Home Learning, Marking, Assessment, Reporting and Target Setting Policy

Furze Platt Senior School Home Learning, Marking, Assessment, Reporting and Target Setting Policy

Home Learning

Home learning is an integral part of learning at Furze Platt. In general, home learning should be set once a week. Teachers should ensure that home learning is clearly set, explained and recorded. Deadlines should be made clear and the details of the home learning recorded on teachers' home pages on FP Online.

Teachers should set home learning that will best assist the learning of their class. Home learning should have clear learning objectives. Examples include:

- Consolidation, reinforcement and extension of work done in the lesson;
- Research and questioning activities to prepare for the next lesson;
- Reading activities to prepare for the next lesson, and to develop learners' literacy further;
- Practice activities to prepare for tests, examinations or practical work;
- Independent learning activities.

Teachers should check and acknowledge that home learning has been completed on the day it is due in, and should take appropriate action where home learning has not been done. Where written home learning has been set, teachers should mark this in accordance with the guidelines below.

Marking and Feedback

Clear, consistent and regular marking is an essential part of the learning process. The importance of marking cannot be overestimated. Student work should be acknowledged as frequently as possible, and should be marked thoroughly by teachers at least every three weeks, with clear and constructive comments made. Two types of marking may be deployed:

1. **Grades or levels, plus feedback.** Grades, marks and levels should be given where work has been set according to National Curriculum or Awarding Body standards – usually as part of a periodic assessment. At Key Stage 3 this is likely to be approximately every six weeks; at Key Stages 4 and 5 it is likely to be more frequently. Attainment grades or levels should be compared with target grades or levels to establish whether the student is on track. Constructive feedback should be given, focusing on how the learner can improve their work using the criteria set. The following structure for teacher comments should be used:

- Annotation of the work itself
- Summative <u>What Went Well</u> (WWW) comments
- Summative <u>Even Better If</u> (EBI) comments
- Grade, level or mark

2. **Feedback only.** Where work is not given a grade or level (because it does not form part of periodic assessment), feedback only should be provided. Again this should take the form of:

- Annotation of the work itself
- Summative <u>What Went Well</u> (WWW) comments
- Summative <u>Even Better If</u> (EBI) comments

During the marking process, teachers should annotate learners' work. The following annotation should be used, in addition to any departmental annotation:

√	This is correct
√√	This is very good
X	This is not correct
Circle around work	Error

SP / Underline	Spelling error
C	Capital letters not correctly used
P	Punctuation is incorrect
//	A new paragraph is needed
^	A word or letters are missed out
EXP	Rewrite this section to improve the expression
T	Tense of the verb needs changing
?	Meaning unclear
EG?	An example, supporting information or quote is needed

Learners should be given time to read through, reflect upon, and where appropriate act upon the feedback given after their work is marked.

Every teacher has a responsibility to promote the literacy of learners – see both the Literacy Policy and the separate literacy guidelines. The level of annotation should be such to encourage learners to improve their work. Teachers should use their professional judgement in deciding which mistakes a learner is making are recurring and significant, and focus on rectifying those errors.

Assessment

Assessment serves three fundamental purposes: -

1. To help students learn
2. To help teachers teach more effectively and to adopt a more personalised approach to the needs of their students, and
3. To provide relevant and accurate information about attainment for students, parents, teachers and others (e.g., to decide on student groupings or provide relevant careers advice).

Students' work will be acknowledged as frequently as possible and marked in detail at least every three weeks using constructive feedback as described above.

When setting periodic and transitional assessment tasks, assessment criteria should be shared with learners. In many cases learners will help to develop or formulate the assessment criteria. Assessments must be marked against agreed mark schemes – generated by the department, by Awarding Bodies or other appropriate agencies. Peer- and self-assessment should be used to ensure that learners know how to improve their work.

