



HAYDON SCHOOL

Assessment Policy

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

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Assessment and Feedback Policy

1. Introduction

This Assessment & Feedback policy considers Assessment for Learning and Assessment of Learning.

The Assessment procedures at Haydon School have been established and modified in line with government guidelines.

The DfE Principles of Assessment are below:

Effective assessment systems:

- o Give reliable information to parents about how their child, and their child's school, is performing
- o Help drive improvement for students and teachers
- o Make sure the school is keeping up with external best practice and innovation

2. Definitions of Assessment and Feedback at Haydon School:

Assessment - should be used to identify gaps in knowledge and skills and inform planning for differentiation to ensure all students are appropriately challenged.

Feedback - Written / verbal feedback is given to students after assessment and is essential for them to progress in their learning and skills. Good assessment for learning strategies can have an impact of half of a grade per student per subject.

Assessment and feedback expectations are embedded into the schools teaching and learning strategy as part of daily teaching and learning explicitly through the Haydon 11, (sections 6 and 8.)

3. Marking and Feedback Policy

3.1 Assessment should take place regularly - Student work should be assessed with feedback regularly. Students should undertake a significant, standardised (*whole cohort takes the same assessment*) piece of assessment each half term in order for progress to be compared and for targeted intervention to take place. Marking should be proportionate so that the students are working harder than the teacher. Frequency should take into account the complexity of the marking.

3.2 When assessing students written and oral work include the marking of SPaG and must model academic writing and talk in the classroom at all times with particular focus on:

1. The use of tier 2 and 3 vocabulary.
2. Fluidity of writing.
3. Fluidity of oracy.

3.3 Teacher feedback must be specific and result in improvements in students' learning.

Feedback must include positive and developmental points / targets, these must be focused and precise. Feedback should frequently be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance. Where appropriate, feedback takes into account grade descriptors. Staff should prompt students in feedback e.g. ask them a question that they have to answer in their response to the feedback to aid high challenge

3.4 All students must respond to feedback using Re-ACT.

Staff must allow lesson time and / or homework for Re-ACT. The 'ACT' is students responding so 'Re-' could be Review, Refine, and Revise, Re-do, Reflect etc. There is consistent evidence of students acting on feedback which results in them making good progress.

3.5 Internal Assessments

Each year group has three data drops, although there are additional data drops for attitude to learning in Year 12, and for Predicted grades in Years 11 and 13.

The grades for these data drops should be based not only on formal assessments but also on classwork and homework, and controlled assessments where appropriate.

3.6 Principles for assessments

Subject areas should aim for one semi-formal assessment opportunity per term. (Some faculties may do more e.g. half-termly.)

Students should be given time to revise prior to assessments.

3.7 Additional arrangements for individual year groups / subgroups:

Y7 students undertake baseline Cognitive Abilities Test (CAT4) on entry; English, Mathematics and Science baseline assessments on entry and in the summer term; National Reading and Spelling tests on entry and then twice in the academic year; The outcomes of these exams inform intervention.

Year 10: Year 10 have annual formal mock exams. The outcomes of these exams inform intervention.

Year 11: Year 11 have formal mock exams at the end of the autumn term and for English, mathematics and science in the spring term. The outcomes of these exams inform intervention.

Year 12 and 13: Year 12 and Year 13 have annual formal mock exams. The outcomes of these exams inform intervention.

EAL: Students identified as EAL upon entry are assessed by the EAL coordinator in regards to their English Language proficiency. Assessment will indicate proficiency against the five-point scale. English Language Proficiency is assessed at agreed points.

SEND: Identification of SEND is achieved through screening assessments, data collection from primary schools and information from parents. SEND students carry out regular assessment in line with the SEND policy.

4.Target Setting

4.1 Key Stage 3

Staff are provided with students' starting points from Key Stage 2 and their target GCSE grades which are generated from Fischer Family Trust (FFT) estimates. FFT use a student's previous attainment to calculate their most likely grade in each of their GCSE or Technical subject.

Staff then use these FFT estimates to set Minimum Expected Grades (MEGs) A MEG is the minimum grade which a student is expected to achieve in their subject at the end of their Technical or GCSE course.

