Assessment, Tracking and Marking Policy

Approved by:	Board of Trustees	**Date:** [27/01/2022]
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Contents

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

- Clearly set out how and when assessment practice will be monitored and evaluated

- Clearly set out our marking policy and procedures

2. Legislation and guidance

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels

- Statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1

- Department for Education - National Curriculum in England: Key Stages 3 & 4 Framework Document, September 2014.
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381 754/SECONDARY_national_curriculum.pdf
  https://www.gov.uk/government/publications/national-curriculum-in-englandframework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-forkey-stages-1-to-4

- Department for Education – Statutory Guidance: Reporting to Parents, November 2015.
  https://www.gov.uk/guidance/school-reports-on-student-performance-guide-forheadteachers

- OFSTED – School Inspection Handbook, October 2021.
  https://www.gov.uk/government/publications/independent-schools-inspection-handbook-eif/non-association-independent-schools-handbook--2

3. Principles of assessment

The principal purpose of marking and assessment is to enhance learning. Marking and assessing students' work demonstrates that we value their endeavors, informs timely and focused intervention, and assists teachers and students in identifying the next steps in learning.

We aim to create a **culture of success, backed by a belief that all students can achieve.**

- Summative assessment evaluates student knowledge and achievement after a period of learning is complete. Teachers have to undertake some summative assessment. They must report to parents and produce end-of-year reports as classes are due to move on to new teachers. However. It also serves the purposes of accountability, ranking, or certifying competence.

- Formative assessment is an essential component of classroom work that can raise standards of achievement. It happens during learning and serves the purpose of promoting students' learning. It focuses on improvement, students' reflection about their learning, progress and next steps and their improvement rather than their attainment.

4. Assessment approaches

Students do not learn what they are taught. That is why assessment is a central process in effective instruction, inextricably linked to the curriculum. It is only through assessment that we can find out whether a particular sequence of instructional activities has resulted in the intended learning outcomes. At HKKGS we use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 Formative assessment

A*ssessment* refers to all activities undertaken by teachers and their students in assessing themselves, providing information to be used as feedback to modify teaching and learning activities. Such assessment becomes *formative assessment* when the evidence is used to adapt the teaching to meet student needs" (Black and Wiliam, 1998) It is a process used by teacher and student during learning to enhance learning (Cowie and bell, 1999) which is frequent and interactive.

Similarly, Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how to get there". Afl and AoL relate to the purpose of the assessment and formative and summative assessment relates to the function they serve.

The characteristics of assessment that promotes learning (The Assessment Reform Group)

1. it is **embedded** in a view of teaching and learning;
2. it involves **sharing learning goals** with students;
3. it aims to help students to recognize the standards they are aiming for;
4. it involves students in **self-assessment**;
5. it provides **feedback** which leads to students recognizing their next steps and how to take them;
6. it is underpinned by confidence that **every student** can **improve**;
7. It involves both teacher and students **reviewing** and **reflecting** on assessment data

5 evidence-based strategies to assessment for learning (14.1)

1. Clarifying sharing and understanding learning intentions and success criteria

2. Effective discussions, activities and tasks that elicit evidence of learning

3. Provide feedback that moves learning forward

4. Activate students as learning resources for one another

5. Activate students and owners of own learning

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, evaluate our curriculum and work with teachers to ensure students are supported to achieve sufficient progress and attainment. It can be used to demonstrate improvement over an extended period, through

regular reviews and exam analysis (see assessment overview table below) to inform interventions, revision, and teaching.

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching Informs interventions for students.

- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessments at HKKG:

- Baseline exams and CAT testing

- Midyear Exams

- End of year exams

- Class room assessments, such as end of topic/unit assessments.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment

- **Teachers** to understand national expectations and assess their own performance in the broader national context

- **Students and parents** to understand how students are performing in comparison to students nationally

5. Collecting and using data

- We regularly monitor students' progress towards targets regularly and use the data to identify students making good progress and targeting students in need of additional support.

- We use the review findings to identify weaker aspects of teaching and learning and adjust teaching programs as necessary and provide support and training for teachers where necessary.

- Leadership and teachers work together to provide intervention, booster or revision programs where students are falling behind

- We train and deploy our teaching assistant to support students.

- We provide regular opportunities for students to discuss their overall progress with their tutor.

