

# ASSESSMENT POLICY

Abbotsholme School prides itself in “*enabling each pupil to fulfil his/her academic potential*”. We believe this will be accomplished through close partnership with parents, students taking responsibility for their own learning, and highly motivated, highly skilled staff who have a clear understanding of how assessment improves teaching and learning. Clearly, much of this policy links directly with the school Assessment for Learning policy and the Academic Charter.

## The Purpose of Assessment

1. Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons.
2. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
3. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
4. For other staff, assessment information will inform an understanding of the current and potential student outcomes.
5. For parents, assessment information will both inform them of their child’s attainment and allow them to understand how their child may maximise achievement.

## The Principles of Assessment

Assessment should:

1. recognise and celebrate individual successes in order to encourage and motivate all students;
2. be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
3. allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
4. help shape targets for improvement;
5. allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
6. underpin teaching and learning in order to ensure progress for every child.
7. be accessible for parents and enable them to take an active and informed part in their child’s education;

## The Types of Assessment

Abbotsholme School acknowledges that assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson.

This may include:

1. oral feedback
2. self-assessment
3. peer-assessment
4. group/whole class assessment
5. written marking of work
6. teacher/student questioning
7. assessment of exemplar work of different grades/levels
8. use of assessment criteria and examination materials

## Key Assessment Points

There are key points where the accurate assessment of pupils' work is particularly important. These are:

1. in preparation for at each 'assessment', normally half termly
2. in end of year examinations
3. in mock examinations, for Years 11-13.

This enables the fulfilment of the school's policies concerning measuring, recording and reporting upon attainment and progress.

## The Leadership and Management of Assessment

The Senior Management Team aims to use assessment procedures and processes to drive whole school improvement by:

1. ensuring that all teachers know what is expected of them in assessing students;
2. helping teachers make well-founded judgements about students' attainment and progress;
3. monitoring that assessment for learning is a key factor in planning for teaching and learning;
4. monitoring the accuracy of the information provided to parents about their child's attainment and progress;
5. tracking the attainment and progress of individual students and groups of students over time;
6. using assessment information when planning training and CPD;
7. comparing the progress made by different groups of students to ensure that no group is disadvantaged;

8. ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
9. ensuring students are supported in making informed curriculum choices;
10. using assessment and monitoring to ensure that the curriculum meets the needs of students;
11. ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

### The Role of Heads of Departments

With the support of the Senior Management Team as necessary, Heads of Department will:

1. ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
2. periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observation or otherwise;
3. ensure assessment informs knowledge of student progress and raise any concerns with the Senior Management Team as appropriate;
4. ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
5. ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that reports and assessments accurately and reliably reflect current attainment;
6. ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised;
7. use assessment information to plan for or arrange intervention strategies.

### The role of Teachers

All Teachers should:

1. adopt a range of methods to ensure that they can assess the progress of all students accurately;
2. encourage students to actively engage in assessment for learning;
3. ensure that assessment builds students' motivation, confidence and self-esteem;
4. ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
5. ensure that all students know and understand the learning objectives of the lesson;
6. identify through assessment, and intervene with as necessary, those students at risk of underachievement;
7. ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
8. reward good progress as appropriate;
9. ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced;

10. ensure that adequate and appropriate assessment is made of student attainment prior to completing reports and assessments so that the information recorded is accurate and reliable;
11. encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
12. adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
13. share concerns or praise arising from assessment information with the relevant form tutor as appropriate;
14. ensure books are monitored and returned to students at least every three weeks;
15. ensure all students receive feedback. Feedback should be provided with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further.

### The Role of the Form Tutor

Form Tutors, with the support of Heads of Year, are expected to engage in appropriate conversations with students, teachers and parents following assessment information available from the reports. They have a responsibility to help students and parents embrace the principles of assessment as outlined in this policy.

### The Role of Students

All students should:

1. participate actively in assessment opportunities in lessons;
2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
3. ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
4. support other students constructively when asked to be involved in peer assessment.

### The Role of Parents/Carers

All parents/carers should:

1. discuss with their child the assessment report sent to them each half term which includes a summary of current and predicted grades for each subject;
2. liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment.

