



Assessment Policy

High quality assessment is one of the factors that underpins effective teaching and learning-

- It assesses the levels of skills and knowledge that a pupil has demonstrated in a piece of work and over time.
- It provides feedback to the pupil about strengths and areas for improvement. (**S** and **T** symbols to be used in marking and feedback.)
- It suggests ways in which the pupil can improve the standard of future work – so allowing individual pupils to raise their levels of achievement.
- By offering praise and constructive criticism, it supports and guides the individual and encourages the pupil in his/her future efforts.
- It encourages the pupil to develop the skills of self-assessment and peer assessment, so enabling him/her to become a more independent learner.
- It allows a teacher and departmental teams, to evaluate the success of the teaching and learning that has taken place, and so informs future planning.

Guidelines

Pupils' work should be assessed by the teacher regularly and within a reasonable time following its completion. (See departmental policies for further guidance.)

Attitude to Learning and Homework

Assessment in these areas will be awarded on reports on a three point scale as follows:

- 1 – Serious concerns
- 0 – Some concerns
- 1 – No concerns

Attainment/Target setting

When attainment grades are applied, they will be given as a grade 1-9 with 1 being the lowest and 9 the highest.

- Target grades are set taking into account baseline data (KS2 test results for English and maths and average KS2 point score for other subjects.) These will be in-line the FFT targets set using KS2 data, gender and month of birth. All pupils are set a minimum target grade and pupils who are making exceptional progress will also be set an aspirational target grade. Aspirational target grades are increased as appropriate to reflect pupil performance on an individual basis.

Target setting processes are reviewed on an annual basis by the Associate Assistant Headteacher (LDE) in consultation with the Headteacher.

- In KS3 a minimum target level is set at the beginning of Year 7 to be achieved by the end of Year 9. This is the target that will be reported on for all KS3 pupils, stating

whether they are below target, on target or above target in each subject. In KS4, the target grade will be set at the beginning of Year 10 for the end of Year 11. This is the target grade which will be used on reports and for internal data analysis. Interim targets for each term can be set; these are for departmental use and will not be used in whole-school analysis.

Assessment for Learning

Teachers should provide constructive comments (**including S & T**) to encourage the pupil to improve subsequent pieces of work.

- Comments should include suggestions for improving subject specific and literacy issues.

Marking/Checking to improve whole school literacy

When assessing written work, teachers should draw attention to errors of spelling, punctuation and grammar.

- Teachers should use professional judgement (supported by departmental policy/best practice) in making decisions about which errors should be marked. In some cases every error may be marked, in others the teacher may decide to be selective in order to avoid demoralising the pupil. If a pupil repeats similar errors throughout a piece of work, the teacher might decide to mark several examples to encourage the pupil to learn how to use the correct form in future.
- Teachers will use a common notation system to draw attention to errors of spelling, punctuation and grammar. This is set out below:

Abbreviation	Meaning	Expectations
PR -	Presentation	Indicates that the pupil must improve his/ her presentation.
PR+	Presentation	Indicates the pupil's presentation is good or very good.
U	Underline	Supports PR- , asking the pupil to underline his/ her work.
P	Punctuation	Should be accompanied by an indication of the correct 'punctuation' - at least on the first occasion that the error has been made.
C	Capital letter	Should be accompanied with the word corrected with the capital letter.
SE	Standard English	Word, phrase or sentence should be corrected with the correct English or an example should be written down to support the pupil with his/ her extended writing.
Sp	Spelling	Should be accompanied by the correct spelling.
G	Grammar	Should require explanation and/or

		a suggested alternative construction.
NP//	New Paragraph	New Paragraph
“”	Speech Marks	Should be accompanied by speech marks.

The details of this notation system will be widely published across the school – they will be displayed in every classroom.

Presentation

Pupils will be expected to present their work neatly to include the following:

- A title and date underlined with a ruler.
- Sentences starting with a capital letter and ending with a full stop.
- Mistakes deleted with a single, neat line.
- Handwriting as neat and legible as possible.
- Exercise books/folders neat, clean and tidy and free from graffiti.
- Any writing in blue/black pen, drawings/diagrams/graphs in pencil.

Presentation Matters posters are displayed in all classrooms to reinforce school policy.

Each Subject Leader will establish procedures to monitor teachers' assessment within their subject area to evaluate the effectiveness of that assessment and to promote consistency. The school's Extended Senior Leadership Team will monitor systems and promote good practice and consistency between subject areas.

Individual subject areas should consider the inclusion of examples of assessed work in their departmental portfolios. Such work should function as exemplar material for members of the departmental team, encouraging the development of good practice and the application of consistent standards.