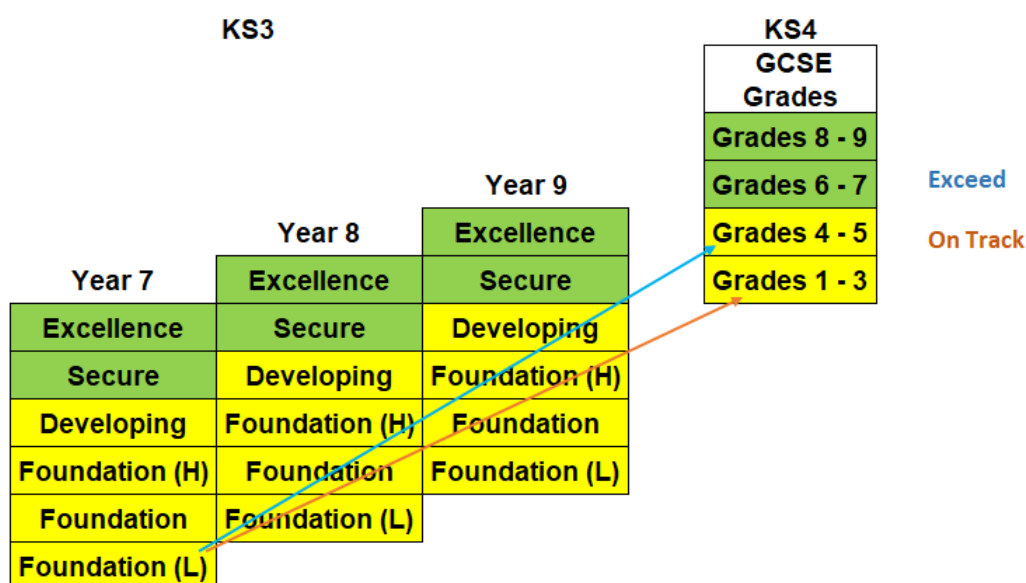
Subject staff may set a MEG which is higher than the FFT estimate if they feel that a student has the potential to exceed it, but they will not set an MEG lower than the FFT estimate.

For in class assessments one of four 'bands' are used to grade student's attainment. These bands are designed to align with the likely flight paths that students would find themselves on between KS2 and KS4.

To reflect the non-linear rate of progress, teachers' professional judgement is used to determine whether a student is capable of securing their GCSE MEG and not as a direct calculation from their attainment band in that subject.

As guidance to remain on their potential flight path students with FFT target grades of 8 and 9 should be achieving the Excellence band, FFT target grades 6 & 7: the Secure band, FFT grades 5 & 4: the Developing band and FFT grades 1-3: the Foundation band. The Foundation band has been split to allow students, particularly SEND, to demonstrate progress over time.

Furthermore, the bands have an increasing level of demand throughout the years of study, so a student who is judged to be on track to Meet their MEG of 6 who in year 7 is producing work at a 'secure' level and again in year 8, is still deemed as making good progress towards achieving their MEG at GCSE



4.2 Communication of progress and bands

Band descriptors, teacher feedback and learning checklists in books are the main indication of a student's progress in lessons over time. The reports and assessment grades should only act as a summative judgement to enable parents, students and staff to monitor progress throughout the year.

4.3 Aspire Band Descriptors

These have been written by staff in each faculty area.

All band descriptors must adhere to the following principles:

- o Descriptors should be a maximum of three statements per band.
- o Descriptors should be consistent from one-year group to the next (There are a couple of exceptions, due to the nature of assessment and progress in the subject area, notably REP.)

- o Descriptors should use consistent terminology from strand to strand. E.g. if evaluate is used for Excellence in one strand, it should be used for Excellence in other strands (and not for Secure.)
- o Descriptors should be student-friendly and should be worded as can-do statements.
- o Faculties can have more detailed staff versions of descriptors sat behind the student versions.
- o Some faculties have over-arching descriptors and then have adapted ones for particular units of work.

4.4 Progress of students who receive additional catch up funding

4.5 Key Stage 4

We use FFT (Fischer Family Trust) to support setting targets at KS4. The FFT use a student's previous attainment (at KS2) to calculate their most likely grade in each of their GCSE or Technical subjects.

Staff use these FFT estimates to set Minimum Expected Grades (MEGs). A MEG is the minimum grade which a student is expected to achieve in their subject at the end of their Technical or GCSE course.