Reviewed August 2015

Reviewed October 2016

# ASSESSMENT FOR LEARNING POLICY

## Context

This policy needs to be used in conjunction with the Academic Charter and the following:

- Assessment Policy
- Attainment Policy
- Marking Policy

## Definition

Assessment for Learning (AfL) involves: making it clear where the pupils are going in their learning; assessing where they are currently at; and providing feedback about what they need to do to improve, to close the gap.

## Purpose of AfL

An AfL approach is likely to:

- Enhance pupil progress, through clarity of goals and by personalised feedback.
- Promote greater independence and responsibility of the pupil.
- Aid planning and prompt the use of more relevant and focused learning activities by the teacher.
- Enhance feedback to parents, enabling them to understand and thus support their children's progress.

## The Elements of AfL

An AfL approach involves:

- Clear understanding by the teacher and by the pupil (through 'pupil-friendly' materials) of the criteria for success and what good work looks like, e.g. WAGOLL = 'What a Good One Looks Like'.
- Assessment of work, to enable strengths and weaknesses to be identified.
- Feedback to and dialogue with the pupil about the next steps in their learning, towards their goals.
- Ongoing support for the pupil towards their goals, through continued feedback and appropriate learning activities.

## The AfL Cycle

Dialogue between teacher and pupil will revolve around the three key AfL questions below:



Clarity of answers by pupils to these questions, together with appropriate activities and support for pupil efforts to 'close the gap', are the hallmarks of a successful AfL approach. Conversely, ignorance of answers to these questions would indicate that pupils were not as engaged in or understanding of their learning as is desirable.

### AfL in different timescales

The AfL cycle can be applied in different timescales:

- Within a lesson.
- Over a series of lessons (a project or topic).
- Over an 'assessment period' (half a term, at Abbotsholme).

### Abbotsholme 'Assessments'

At the time of the periodic (usually half termly) 'assessments', there is a formal grading of pupils' attainment. This provides a natural opportunity to reflect on the three AfL questions above. It is expected that on these occasions, pupils are given clear guidance about what they need to do to make progress, such that they can answer the three AfL questions, especially 'What do I need to do to get better?'

### Department AfL Policies and Procedures

Each department is expected to have the following within its handbook:

- **Framework for Attainment** which outlines the criteria against which the pupils' attainment is measured or judged, in Key Stage 3.
- **Marking Policy**, showing any conventions and procedures by which marking occurs. The periodic use of a marking approach such as SWANS (Strengths, Weaknesses and Next Steps) or STEP (Strengths, Target, Effort, Pupil Response) is advisable.
- **AfL Policy**, which outlines the means by and frequency with which:
  - assessment takes place
  - feedback to and dialogue with pupils occurs.

The AfL policy is likely to be supported through departmental materials such as tracking records, pro-forma feedback sheets, target sheets, etc., designed to suit the proposes of that department.

August 2015

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# ATTAINMENT POLICY

## Context

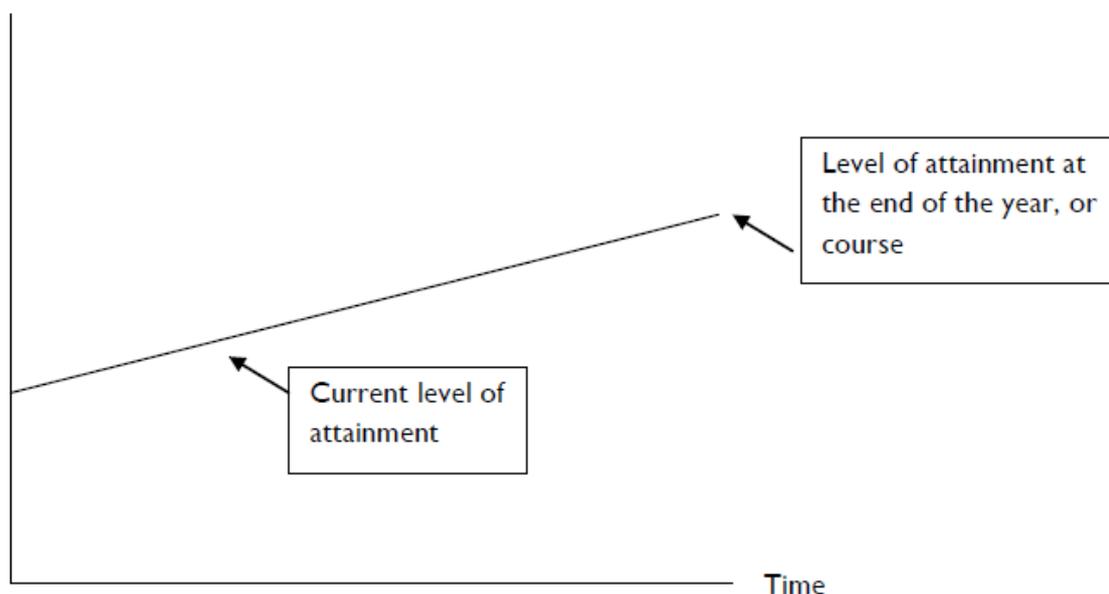
To be read in conjunction with the Academic Charter and the following policies:

- Assessment policy
- Assessment for learning policy
- Marking policy

## What is attainment?

Attainment refers to the level of performance of a pupil in their work, measured against clear criteria. Attainment can be measured and phrased either as 'what the pupil can currently do' or 'what they are likely to be able to do by the end of their current course of study'.

Level of  
attainment



Attainment is reported to parents by means of the regular assessments and reports, generally on a half-termly basis.

## Key Stage 3

Attainment is reported as a number on a scale from 1-5, as follows, which shows what the pupil is expected to achieve **at the end of each year of Key Stage 3, based on their current level of performance.**

Abbotsholme Attainment Grade	Description
1	Well above average
2	Above average
3	Average
4	Below average
5	Well below average

As a guide for staff, pupils and parents, each department prepares its own 'attainment grid', in order that the meaning of each Abbotsholme attainment grade can be clearly understood, at a

subject level, especially in those departments where national curriculum content or standardised testing is less relevant, referencing attainment against departmental frameworks. The pupils are made aware of how their attainment will be measured, through these grids or other pupil-friendly materials, as part of the process of Assessment for Learning, in order that they understand how they can improve their attainment further.

The Abbotsholme attainment grade also provides a framework, if desired, for feedback on regular class or homework tasks.

#### Key Stage 4 and 5

The Abbotsholme attainment grade reported refers to the likely exam grade that the pupil will achieve **at the end of the course** if they continue working in the same manner. This will be reported as a letter/ number. This can be compared against the appropriate baseline predicted grade, which shows the grade that is felt that the pupil should achieve, if he/she works hard and follows advice carefully.

Marking of assignments and tests will often involve numerical marks and/or marking with the grade that the piece of work would have been awarded, in an examination.

September 2015

Reviewed October 2016

# REPORTING POLICY

## Context

This policy needs to be used in conjunction with the Academic Charter and the following:

- Assessment Policy
- Attainment Policy
- Marking Policy
- Assessment for Learning Policy

## Purpose

The education process is a partnership between pupil, school and parent. It is essential that all parties are kept informed about the progress of the pupil throughout their time in school. The school report forms part of this communication.

## Operation

Reporting to parents' falls into three categories:

- Assessment letters.
- Full school reports.
- Parents' evenings.

### **1. Assessment letters:**

Pupils' effort and attainment are assessed half termly. Effort is assessed against generic criteria (see below) and attainment is assessed on a general scale, based on subject-specific attainment criteria.

The assessments are completed on the school information system, 3sys. Time is set aside in a tutorial for discussion with tutees. The tutor sends a letter to parents indicating the assessment grades for each subject along with a short comment. Each term the pupils, in discussion with their tutor, complete a self-assessment and set personal targets. These will be influenced by any intervention strategies implemented by departments.

Tutors should not be surprised by the award of very effort low grades as subject staff should have given prior warning via the pastoral communication sheets.

Where pupils obtain effort grades of D in one or more subjects, the tutor should consult with the subject teachers and outline a framework of improvement to the pupil. This could include placing the pupil on a daily work card in one, more or even all subjects and daily meetings with the tutor. In most cases the parents should be kept informed of the situation. Pupils who perform particularly badly in most subjects or who are persistently under-performing should be raised by the tutor with the Head of Year and Director of Studies.

### **2. Full Reports**

Reports are written on academic progress and extra-curricular activity for every pupil once per year. Parents will receive a report or an invitation to attend a parents' evening each term. The Director of Studies will inform on the timetable for these.