Assessments should be marked in line with the Marking Policy above. Consistency in marking of assessments is imperative. Periodic and transitional assessments at each Key Stage should be moderated and standardised. The usual procedure is for relevant groups of staff to cross-moderate a sample of each other's assessments, and standardise the marks of the sample. Where necessary, staff should then adjust the marks of their own class set.

The nature of assessment should be regarded in two ways:-
- Assessment **for** learning (formative assessment): this involves the continuous use of classroom assessments to improve learning
- Assessment **of** learning (summative assessment): measures what learners know or can do at a particular point in time.

Assessment for Learning

The details of how and when formative assessment will take place are specified in all published schemes of work. Lesson planning will identify opportunities for mini-reviews during individual lessons.
To ensure that assessment is used to help students learn effectively, the following features will be evident in classroom practice.

Involving students in their learning.
Teachers will:
- Set Challenge Targets for each student that are aspirational but attainable. They should be discussed with students and noted in exercise books and planners
- Explain the reasons for the lesson or activity and share the learning objectives and learning outcomes
- Share the specific assessment criteria with students and, as appropriate, parents; making sure that these criteria can be easily understood by all
- Help students to understand what they have done well and what they need to develop
- Show students how to use assessment criteria to assess their own work
- Provide regular opportunities for self and peer assessment
- Use effective questioning techniques to encourage discussion which give vital feedback on the current level of understanding

Modelling quality
Teachers will:
- Share examples of work with students so that they can see the standards they are aiming for
- Use examples of work to highlight the ways that assessment criteria are met
- Encourage students to review examples of work that do not meet the assessment criteria
- Include in their teaching, activities designed to model the necessary skills

Giving feedback to students on their work
This is an essential element in assessment for learning. Teachers will give regular, effective feedback to students that:
- Focuses on the task and learning objective, not presentation
- Indicates what is good, what needs correction and which aspects need further improvement
- Suggests the next steps students could take to improve their work
- Helps students to find alternative solutions
- Teachers will give students oral feedback whenever possible, since it is generally more effective than written feedback.

Self assessment and peer assessment
Students will be given opportunities on a routine basis to learn by assessing their own work and that of their peers. Students will be encouraged to:
- Reflect on their own work
- Identify the standard they are trying to achieve
- Think about how to bridge the gap between aspiration and achievement
- Take time to work problems out for themselves
- Consider a number of possible solutions before deciding on a course of action

Monitoring and Evaluation
Each student has a responsibility to:
- Record their targets for each subject
- Read and take note of feedback given by teachers

- To address the suggestions for improvement
- To ask for clarification where necessary
- To participate in self-evaluation; this includes noting down any instructions / guidance given

Teachers are important in this process as opportunities need to be planned into Schemes of Learning and assessment criteria shared with students in a suitable format. However, peers can be effective in taking on the role of critical friend and will inevitably enhance their own understanding as a result of this practice.

Assessment of Learning

Assessment Opportunities
The School will create formal summative assessment opportunities, such as internal examinations, at appropriate times of the year. Other summative assessments will be identified in subject Schemes of Learning. The attainment data will be used as the basis for monitoring student progress via the school's reporting system. The Staff Handbook contains an annual calendar of data collection deadlines for each year group.

Methods
Different kinds of assessment will be used by subject teachers, which will fit the purpose of the assessment and provide data which is valid, precise and reliable e.g. past questions used at GCSE should be marked using the relevant mark schemes and moderation of some of these tasks at subject level will ensure rigour.

Levels and grading
At KS3, attainment will be assessed in National Curriculum levels until the ongoing curriculum review has been completed. Once the new curriculum structure has been agreed and an appropriate assessment structure developed to meet its needs, NC levels will be replaced by the new criteria. At KS4, attainment will refer to GCSE grades in most cases. Assessments in Years 12 and 13 will relate directly to the requirements and methodologies of the relevant awarding bodies. It is important that students have the opportunity to develop their understanding of the different levels / grades and how to progress to the next one.

