be aware of any individual difficulties and obstacles.
- 6.1.4. To identify students with special needs, as well as Gifted and Talented.

6.2. Target Setting Day

6.2.1. All students will have a one-to-one target setting meeting with their Form Tutors at the beginning of each academic year. This should take between 5-10 minutes per student, and will normally occur on a Target Setting Day in September. On that day normal timetable will be suspended to enable Form Tutors to conduct their meetings, whilst other members of staff will implement the collapsed timetable on self-awareness as given below.

6.2.2. Form Tutors should focus on setting individual targets for the year and giving guidance on how to achieve them, where necessary. Students should receive targets for each subject as well as other non-academic factors including:

Date	Subject CTC (i.e. Current level, Target level, Comment)
Attendance CTC	Punctuality CTC
House Points	Adab/manners
Detentions	

6.2.3. This will allow easy monitoring of progress as well as consistency across classes.

6.2.4. Current and Target Levels for academic subjects will have already been set at the end of the previous year by subject teachers whilst working on the End of Year Reports. Subject teachers should base their targets on the students’ progress during the previous year as well as the end of year exam results, whilst taking into account individual diagnoses of students’ strengths and weaknesses.

6.2.5. Class activities during the Target Setting Day should try to facilitate this process. For example, teachers could use topics such as writing personal evaluations, self-awareness questionnaires, writing own targets etc., or follow up on activities from other topics that can occupy the class while the Tutor meets with individual students.

6.2.6. Examples of self-awareness exercises to be carried out by all classes in rotation with particular teachers assigned for particular tasks are:

What are my strengths and Weaknesses? What Kind of Things Do I Enjoy?	Team Building Exercise (done on a rotation during the day with one teacher assessing team-skills, e.g. whose dominant etc). e.g. building a flying machine, building a model;
Match Against Potential Careers (Yrs 9, 10 and 11)	How Do Others See Me? 3 strengths + 1 target to be written by each student for classmates, and then fed back. Students to reflect on their public image and write a 1-page essay on how they want to be seen and how this differs from reality. Done in groups of 4-6.

6.3. Target Evaluation Day

In Term 3, immediately after Year 11 go on study leave, a half-day INSET will be scheduled to allow subject teachers to evaluate students' progress over the year and determine a current NC level or grade, irrespective of the forthcoming end of year exams.

6.4. Student Appraisal Day - Scheduled before the start of the GCSE period, this day will allow Form Tutors to review students' progress and give helpful feedback on a one-to-one basis, taking 5-10 minutes per student. Normal timetable will be suspended once again and other members of staff will help to implement the collapsed timetable. This will be an opportunity for students to participate in fun activities while the appraisals are taking place.

7. Traffic Light System

Students' progress should be evaluated against their target level or grade using the following system:

Green	if the progress achieves or exceeds the target level or grade
Amber	if students are on track to reach the target level or grade
Red	if students are not making the progress needed to reach their target level or grade

PART B: ASSESSMENT FOR LEARNING

Assessment for learning is formative and takes place all the time in the classroom and through the marking process.

8. Characteristics of good Assessment for Learning

- 8.1. Sharing learning objectives and outcomes with students at the beginning of every lesson.
- 8.2. Helping students to know and recognise the standard they are aiming for by sharing assessment or success criteria with them and modelling good work.
- 8.3. Giving oral and written feedback which tells students how well they are doing and how to improve.
- 8.4. Involving students in self and peer assessment activities.
- 8.5. Promoting confidence that every student can improve.
- 8.6. Reflecting with students on what they have learnt.

PART C: MARKING POLICY

9. Why Mark?

- 9.1. To provide students with feedback regarding the quality of their work.
- 9.2. To provide the School and staff with information regarding the progress of students.
- 9.3. To motivate students.
- 9.4. To help students learn.
- 9.5. To enable the School to fulfil legal requirements to provide parents/guardians and other agencies with information.

10. Aim

To standardise best practice within the School in a way that is practical, efficient, and overt to meet the objectives above.

11. Policy

- 11.1. All work and skills should be regularly assessed, where possible using criteria known by students.