Each subject report will include a short sentence detailing the work covered. The report will also include diagnostic, constructive comments, personal to the pupil, and include any targets for improvement. The report will include effort and attainment grades. The tutor will also write a comment to summarise academic progress and personal development.

### 3. Parents' evenings

These will be held once per year according to the published programme. Year 9 and 11 evenings will incorporate information relating to GCSE and A level options. Parents and pupils will be able to discuss progress with each teacher. Discussions should be positive, constructive and informative. Teachers should make reference to the individual pupil's target grades and work towards achieving these. They should be prepared to discuss different strategies to ensure the pupil reaches their potential. Where a parent is unable to attend the evening, other arrangements can be made, including discussion with tutor and written comments sent to parents.

#### Effort Grades

#### **Effort should be assessed in all years from Year 1 to Year 13**

Pupils will be awarded a letter grade for effort in class and out of class based on the following:

Outstanding	A
Pleasing	B
Room for improvement	C
Immediate action required	D

#### Criteria for Assessment of Effort

There are two aspects of pupils' effort which are graded:

- effort in class
- effort out of class/ homework.

These give a general indication of what would be expected at each level. Teachers should award the category which is the best reflection of the student's effort, based on the following criteria:

Grade	In class	Out of class/homework
Outstanding	Always punctual to lessons. A high level of commitment is shown to work; there is the ability to work independently, taking responsibility for his/ her own learning. Behaviour in lessons is excellent and positive contributions are made to the lessons	Assignments are clearly identified, dated, etc., and always handed in on time. A high level of commitment is shown to work, there is the ability to work independently, taking responsibility for his/ her own learning. Excellent care and pride are taken in the presentation of work.
Pleasing	Punctual to lessons. Work is completed to the best of his/ her ability. The pupil follows	Assignments are clearly identified, dated etc and usually handed in on time.

	instructions and remains on task and engaged in lessons. Behaviour in lessons is positive and the pupil participates constructively in group work and class discussion. Care and pride are taken in the presentation of work.	Work is completed to the best of his/her ability. The pupil follows instructions given. Care and pride are taken in the presentation of work.
Room for improvement	Occasionally late for lessons for no reason. Work is not always to the best of his/her ability. Occasional reminders are needed to stay on task. Contributions to the lesson are not always constructive. Care and pride are not always shown in the presentation of work.	Assignments are occasionally handed in late for no reason. Work is not always to the best of his/her ability. Instructions given are not always followed. There is evidence that some tasks/questions have not been attempted. There is evidence of copying. Care and pride are not always shown in the presentation of work.
Immediate action	Regularly late for lessons. Rarely works to the best of his/her own ability. The pupil demonstrates little ability to work without supervision. Constant reminders are needed to remain on task.	Assignments are rarely handed in on time. Rarely works to the best of his/her own ability. Assignments are regularly incomplete or poorly attempted. There is evidence of copying. Care and pride are not shown in the presentation of work.

### Attainment Grades

These are for Year 7-Year 13.

Pupils are awarded attainment grades as outlined below:

#### **Sixth Form and Key Stage 4**

A letter/ number will be given showing the examination grade that the teacher believes the pupil is likely to achieve, based on their current level of performance.

#### **Key Stage 3**

A number, on a 5 point scale, will be given to show where the pupil is working towards on the subject framework for attainment. The 'average' represents the level that the average pupil of that age would be expected to achieve, at the end of the given year.

Attainment Grade	Description
1	Well above average
2	Above average
3	Average
4	Below average

5	Well below average
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Reviewed: October 2016

# HOMEWORK POLICY

## Aims

- To develop pupils' self-discipline and their ability to work independently.
- To extend effective learning time.
- To provide feedback to pupil and teacher.
- To consolidate knowledge, skills and understanding of work
- To prepare for future work.
- To encourage research.
- To enable differentiated tasks to be set which match the ability of the pupil.