Standardised Work
Heads of Department are encouraged to keep portfolios of student work as exemplars of agreed assessment standards. These can be used to support Newly Qualified Teachers and ITT students. It is also useful evidence of procedures for Subject Reviews and will aid the completion of the Subject SEF.

Calendar
All arrangements for assessment, recording and reporting will be agreed by the Senior Leadership Team in consultation with teaching staff. It will be published in the School Calendar at the start of each academic year.
At KS3: Approximately every six weeks (6 x year) students will undertake a periodic assessment in each subject to determine the learners. This will be assessed using National Curriculum levels. Students will also be provided with summative feedback on these assessments. Transitional assessment will be completed at the end Year 9 to provide a clear indication of the level the learner has reached. (Science completes transitional NC assessment earlier to facilitate the earlier commencement of GCSE science courses.)
At KS4: Students work will be periodically assessed using GCSE grades. The timing and number of such assessments will vary from subject to subject but they are expected to be more frequent than at Key Stage 3. Assessments will take a number of forms: essays, controlled assessments, ISAs, practicals (e.g. PE or drama), end of topic tests, practice questions or papers, presentations.
At KS5: Students work will be regularly assessed using A Level grades. Assessments will take a number of forms: essays, coursework, end of topic tests, practice questions or papers, practicals (e.g. PE, drama, sciences) presentations

Assessment Framework - Key Principles

General points
- Each subject should have a clear assessment schedule for each year. In line with the new curriculum, these will be reviewed. Initially they will be published on FP Online for staff viewing, and later, on the school website for parents to view. A common format for this will be developed
- In general, subjects should be free to determine the nature and content of their assessments

Common elements across all assessments
- There should be agreed definitions for commonly used command words such as 'describe', 'explain', 'discuss' and 'evaluate.' These definitions should be shared with students so they are aware of the commonalities of language between assessments
- Assessment criteria should be shared with, or developed by, students. Assessments should include an element of peer- or self-assessment (before teacher marking) or self-reflection (following teacher marking). Where appropriate, examples of good work (WAGOLL – What a Good One Look Likes) should be shared
- There should be a common language of feedback. The use of WWW (What Went Well) and EBI (Even Better If) is already common across several departments, in many of our feeder schools, and in many teacher training institutions. This can, of course, be linked to target grades

Common elements across all assessments in specific years
- Benchmark assessments should be set early in Year 7. These should be designed to determine what students know, understand and can do, and should therefore inform KS3 challenge targets in each subject. These should, in general, take place before the October half term
- Year 9 is, for some subjects, the beginning of Key Stage 4, and for other subjects a foundation year for Key Stage 4. Year 9 assessments should reflect this

Common elements across some assessments
In general, the following should be present at least <u>once a year in every subject</u>:
- A significant amount of age-appropriate reading – selected by the students, or given to them by teachers.
- A clear focus on developing students' speaking and listening – e.g. through targeted pair or group work, formal debates, presentations etc.
- Clear expectations of extended writing – eg an elaborate, sustained, developed and detailed piece of work.
- A clear focus on developing students' independent learning skills – where students are expected to investigate, research, select, synthesise and evaluate information, or to investigate, articulate and solve a problem. Where appropriate, students should be able to set (with teacher guidance) their own questions or problems, or choose from a range of options.
- Clear opportunities for developing group or teamwork skills, where the outcome of the assessment will be demonstrably better when undertaken as a group, rather than as an individual.