- 11.2. A broad range of skills should be assessed, including core skills. We should avoid excessive focus on just one or two types of work, e.g. written work done at home.
- 11.3. Marking and feedback to students is a high priority activity and should be done as soon as is practically possible.
- 11.4. Formal grading of work, while agreed to be potentially motivating for students, must be done according to overt criteria (see tables below outlining grade descriptors for attainment and effort).
- 11.5. An attempt must be made to provide constructive criticism of work either through annotation or verbally.
- 11.6. We should be aware of the role of good communication skills in high quality presentation and should address the issues of spelling, punctuation and grammar in our marking.
- 11.7. Quality of work/levels of attainment should be regularly recorded to make our assessment and reporting of students' abilities as objective as possible.
- 11.8. We should be able to provide an accurate assessment of a student's achievements/N.C level upon request.
- 11.9. Effort and improvement should be recognised and rewarded in our marking students' work.
- 11.10. The skills and achievements (and limitations) of individuals should be recognised and taken account of when marking.
- 11.11. Staff should be aware of the effect of obtrusive negative marking (lots of red ink/crossing out large sections of work etc) on student confidence. Positive comments should indicate what is good/why it is good.
- 11.12. Staff should expect high standards of presentation from students.
- 11.13. Staff should expect work to be produced on time and complete and should take steps to remedy the situation if that is not the case.
- 11.14. At KS3 in particular the rewards system should be used where staff feel it is appropriate (School commendation certificate). At both key stages high quality work should be displayed in classrooms.

12. Monitoring

- 12.1. The Head Teacher will regularly review marking practice within the School to see that it conforms to School standards. At times this may involve a non-hierarchical approach whereby we look at each other's' marking.
- 12.2. Examples of good marking practice should be kept on file and available to staff. Marking practice and policy should be kept under regular review to build upon and disseminate good practice.
- 12.3. To give the students feedback which is both consistent within the College and relates the student's level of attainment to the National Curriculum work should be marked as follows:
- 12.4. Attainment Grade Descriptions

These may be used as a guide for assessed work if specific subject criteria are not available. The Marking Criteria are as follows:

Grade	Numerical Grade	Description of assessed work
Grade A	1	<ul style="list-style-type: none"> Consistently good marks/grades in designated assignments Clear understanding of work covered Good development of skills and study habits
Grade B	2	<ul style="list-style-type: none"> Satisfactory performance in designated assignments Good understanding of work covered Definite improvement in skills and study habits
Grade C	3	<ul style="list-style-type: none"> Adequate performance in designated assignments Some understanding of work covered Some improvement in skills and study habits
Grade D	4	<ul style="list-style-type: none"> Below average improvement Limited improvement Little improvement in study skills/habits
Grade E	5	<ul style="list-style-type: none"> Poor performance Limited understanding shown No improvement in study skills/habits

12.2. Effort Grade Descriptions*

This grade may be given (not compulsory) and should as far as possible reflect the effort put into a piece of work regardless of the attainment. The Marking Criteria is as follows:

Grade	Description of work based on effort
Grade A	<ul style="list-style-type: none"> A very good/excellent piece of work for the particular student, only to be given if the work does represent the <u>best</u> that the student can do with given constraints
Grade B	<ul style="list-style-type: none"> A piece of work that is good for the student concerned
Grade C	<ul style="list-style-type: none"> A piece of work that is satisfactory for the student concerned
Grade D	<ul style="list-style-type: none"> A piece of work that is unsatisfactory for the student concerned

12.5. The National Curriculum contains descriptors of levels for the attainment targets; these should be applied when marking work.

*Teachers may not use effort grades if they feel that this negatively affects students' responses to feedback given.

13. Maintenance Marking

Subject teachers are expected to collect students' work (e.g. homework and general class work) in line with their Subject Policy and use their professional judgement to decide whether the work produced indicates that the student is making the required progress towards their target level or grade. If there is a concern, this should be flagged with parents and the PO/DHT. Students doing good work should be rewarded with commendations.

14. Quality Marking

14.1. In addition to the level or grade awarded and the commendations awarded, teachers should give effective written feedback to students using the following headings.

- WWW: What Went Well
- EBI: Even Better If

- 14.2. When listing the strengths and weaknesses of the piece of work, subject teachers should use specific comments.
- 14.3. Quality marking should enable all students to understand their own achievements and know what they need to do next to make progress.
- 14.4. Quality marking sets the students' particular performance in the context of the work's purpose and in the context of the students' previous efforts.
- 14.5. Quality marking provides positive feedback and promotes high expectations of progress linked to the main learning objectives.
- 14.6. Therefore, students need to be clear about the learning objectives and assessment criteria for the piece of work and possess a concept of the standard being aimed for e.g. marking scheme and modelling.

15. Presentation, Spelling and Grammar

- 15.1. Although it is recognised that not all these factors may be a criterion for all subjects, nevertheless all subject teachers are expected to maintain a high level of presentation, spelling and grammar.
- 15.2. All subject teachers must insist on high standards of presentation of work at all times. In addition, obvious spelling and grammar mistakes should be corrected whether in homework or class work. If several spelling mistakes have been made staff should identify 5-6 key subject specific words for correction.

16. Students Acting upon Feedback

- 16.1. Students are required to act upon the EBI feedback provided using a green pen. This may be in the form of correcting an answer or re-writing a piece of work. Students may also be given the opportunity to act upon feedback verbally; this may not be evidenced in their exercise books.
- 16.2. This can be incorporated as a lesson activity or be given as homework.