The effectiveness of assignment work depends on its quality. High quality of assignment work:

- is closely linked with class work;
- has clear understandable objectives;
- encourages independence, research, creativity and initiative;
- demands high standards of accuracy and presentation;

Assignments are set on Monday to Friday on the following basis:

Year 7, 8	approximately 60 minutes per night
Year 9	approximately 90 minutes per night
Year 10, 11	90 – 100 minutes per night
Sixth Form	3 – 4 hours per week per 'A' level subject

Set assignment evenings exist to help in the planning and organisation of work. The Director of Studies produces an assignment time table each year. For GCSE and A level classes the work is set at the most appropriate time with a fair deadline in which to complete the work.

All subject teachers must set assignments regularly, in accordance with the assignment timetable. It is important that undue pressure is not placed on pupils by setting assignments which are far too long, or by setting assignments on too frequent a basis.

Assignment work should be regularly monitored and marked as appropriate. Work should be marked and returned as soon as possible but definitely within a week.

Staff will use Firefly to set all assignments. Some will be submitted and marked on Firefly, others will be submitted by hand and marked. Tutors, assignment supervisors and parents are requested to check assignment completion.

If pupils are unable to complete an assignment on a particular evening, it is their responsibility to see the subject teacher and explain why this has been the case.

Formal warnings are issued to those who do not complete the work to a satisfactory standard. An accumulation of warnings will lead to a Head of Year detention, which will include a discussion on the reasons for attendance.

Reviewed October 2016

# MARKING POLICY

## Purpose of marking

- To provide diagnostic comment and feedback to enable the pupil to know how they can improve.
- To provide encouragement to pupils.
- To enable the teacher to understand what the pupil needs to do to improve.
- To aid the teacher to measure his/her teaching effectiveness.

## Principles for Marking

The teacher should provide regular feedback to the pupils about their work, both class work and assignments. This may be oral/informal or written. Pupils may be asked to make their own record of informal feedback. Pupils' work may be self-marked, peer-marked or teacher marked.

Teachers must collect and mark pupils' work promptly and on a regular basis. Class work and assignments should be monitored for completion. Work taken in should be returned as soon as possible, ideally before the next piece of assignment work is set. It would be expected for several instances of *teacher* marking to have taken place during each assessment period.

## Guidelines for Marking

- All staff should be aware of SpLD/EAL pupils and take this into account when marking. Staff should seek guidance from the Heads of English and Learning Skills if they are concerned and wish to learn more, for example about expected standards.
- SpLD/EAL pupils who take a MFL: see departmental documents.
- Subject staff will correct the spelling of subject specific words.
- Subject staff will correct the more obvious errors of grammar and syntax. The level of this will depend on the subject and the type of assignment.
- On several occasions each assessment period, performance should be indicated by a mark or grade and a comment where appropriate indicating where errors have been made or weaknesses lie and how work can be improved in the future.
- Comments should be constructive. The periodic use of a marking approach such as SWANS (Strengths, Weaknesses and Next Steps) or STEP (Strengths, Target, Effort, Pupil Response) is advisable.
- Pupils should understand the grades used.
- Pupils should understand the comments given and how to improve their attainment.
- Departments should ensure that pupils are aware how work should be presented (ideally through a guidance sheet, readily available in the pupil's book or file and displayed in class) and work would normally be dated and have the title underlined using a ruler.
- Pupils work should be completed in an appropriate ink, depending on the task. Written essays etc should be in black or blue.

## Firefly

- The completion of tasks by pupils should be recorded on Firefly, by one or more of the following:
  - Mark (e.g. 30/50, which Firefly converts to a percentage).
  - Grade (which could be an Abbotsholme grade, e.g. B3)
  - Recording 'Y' or 'Done' in the Grade column.
  - Giving feedback in the feedback section.

- Assignments can be submitted by pupils EITHER through Firefly OR through other means appropriate to the task, e.g. handing in exercise books, showing artwork, giving presentation, etc.
- Feedback can be given to the pupils EITHER through Firefly, OR through any other means which is appropriate to the task set, whether electronic, in hard copy, or verbally. In the case of verbal feedback, this could be supported by the pupil writing his/her own comment.

Teachers should refer to departmental handbooks for any specific departmental policies. Heads of Departments are responsible for the implementation of a marking policy within their department. This will be monitored through regular book scrutinies.

# TRACKING PUPIL PROGRESS

## Outline

We are committed to monitoring the progress of pupils as they pass through the school. Only by successful tracking are we able to achieve our aim of ensuring pupils reach, or exceed, their academic potential.