	Autumn	Spring	Summer
Assessments	Entrance exams (year 7) CAT testing (if no KS2 data) Mocks (Year 11) Mid-Year assessment (year 7-10)	Classroom assessments.	End of year exams GCSE external exams
Target setting and review	Gather KS2 data to inform target setting GCSE data analysis and review of skills and knowledge for intervention during September training day.	Mid-year review of student progress, behavior and efforts.	Use end year exam results to inform target setting for the year. Midterm review from internal, classroom assessments.
	Set KS3 data Set curricular targets for groups (individual if needed).	Subject lead review and report on progress towards yearly target. Use outcome to review student performance, targets and teaching and specific interventions. (January and September Staff training day) MIS data review with Assessment Lead following staff training day. Ongoing informal reviews, adjustment to strategies and interventions and discussions with assessment leaders.	Subject teachers and subject leads review and student progress towards yearly target. Revision program.
Curriculum and T&L	Adjust teaching program and interventions	Review interventions and teaching adjustments.	Review curriculum planning following internal exam analysis and review of data on July staff training day
Trends	Identify students not making sufficient progress. Review targets if necessary Track trend and pattern attendance and behavior	Identify students not making sufficient progress. Review targets if necessary Track trend and pattern attendance and behavior	Identify students not making sufficient progress. Review attainment, progress, and behavior and attendance data. Plan strategies for groups and specific

		February KS3 to KS4 transition for selected subjects.	students during July training day. KS3 to KS4 transition (key students, skills and gaps in knowledge reviewed)
Parents		Mid-Year report for parents Parents evening	End of year report for parents Parents evening
Students	Form tutor and student progress meeting using proforma.	Form tutor and student progress meeting using proforma.	Form tutor and student progress meeting using proforma.

5.1 Target setting

Target setting is a strategy for improving achievement. Our targets are challenging, measurable, but also realistic and consider the starting point for each individual student.

In our school, we use the following information to support our target setting process (14.5):

- KS2 National Curriculum Test Scores.
- GL Assessment CAT test scores

Our targets:

- challenge all students to do better;
- consider each student's starting point for learning;
- encourage students to regularly discuss and review their progress with Teachers;
- involve parents and carers in their child's learning;
- help trustees to agree priorities for the School Improvement Plan;
- lead to focused teaching and learning;
- help us to make judgements about how well our school is doing when compared to all schools.

Our students are taught in mixed ability classes and are not set. They are tracked using a traffic light system to denote whether they have exceeded their end-of-year target, met the target, or have failed to achieve their target.

Students receive regular written and verbal feedback from their teachers, which identify how they can improve their work. Students are given time within lessons to respond to the feedback they have received and in doing so, improve their knowledge, skills and understanding.

Teachers use the targets set for each student to develop classroom activities that are designed to enable students to meet their targets. Planning for suitable differentiation within classes is also taken into consideration.

Our school is committed to reducing teachers' workload. Following the recommendation of the Workload Advisory Group (DfE, 2018), we have two main assessment points during an academic year and simplified assessment and data entry, analysis, and reporting system. In addition, assessment and targets are reviewed during allocated staff training days (see assessment and tracking overview table) with the support of the Assessment lead and HT.

6. Reporting to parents

All parents and carers are invited to attend two parental consultation meetings. Student progress and assessment data are shared with parents through biannual reports, following our Mid-Year and End of year assessments. In addition, parents are consulted more often in cases where student progress is a concern. This helps parents and carers to identify the ways in which they can support their child with work and encourage effective learning at home.

Our annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

- Comments on general progress

- The student's attendance record including total number of possible attendances and total unauthorised absences

- Effort, attainment and behaviour.

In the autumn term, year 9 parents and students are informed of GCSE targets.

Students are involved in the target setting process through Form tutor review meetings.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all students. However, this should account for the effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. We recognize that teachers need a variety of examples and even with optimum training and support, such a process will take time.

- Staff attend dedicated INSET days on assessment, tracking and target setting

- Staff attend regular Formative assessment training sessions informed by learning walks and observations

- Staff engage in online webinars and training via the Key on assessment, engagement, and metacognition amongst other things.

- The assessment lead disseminates latest information and evidence-based practice.

- Peer observations allows teachers to share good practice and get living examples of implementation.

- Peer book scrutiny during assessment and marking training days provide teachers opportunities to share good practice within and across departments.

