



Bourneville School and Sixth Form Centre

Business Enterprise and Music College *where learning leads to great opportunities*

ASSESSMENT, MARKING and STANDARDS POLICY

(Revised Spring/Summer 2006 for implementation September 2006)

Further revised January 08 and January 10)

Following consultation with staff and with reference to developmental work on fine level assessments and the introduction of '+' and '-' opportunities at GCSE, the Assessment, Marking and Standards policy aims to ensure that potential of all students is maximised and we are continuously working to raise attainment. Student progress is to be closely monitored and the current system of tracking is to be consolidated, with regular evaluation and feedback to staff and students on recorded progress to date.

- From September 2009, groupings are to be based on potential as indicated by base line assessments and prior attainment.
- Where subject blocking is not possible, teaching groups will be mixed ability, with the opportunity for some small scale setting if required.

Directors of Learning, Curriculum Leaders and Student Progress Leaders will work together with AHT – Student progress and tracking, to monitor progress and work with individuals or groups, of students and staff to ensure appropriate progress is made by all.

- In KS3, the expected progress is at least 5 fine levels over the Key Stage, with an improvement of 1 – 2 fine levels over the academic year.
- A differentiated scale has been agreed and implemented from September 07
- ***In line with new Government requirements, this is planned to change to show 3 full levels of progress between KS2 and KS4***
- In KS4 and KS5, progress should reflect the predictions based on attainment in KS2 SATs and KS3 Assessments or GCSE.
- ***In GCSE we will look at progress from KS2- KS4, especially in Core subjects***
- Data will be collected formally 3 times each year, as noted on the Assessment Schedule.
- Departments are required to keep up to date Assessment data on all students to be collected regularly and evaluated by Curriculum leaders, with findings reported to Directors of Learning each half term.

- Student progress Leaders are to be informed of any student who does not make satisfactory progress.

Assessment for Learning strategies, used successfully and appropriately, will lead to continuous feedback to students. Much of this will be verbal and it is therefore essential that detailed Assessment Records are kept, noting areas of improvement and issues still to be addressed.

- All teachers are required to keep such records (they will complement current 'markbooks' which need to change format in response to comment only marking and peer and self assessment) – it is the responsibility of DLs and CLs to determine the most appropriate format for their subject areas. (Some examples are included in Appendix 1)
- Subject areas should determine which specific pieces of work are to receive detailed marking in order to award a fine level attainment, such marks should be recorded in departmental spreadsheets and used to help determine the level submitted in formal data collections.
- ALL student work should be checked by teachers regularly and a comprehensive written comment indicating progress and/or areas requiring improvement should be provided at least ONCE every 3 weeks. The comment must ensure that the student has a clear understanding of what is required to help move on to the next level. (This is in addition to verbal feedback and should form the basis of Assessment records).

For effective tracking to occur, all students require a target level or grade for each subject and this will be determined from data provided on Prior attainment.

- Teaching group lists will provide staff with prior attainment data and will help to ensure accurate targets are set.
- Termly data collections will require '**current 'working at' levels**' and should indicate progress towards target. This information will be relayed to parents in either full or interim reports and will allow them to see progression.

Extracts from the full policy:

Learning and personal development pervades the whole curriculum. Promoting learning is our principal aim and assessment lies at the heart of this process. It is part of the framework in which educational objectives may be set, with progress reviewed and recorded. It is the basis for planning the next educational steps in response to need. By facilitating dialogue between teachers it can enhance professional skills and help our school to strengthen learning across the curriculum.

Assessment should serve the curriculum. It is an integral part of the educational process, continually providing "feedback" and "feedforward". It therefore needs to be incorporated systematically into teaching strategies at all levels.

The purpose of assessment:

There are four distinct purposes which we need to address.

- a) Diagnostic – to monitor how well a pupil is learning and to identify difficulties so that appropriate help and guidance can be provided.
- b) Formative – the on-going process in which pupils' positive achievements can be recognised, discussed and recorded. It will be used by teachers, together with their pupils, to plan the next appropriate stage of learning. **This is Assessment for learning in practice.**
- c) Evaluation – to judge the effectiveness of the teaching methods and classroom techniques so that, where necessary, adaptation and alteration can take place.
- d) Summative – to provide a “picture” of the overall achievement of a pupil at the end of a particular phase, year or stage. **The objective is to use summative assessment in a formative way.**

The following points indicate the process to ensure there is '**Assessment for Learning**'.

- a) The objective of the learning/task must be clearly stated and shared with the learners.
- b) The teacher (often *in negotiation with students*) must draw up the criteria by which the work will be assessed. **This is the success criteria** – what the student is expected to do in order to succeed in the task
- c) The success criteria **MUST** be shared with the learner and the learner must fully understand what these entail.
- d) Targets – both short term and long term – should be set by the subject teacher, with the learner, for the achievement of the criteria.
- e) The learner should be given the time (learning takes time) and the opportunity to learn (variety of teaching and learning styles) in a purposeful environment set up by the teacher.
- f) The learner (with peers if appropriate) will assess the work carried out.
- g) Greater emphasis on Peer and Self assessment will be expected from January 2010 following further staff training**

Marking:

Each department should have a consistent approach to the correction of work. Important factors to consider here are to what extent spelling and grammar should be corrected; and how illegible work is dealt with (should pupils be asked to rewrite it?); All staff should remember that they have a responsibility for language development, and the need to correct

and comment on the pupils' ability to use language. However, although errors should be pointed out, we must be aware of the demoralising effect of correcting every spelling mistake or grammatical error. It may be more effective to mark selectively, concentrating on only one or two aspects of the pupil's work at any one time.

All marked work should be commented upon in as positive a way as possible. Wherever possible, clear, specific targets for improvement should be identified

Careful records should be kept of levels/grades awarded and the areas where improvements are needed. If possible suggested strategies are to be noted.