

Assessment Policy including Data Capture & Reporting

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THE PURPOSES OF ASSESSMENT

Assessment supports learning by identifying what each pupil has learned and identifying their future learning goals.

Assessment is vital to the process of learning, providing information to,

- A. identify the individual pupil's progress and future learning needs,
- B. evaluate the success of teaching and learning.

Different audiences need such information and it is important that assessment practice not only gathers such information, but also shares it appropriately with each audience.

THE AUDIENCES FOR ASSESSMENT INFORMATION

Assessment must provide information to;

- ◆ the **pupil themselves** about their achievement, and so that they can take responsibility for their own learning,
- ◆ the **subject teacher** to plan and guide the pupils future progress, to make judgements about the level of pupil achievement for reporting, and to monitor the success of their own teaching,
- ◆ the **subject team leader** who has a responsibility for the learning of each pupil in his or her area, and needs to monitor the success of teaching and learning.
- ◆ A **new teacher** who takes over a class at a changeover of classes,
- ◆ the **tutor** so that they can effectively support learning through the academic review programme,
- ◆ The **head or year** so that they can monitor the progress of the individual and the year group,
- ◆ The **parent or guardian** so that they can support their child's learning and make appropriate choices for their child's education,
- ◆ **Governors** to monitor progress made by pupils,
- ◆ **External inspectors** to report on the success of the school.

AIMS OF ASSESSMENT FOR LEARNING AT WESTBOURNE

- Make a judgement about a students's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing.
- Help learners develop positive attitudes to work,
- Provide an accurate picture of every student's achievement and progress,
- Show learners how they are going to make the next steps of improvement and greater attainment.
- Provide assessment information for use with the whole class, groups within the class and individuals.

The aim of AfL in our college is to raise standards by focusing on student achievement through the key principles of AfL. AfL is central to classroom practice and we want students to know where they are in their learning, where they are going and how to get there. In other words, we want them to become autonomous motivated learners who engage in Assessment for Learning for themselves.

AfL promotes a clear understanding of how students learn, student goals and criteria. It also recognises all student achievement and values students for their contributions. AfL is part of effective planning, learning and teaching. We have a number of practitioners who are L2 TEEP trained whose role is to lead the development and coaching of colleagues in the use of AfL

*Assessment for learning is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim. It is not an add on **it is central to effective learning and teaching.** (OFSTED 2009)*

Formative and Summative Assessments

At Westbourne we recognise that;

Assessment for learning is formative assessment

Assessment of learning is summative assessment and involves judging students' performance against national standards (level descriptions).

Key characteristics of assessment for learning

Sharing Learning Goals/Intentions

Clear success criteria-written or verbal

Using consistent feedback and marking strategies-(See Marking Policy)

Pupil self assessment and peer self assessment

Using effective questioning

Target setting

1.Sharing learning goals/intentions

Students will be taught to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve students fully in understanding learning outcomes teachers may;

explain clearly the reasons for the lesson or activity in terms of the learning objectives

share the specific assessment criteria with students-verbally or written

help students to understand what they have done well and what they need to develop.

Looking at a range of other students' responses to the task set can help students understand how to use the assessment criteria to assess their own learning.

2. Clear success criteria-written or verbal

Success criteria may be evident in;

- planning
- written form in a students book-copied or stuck in
- visual form on a teachers whiteboard/working wall
- a verbal explanation to a class/group/individual
- Success criteria will link directly to the learning goal or intention-it is separate from the lesson content or activity, it relates more to the skills, concepts, knowledge of an activity.

3. Feedback and Marking

Students benefit from opportunities for formal feedback through group and plenary sessions.

Giving feedback involves;

- oral-making time to talk to students and teaching them to be reflective about the learning objectives and about their work and responses.
- Self marking- students will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher
- Peer assessment-Focusing on the learning intention of the task.

Feedback enables students to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be.

Students make achievements by building on previous performance.

Characteristics of effective feedback

Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work.

Suggestions for improvement should act as 'scaffolding', ie students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.

Students should be helped to find alternative solutions if repeating an explanation leads to failure.

Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.

Avoids comparisons with other students

Provides students time to review and respond to the feedback

Teachers will mark according to the college Marking Policy below

4 Self assessment and evaluation

Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Students will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

Peer assessment

Peer assessment will be used when relevant. Students will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other students' work.

Self-assessment is an important tool for teachers.

5 Using effective questioning

Teachers may;

- use questions to find out what students know, understand and can do
- analyse students' responses and their questions in order to find out what they know, understand and can do
- use questions to find out what students' specific misconceptions are in order to target teaching more effectively
- use students' questions to assess understanding.

Consideration of how a question is phrased will be based on:

- the age of pupil/cohort
- the thought processes students need to go through
- the language demands made on students
- the extent to which students reveal their understanding
- the number of questions needed to make an assessment of students' current understanding.
- Types of questions may include;
- how can we be sure that...?
- what is the same and what is different about...?
- is it ever/always true/false that...?
- how do you...?
- how would you explain...?
- what does that tell us about...?
- what is wrong with...?
- why is...true?

6.Target Setting

Teachers and students may set targets relating to specific goals.

Students will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.

Students will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Students may look at examples of other students' work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets.

Looking at different responses may be used to help students understand the different approaches they could have taken to a task. It is often helpful if the work is from students they do not know.

Monitoring AFL

Subject/ team leaders are responsible for the monitoring, review and evaluation of the quality of assessment for Learning in their subject areas through observations, book scrutinies and learning conversations, report this as part of their SEF and use it as part of their development planning.