- We have a fluid policy and intervention documents that reflects teacher input and sharing of good practice including live, working document, Intervention Strategies.

9. Roles and responsibilities

9.1 Trustees

Trustees are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students

- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Head Teacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation subjects

- Analysing student progress and attainment, including individual students and specific groups

- Prioritising key actions to address underachievement

- Reporting to trustees on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Assessment Lead

The Assessment lead is responsible for:

- Adminstering CAT tests

- Deliver training to staff on Assessment and curriculum updates and evidence based practice
  Implement and monitor the curriculum and its assessment
  Support and advise staff

- Provide resources for the effective assessment of all curriculum areas.

- Analyse school data, review targets and oversee pupil progress. Communicate this information to Senior Leadership Team and trustees.

9.4 Teachers

Learning is unpredictable and so assessment is necessary to make adaptive adjustments to instruction. Teaching and learning must be interactive and teachers need to know about their students' progress and difficulties so that they can adapt to meet students' needs. This can be achieved through observation and discussion in the classroom, effective questioning and reviewing students' written work (Black and Wiliam, 2010).

- The teacher's role is to elicit evidence of achievement, and undertake appropriate action to direct, or re-direct the learning in the intended direction.
- Teachers set and review curricular targets with students which focus on specific aspects of knowledge, understanding or skills in the subject to secure progression.
- Teachers use evidence based AfL tools and techniques, such as effective questioning, wait time and feedback to facilitate learning.

- They involve students in regular discussions of their progress and use success criteria to demonstrate what they need to do to improve and attain higher standards.

- They share learning objectives with students so that they are aware of what they need to learn and why.

- They provide high-quality oral and written feedback on students' work and opportunities for students to engage in self-evaluation and peer review.

- They use review outcomes to adjust teaching plans as necessary and to inform the choice of booster and intervention programs used in lessons.

- They liaise with assessment lead and HT to ensure students who need it have access to additional intervention, boosters, or revision programs.

10. Monitoring

This policy will be reviewed annually by head teacher, assessment lead and trustees. At every review, the policy will be consulted on by staff.

All teaching staff are expected to read and follow this policy. Assessment lead and HT are responsible for ensuring that the policy is followed.

The assessment lead will monitor the effectiveness of assessment practices across the school. Monitoring approaches used in your school are: moderation, lesson observations, book scrutinies, student progress meetings and assessment review meetings in January and July/September.

11. Feedback and marking

11.1 Feedback

Feedback is designed to answer; Where am I going? How am I going? Where next? All types of feedback should be viewed through the lens of "how does this promote student learning and student confidence, and what is the impact on student progress?"

Feedback can take many forms and is effective when it challenges students' thinking. Marking is just one type of feedback. The value and importance of oral feedback, is of equal importance.

"The only important thing about feedback is what students do with it." (Dylan Wiliam)

Good feedback should improve student learning. It should point out what kinds of errors they are making, and what they need to do to improve. It is effective when it has purpose, corrects misconceptions, provide further clarification, increases effort, increases aspiration and build student confidence. Marking should also inform future planning.

Correcting what is wrong can be an effective approach for the learning of simple material. For more complex material, learning requires the development of new capabilities that requires a more dialogic kind of feedback and requires the learner to become active in the process.

- *Weaker feedback only*: students are given only the knowledge of their own score or grade, often described as "knowledge of results."
- *Weak formative assessment*: students are given information about the correct results, together with some explanation.
- *Strong formative assessment*: students are given information about the correct results, some explanation, and specific activities to undertake in order to improve.

11.2 Marking

In April 2016, the Education Endowment Foundation reported that there is remarkably little relevant research evidence to suggest that detailed or extensive marking has any significant impact on students' learning. Time is teachers' most precious commodity. Marking is not necessarily feedback. Producing ineffective written comments which have no or little impact on learning is time spent unwisely.

Dylan Wiliam (2014) argued that if students do not use the feedback to move their own learning forward, it's a waste of time and that feedback should be more work for the student than it is for the teacher.

- Detailed marking of major work will be done at least once every half term.
- Students will be given detailed feedback that identifies areas of strength (WWW) and areas for development (EBI) that are personalised to help the student move towards their target.
- The students will be given time to reflect and act upon the advice.

- In order to support the development of literacy across subjects, written work will be corrected for subject specific spellings using the school marking code with no more than four terms corrected per page.