Subject staff may set a MEG which is higher than the FFT estimate if they feel that a student has the potential to exceed it, but they can not set an MEG lower than the FFT estimate.

Subject staff will have the opportunity to review MEGs throughout the course and can increase them. These MEGs are designed to be realistic but aspirational.

4.6 Target setting in KS5

MEGs are set based on KS4 results, and are the minimum grade a student is expected to achieve in each subject. The MEG for each subject is calculated using KS4 results MEGs cannot be lower than a C grade.

For students who are taking Applied / Technical courses these are worth the equivalent of A Level grades. If a student is taking a Applied / Technical qualification which is the equivalent of two A Levels they are given a MEG that consists of two grades, for example **MM** which stands for **Merit, Merit**.

5. Reporting

5.1 Principles of reporting

- o We are acknowledging that progress is not linear, and students will reach their target grade at different speeds.
- o We trust the professional judgement of the teacher to help identify whether the student is on track compared to their starting point at Key Stage 2.
- o All subjects use subject specific personalised learning checklists to enable, all students their parents and teachers to view progress in lessons and identify areas of weakness

Staff take recent assessments, classwork, any external data and any controlled assessments into account when setting these grades. They are therefore not current performance grades, but nor are they predictions. These grades should enable staff, parents and students to see relative progress across all subjects, and to address any concerns or lack of progress.

5.2 Reporting Progress at Key Stage 3 (Year 7, 8 and 9)

Families and students receive a formal report on progress and attitude to learning once a term in each year. This report contains the student's current attainment band, their target band and a score of their attitude to learning / focus on target. As well as data on their attendance, achievement points and behaviour points.

5.3 Reporting Progress at Key Stage KS4/5

Families and students receive a formal report on progress and attitude to learning once a term. This report contains the student's MEG, Projected grade and Mock (when sat) and their attitude to learning / focus on target. As well as data on their attendance, achievement points and behaviour points.

5.4 Reporting Progress at Key Stage 5 (Year 12 and 13)

The grades on KS5 reports are potential grades. These grades represent the grade that subject teachers feel a student is capable of achieving at the end of the AS, A Level or Applied / Technical course, based on their current performance.

5.5 Attitude to learning (Effort is now AtL)

Attitude to learning is regarded as a strong determinant of outcomes in a classroom. Staff enter an attitude to learning grade which provides a generic description of student's conduct, effort and work ethic.

A 'Focus On' comment is then added which is highlighting the key area that teachers feel the student should focus on in order to improve their outcomes in the classroom.

6.QUALITY ASSURANCE

6.1 The quality of data is integral to successful intervention and students' progress. Curriculum and Senior Leaders use SMID to track performance of all students throughout their time in school, identify performance patterns at multiple levels and make rapid strategic decisions that genuinely impact outcomes. Quality assurance meetings are undertaken at a curriculum and line manager level after every 'data drop' and in half termly Quality of Education meetings between curriculum Leaders and Senior Leaders which reviews.

6.2 Specific students and data trends are identified via SMID with pastoral leaders and action plans are agreed and reviewed as a regular agenda item in line management meetings.

Pastoral Leader's direct form tutors/pastoral staff to intervene with students to investigate patterns of underlying achievement. Form tutor intervention records are kept by the form tutors and Pastoral teams to help monitor the process. Analysis of the 'Focus On' and Attitude to Learning comments enable Pastoral teams to set targets.

7. KEY STAGE 3 Attitude to Learning -LEVEL DESCRIPTORS:

| AtL | A student who: |
|-----|---|
| 5 | Completes all classwork and homework to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do. Engages in independent learning. |
| 4 | Generally, completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work and can work independently. |
| 3 | Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Has the correct equipment in most lessons, and demonstrates acceptable levels of engagement and concentration throughout lessons. |
| 2 | Often does not complete class or homework, seldom is prepared for learning, and often lacks concentration for the full lesson. |
| 1 | Completes little classwork or homework and is rarely is prepared for lessons. A lack of focus, concentration or behaviour regularly prevent learning from taking place. |