Heads of Department will (within their subject areas):
- Support department members in the implementation of the Policy
- Ensure that their Assessment Policy is regularly reviewed and updated
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness
- Establish agreed subject criteria for assessment and marking which conform to whole school guidelines
- Monitor the consistency of assessment and marking
- Ensure that assessment information is systematically recorded and appropriate information entered into Assessment Manager at each reporting deadline for each year group
- Analyse performance data, monitoring progress of students towards their targets throughout the year
- Agree their subject contribution to the assessment of cross-curricular themes
- Identify the INSET needs of their team
- Maintain a portfolio of assessed work to ensure consistency of standards
- Ensure that their Department meets the report deadlines and standards

Subject Teachers will:
- Gain the necessary expertise and knowledge about data analysis through training
- Ensure that students have a clear understanding of the assessment criteria (NC levels, GCSE and AS/A2 grades)
- Regularly assess and mark students' work employing a range of assessment styles
- Use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities
- Motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time
- Celebrate success in meeting targets using the school's reward systems

Reporting

Assessment data should be collated. Staff are required to report the 'Current Attainment,' 'Challenge Target', 'Projected Attainment', whether 'Expected Progress' is being made, 'Attitude to Learning' and 'Causes for Concern' data for all learners three times a year in Years 7-10 and 12 and four times a year for Years 11 and 13. This assessment data is used to track, support and intervene with learners by departments, Houses and the school.

Progress information is reported to parents in a variety of formats:
- Internal 'Progress Reports' (3 per year for 7, 8, 9, 10, 12 and 4 per year for 11 and 13). These reports include academic progress data for all subjects, including attitude to learning. Attendance and detention data is also included in all reports. For Years 7-11 average 'Stamp' collection is also recorded
- A Parents Consultation Evening once per year
- The publication of GCSE, AS and A Level results statements

Progress information is reported internally in a variety of formats:
- Internal and public exam data is available for staff via the school's SISRA system, which provides information at a whole school, department and individual student level across all year groups. Information on Levels of Progress, performance against targets and against DfE Performance Measures can be accessed through SISRA
- At KS5 internal progress data is sent to ALPS for the production of interim Monitoring Reports
- Internal Interim Progress Reports (IPRs) and Subject Interim Progress Reports (SIPRs) are produced for KS3 and KS4 after each data collection point. These outline progress of the cohort and key groups of students at a subject and class-by-class level

All internal progress data is collected via Assessment Manager.

Use of internal progress data:
- The AIMS team (AHT – Raising Achievement, AHT – Pastoral, SENCO) meet fortnightly to review support and intervention requirements for vulnerable children. From this, personalised support packages are created with either the Learning Mentor or Alternative Curriculum teams, or a combination of the two
- Heads of Department use SIPRs, SISRA and ALPS to identify and track progress across their departments, at a cohort, sub-group, teaching group or individual student level, ensuring appropriate strategies are in place to maximise progress
- Senior Leadership use cohort and subject level data to identify strengths and focus areas in order to ensure correct support and interventions are in place.

Records
The School will keep a record of progress of each student, including a record of prior attainment from previous schools. Individual teachers will keep their own records of student achievement in their classes.

Target Setting

All students will have an Official Target for each Key Stage in every subject they are studying. Official Targets will be based on prior attainment, unless there is no prior data for a student – in which case CATS projections will be used to inform targets.

At KS5, Official Targets are generated by ALPS, with the aim of ensuring students make progress that is at least in the top 25% nationally for Value-Added.
At KS4, Official Targets are based on FFT data, ensuring every student has a target that, if met, would put them in the top 10% nationally for progress. Every target has a minimum of 3 Levels of Progress from KS2.
At KS3, Official Targets are tied into the KS4 target – ensuring incremental progress from Years 6-11.

Aside from Official Targets, every student will have a Challenge Target in every subject. Challenge Targets are designed to be aspirational but achievable. Teachers and students will discuss and agree these targets on an ongoing basis. Challenge Targets will be SMART (specific, measurable, achievable, relevant and time limited). The dialogue between teachers and students will ensure that all students have a clear understanding of what they need to do in order to meet their target. Challenge Targets will always be at least the same, but usually higher, than the current 'Working At' grade or level for each student.

Target Grades or Levels should be clearly recorded in students' exercise books, in order for the student, parent and teacher to see whether the student is on track.