- Students will be encouraged to <u>correct</u> these terms and practice their spelling to improve the quality of their writing. Students are encouraged to use dictionaries to develop the use of the correct technical terms.

- No grades to be given except at key assessment points. Instead, teachers will give comment only feedback that clearly states the misconception, correction and what the student needs to do to improve.

11.4 Self and peer- assessment

Drawing on research on metacognition, motivation and, self-regulated learning, our students are encouraged to become owners of their own learning.

We encourage students to embrace and respond to feedback, not just act as "passive recipients," they are supported in appraising their current skill, regulate themselves and understand the assessment process.

A strong culture of peer and self-assessment is established throughout the school, starting from when students join. Strategies to develop students' capacity for self-assessment are essential (14.3)

11.5 Marking for Literacy

All staff and students should be made aware of the different literacy indicators and should use them alongside their marking or when self/peer assessing.

The SPaG codes should be used throughout the exercise book of each student. The following SPaG symbols should be used to identify literacy issues:

Marking codes	
SP	This word is spelt incorrectly. Copy out the correct spelling x3. Please only use this for no more than 2 or 3 spelling errors, focusing on the highest frequency words or key words.
P	Punctuation has not been used correctly. Please correct this.
C	You have not used a capital letter correctly. Please correct this.
//	New paragraph
Vv	Exceptional point/use of language
?	Your sentence doesn't make sense. Please rewrite this in a clearer way.
^	Something's missing

11.6 Monitoring

Assessment leads, HT and Heads of Departments monitor the consistent use of the school's feedback and marking policies to ensure a school-wide practice.

Evaluation assesses the impact of the policy on outcomes. Impact is always evidence-based, however, evidence may also be gathered by looking at drafting stages of work, students' books and by talking to teachers and students.

11.7 Communication

Our marking and feedback policy will be communicated to parents and carers via induction days, newsletters, parents' evenings, and through our website.

12. Links with other policies

This assessment policy is linked to:
- Curriculum policy
- SEND policy
- Non-examination assessment policy
- Examination contingency plan

13. Afl strategies

1. **Clarifying sharing and understanding learning intentions and success criteria**

- Learning intentions are to be shared and clarified, not to be written down. Writing or sticking learning objectives into books does not help learning and takes up time.

- Learning intentions are not restricted to one lesson, it is the aim of the learning, and learning takes as long as it takes.

- Learning intentions do not have to be shared at the start of the lesson. Perhaps students are completing tasks from the previous lesson and it can spoil the surprise in the lesson.

- Break down learning intentions (what students should learn/do) into success criteria (how they do it) focusing on steps in the process.

- Learning intentions should be

   Clear➔ In terms of content and language. Learning intentions must be clear for every student.

   Specific➔ The teacher and student know exactly what needs to learned and how.

   Desirably difficult➔ The level of challenge provided by the laerining intention should be desirable for all learners.

2. **Effective discussions, activities and tasks that elicit evidence of learning**

- Questioning techniques (wait time, open questions, probing and scaffolding)

- Statements to prompt discussions

- Exit tickets

- Retrieval practice

- No hands except to ask a question as a school policy

- Those who have hands up usually know the answer, others may not feel accountable and rely on others to answers.

- Cold calling

3. Provide feedback that moves learning forward

Feedback must be:

1. Understandable (they know what to do to improve)
2. Helpful (moves them forward)
3. Actionable.

Weaker feedback only: students are given only the knowledge of their own score or grade, often described as "knowledge of results."

Feedback only: students are given their own score or grade, together with either clear goals to work towards, or feedback on the correct answers to the questions they attempt, often described as "knowledge of correct results."

Weak formative assessment: students are given information about the correct results, together with some explanation.

Moderate formative assessment: students are given information about the correct results, some explanation, and some specific.

Strong formative assessment: students are given information about the correct results, some explanation, and specific activities to undertake in order to improve.

Feedback is designed to answer (Where am I going? How am I going? Where next? (Identifying where learners are in their learning, where they are going, how to get there).

4. Activate students as learning resources for one another

- Effective collaborative learning requires group goal (not just work in group) and personal accountability.
- It is often under used but highly effective with support and guidance.
- Peer assessment should only be used formatively and not summatively.
- Peer feedback should be kind, specific and helpful

5. Activate students as owners of their own learning

This requires time and efforts from teacher and students before it can be done effectively.

14. References

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