7.1 KEY STAGE 3 'FOCUS ON' WORD BANK COMMENTS

| Focus on..... Options for teachers to enter into the report | Rational/Guidance Parent booklet comments |
|--|--|
| -Maintaining Attitude to learning Level 5 | <i>Congratulations! Please praise</i> |
| -Improving Behaviour to aid Learning | <i>Better manage your behaviour and distractions to enable progress in lessons to be made.</i> |
| -Perseverance | <i>Show more determination when work is difficult or going beyond the minimum expectations in class.</i> |
| -Classwork and Homework | <i>Quality and or quantity of work produced at home and in class needs to improve.</i> |

| | |
|-------------------------|--|
| Independent work | <i>Spend more time revisiting and reading around the subject in preparation for tests and exams and to deepen understanding. Use reading lists, subject guidance and resources provided.</i> |
|-------------------------|--|

7.2 KEY STAGE 4 Attitude to Learning -LEVEL DESCRIPTORS:

| AtL | A student who: |
|-----|---|
| 5 | Completes all classwork and homework to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do. Engages in independent learning. |
| 4 | Generally, completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work and can work independently |
| 3 | Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Has the correct equipment in most lessons, and demonstrates acceptable levels of engagement and concentration throughout lessons. |
| 2 | Often does not complete class or homework, seldom is prepared for learning, and often lacks concentration for the full lesson. |
| 1 | Completes little classwork or homework and is rarely is prepared for lessons. A lack of focus, concentration or behaviour regularly prevent learning from taking place. |

7.3 KEY STAGE 4 'FOCUS ON' WORD BANK COMMENTS

| Focus on..... <i>Options for teachers to enter into the report</i> | Rational/Guidance <i>Parent booklet comments</i> |
|--|--|
| -Maintaining Attitude to Learning Level 5 | <i>Congratulations! Please praise</i> |
| -Improving Behaviour to aid Learning | <i>Better manage your behaviour and distractions to enable progress in lessons to be made.</i> |

| | |
|--------------------------------|--|
| -Perseverance | <i>Show more determination when work is difficult, or going beyond the minimum expectations in class.</i> |
| -Classwork and Homework | <i>Quality and or quantity of work produced at home and in class needs to improve.</i> |
| Independent work | <i>Spend more time revisiting and reading around the subject in preparation for tests and exams and to deepen understanding. Use reading lists, subject guidance and resources provided.</i> |

7.4 KEY STAGE FIVE Attitude to Learning -LEVEL DESCRIPTORS

| AtL | A student who: |
|------------|---|
| 5 | Completes all classwork, homework, and independent learning to the best of their ability. Is always prepared for learning by being punctual and arriving with the correct equipment and a well organised folder. Is engaged in the lesson and shows perseverance and a desire to strive for excellence in everything they do. |
| 4 | Usually completes all classwork, homework and independent learning to the best of their ability. Usually brings the correct equipment. Folder is mostly organised. Is punctual for the majority of lessons and is usually engaged in learning, demonstrating perseverance in their work. |
| 3 | Completes most classwork but not always to the best of their ability, has inconsistencies in the quality and or completion of homework. Limited independent learning completed. Usually has the correct equipment. Folder is somewhat disorganised. Demonstrates acceptable level of engagement and concentration throughout lessons. |
| 2 | Often does not complete classwork or homework. Seldom is prepared for learning. Largely disorganised, and completes very little independent learning. |
| 1 | Completes little or infrequent classwork or homework, rarely is prepared for lessons with the correct equipment. Is disorganised and completes no independent learning. |

7.5 KEY STAGE 5 'FOCUS ON' WORD BANK COMMENTS

| Focus on..... <i>(options that would appear in SIMS for teachers)</i> | Rational/Guidance <i>(Suggested Parent booklet comments)</i> |
|---|--|
| -Maintaining Attitude to Learning Level 5 | <i>Congratulations! Please praise</i> |
| -Improving Behaviour to aid Learning | <i>Better manage your behaviour and distractions to enable progress in lessons to be made.</i> |
| -Perseverance | <i>Show more determination when work is difficult, or going beyond the minimum expectations in class.</i> |
| -Classwork and Homework | <i>Quality and or quantity of work produced at home and in class needs to improve.</i> |
| Independent Work | <i>Spend more time revisiting and reading around the subject in preparation for tests and exams and to deepen understanding. Use reading lists, subject guidance and resources provided.</i> |

Document History

| Date | Status | Comments |
|---------------------------------|---------------|--|
| May 2018 | New | New Policy – to Student committee 22.05.18. Approved. To FGB for ratification 05.07.18Approved |
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