The Senior Leadership team are responsible for the monitoring, review and evaluation of the quality of assessment for Learning through climate walks and in their areas of line management and report this as part of the school SEF and use it as part of school development planning.

MARKING POLICY

The aim in marking is to help students improve their subject specific skills and their general writing and presentation skills.

Marking needs to be seen as part of a continuing dialogue between teacher and pupil.

At least monthly, a specific piece of work will need marking **in detail**. Students need to be aware of the criteria against which that work is to be marked, which should be clearly seen to relate to the outcomes and success criteria.

The detailed marking must include

1. Formative comments

The marking must include formative comments that relate to the learning outcomes of the unit of work.

WOW- Describe what the student has done well in relation to the learning outcomes.

HOW- Explain how they now could develop and improve their work

NOW- Suggest specific and detailed next steps they can take in order to progress

Assessor's feedback should be positive and specific. Acknowledge strengths and invites improvements. It aims to accelerate progress and promote independence.

This ensures that the assessor identifies strengths of the learner and any areas that need improvement.

2. A National Curriculum Level or GCSE Grade

National curriculum levels should be "quartered levels" i.e. 4, 4.25, 4.5, 4.75, 5.....

GCSE grades can be split grades C/D indicating close to a C, D/C indicating little above a D.

3. Follow up

The value of marking is lost if follow up is not given emphasis. Following detailed marking students must be given time to focus on the marking. Ten minutes should be allowed to read comments and write specific targets in their planner. Teachers should use this time to have short dialogues with students so they can seek clarification and recognise next steps. Prior to the setting of the next piece of work for detailed marking students should be encouraged to look back at the comments on the previous work to remember how they are trying to improve.

Routine marking should be carried out at least fortnightly to simply check the regularity of completion of work, effort and presentation. Comments and detailed corrections are not required.

Presentation of Written Work

Agreed guidelines must be prominently displayed in all teaching areas; individual sheets could also be placed in the front of students' exercise books. In their own classroom practice lesson by lesson, it is imperative that **all** staff lead by example and highlight the guidelines whenever possible.

Guidelines for Student's written work

- **Use** a good quality pen (blue or black).
- **Write** the date in full in the top right hand corner of your page.
- **Write** the full title of your work, clearly and neatly
- **Underline** the heading and date with a ruler.
- **Label** your work with a **cw** for classwork and a **hw** for homework.
- **Use** a pencil and ruler for any diagrams.
- **Show** working and method wherever necessary (in Mathematics, for example).
- **Use** joined handwriting unless you are asked to print.
- **Begin** a new piece of work underneath the last so you do not waste space.
- **Keep** your books neat and tidy at all times. Doodling and graffiti are forbidden!

REMEMBER – Good work will always be rewarded at Westbourne and these guidelines will help you to do your best in every subject.

DATA CAPTURE AND REPORTING

1. Aims

- 1.1** Track pupil progress to identify future learning needs.
- 1.2** Identify particular target groups from the data so that their performance can be improved.
- 1.3** Provide termly feedback to students, parents and governors about academic progress.

2. Principles

- 2.1** Data provided must be accurate up to date and targets aspirational.
- 2.2** Data capture should be straightforward, accessible and easily administered.
- 2.3** Data must be analysed and rationalised so that it can be used to allow effective interventions at all levels.
- 2.4** Reports must provide students and parents with regular and easy to understand feedback on progress towards their targets.

3. Practice

- 3.1** Data will be captured on a termly basis for KS3 and a half termly basis for KS4 using Assessment Manager on SIMS. Tracking sheets will be completed with current working levels based on the teacher's professional judgement. Effort grades will also be given for Classwork, behaviour and Organisation based on a 1-5 sliding scale (1=Excellent, 5=Poor)
- 3.2** Targets for KS4 students will be set by the Subject teacher using Fisher Chances data (Fisher D at the 15th Percentile). Targets for KS3 students will be centrally set based on two levels of progress over the course of KS3 (Year 7-9)
- 3.3** Reporting to parents will take place 3 times per year for Years 7-10 in the form of two interim reports and an end of year summer report. This is in addition to the annual parents evening held for each year group. Year 11 will receive the autumn and spring interims but not the final summer report as they will have left. However they will leave with a reference from their Form Tutor and Head of Year.
- 3.4** The Year 10 and 11 autumn and spring interims will show GCSE target grades and working levels as well as effort grades. KS3 Interims will show Current working levels and end of year target levels along with the effort grades. The final summer report will contain this information as well as a Pastoral overview from the form tutor and a summary of the student's attendance data (authorised, unauthorised absence and percentage attendance).

3.5 This Year the Westbourne Learning Gateway will be opened up to Parents to enable them to view their child's personal details and attendance summary. This will be phased in for all year groups one year at a time. Parents will be given the opportunity to log in and try the gateway at their child's parents evening.

3.6 All members of the teaching staff have been trained to use the Westbourne Learning Gateway to allow them to view and add data from home.

3.7 A 'Data Analysis Document' (the DAD) will be generated termly for all year groups using the data collected on SIMS. This document will summarise the key data and help all stakeholders to plan appropriate interventions.

3.8 Data from the most recent interim will be re-issued at each parents evening in the form of a parent evening review sheet; so that it can be discussed with each subject teacher. A space will be provided for the parent/guardian to make notes on action that needs to be taken or ways the student can improve.