## YFS

- All pupils in Reception sit the CEM baseline assessment in the first half of the Autumn Term, to identify strengths and areas for development.
- Personal targets derived from this then form part of the ongoing formative assessment process carried out by the teacher.
- The individual learning journey is recorded on 'Tapestry' (an on-line learning journey record), accessible to parents as well as teachers.

## Key Stage 1 and 2

- All pupils sit an NFER literacy and group reading test in the first half of the Autumn Term.
- All pupils sit half-termly numeracy and writing assessments, tracked on-line on the Abacus Active system, which compares achievement to national curriculum age expectations.
- At the end of the year, pupils sit the InCAS numeracy and literacy tests, the results of which are analysed and tracked over time.

For further information, please see the separate Prep School policies.

## Key Stage 3

- All pupils sit a CEM baseline assessment, in September of Year 7, which provides a the 'MidYIS' forecast of attainment. Pupils joining the school later in Key Stage 3 will be tested individually, at the start of the academic year following their arrival.
- Half termly, subject teachers give an attainment grading to the pupils, based on a comparison with the average academic performance of a pupil of that age. A pupil who is steadily working their way upwards in terms of their attainment in a particular subject (whether based on national curriculum levels or more qualitative assessment of performance), in accordance with what would be expected of the average pupil, would be graded as a '3' on their attainment.
- At each half-termly assessment point, including after end of year examinations, departments compare attainment grades (attainment level 1, 2, 3, 4, 5 according to their departmental framework for attainment) with baseline forecasts and identify anomalies and problems.

## Key Stage 4 and A level

- All pupils sit a CEM baseline assessment, at the start of Year 10 and 12, which generates a 'Yellis' (Year 10) or Alis (Year 12) forecast of attainment, which is the grade, on average, that pupils scoring similar results in the tests go on to achieve, under normal rates of progress. Pupils joining the school later in the Key Stage will be tested individually.
- Part way through the course, an aspirational target grade is agreed between the pupil and the subject teacher, then discussed and confirmed in a meeting between pupil and their tutor. The pupil then 'owns' this as their own target. At each assessment point, comparison

can be drawn between the pupil's current attainment and their aspirational grade. The aspirational grade can be reviewed and revised.

- Half-termly, teachers give pupils an attainment grade, which will indicate the grade that they judge that the pupils would be likely to achieve at the end of the course, given their current rate of progress.
- At each half-termly assessment point, including after end of year examinations, departments compare attainment grades with baseline forecasts and identify anomalies and problems.
- Retrospective analysis takes place, once actual exam grades are known, to analyse strengths and areas for development, departmentally. Heads of Department write an analysis of results for discussion with the Director of Studies/Deputy Head/Headmaster.

### The Role of Teachers

All teachers should:

- Follow school and departmental guidelines when writing attainment grades for pupils.
- Ensure pupils understand the basis for their attainment grade.
- Refer to and use the evidence of baseline test results.
- Provide help for each pupil to set their aspirational target grades.
- Use and refer to the aspirational target grades for each pupil, when assessing and reporting.
- Agree subject specific intervention strategies to assist underperforming pupils.
- Ensure tutors are informed of any areas for improvement and intervention needs.

### The Role of Tutors

All tutors should:

- Analyse the effort and attainment grades given to each pupil and put in place specific intervention strategies to support and improve effort, motivation or organisation.
- Co-ordinate with teachers any subject specific intervention strategies.
- Relay information to parents and teachers.

### The Role of Heads of Departments

With the support of the Senior Management Team as necessary, Heads of Department should:

- Ensure that their team understand the tracking requirements for their subject.
- Ensure tracking enhances awareness and understanding of student progress.
- Chair and minute departmental meetings to discuss pupil progress, in light of attainment grades.
- Raise any concerns with the Senior Management Team as appropriate.
- Monitor the occurrence of discussions and agreed programmes of intervention between teachers and pupils who are deemed to be underperforming.

### The Leadership and Management of Tracking

The Senior Management Team uses tracking procedures and processes to drive whole school improvement. It should:

- Ensure all teachers know what is expected of them in tracking pupils' progress.
- Ensure that attainment grades are based on evidence.
- Monitor the accuracy of the information provided to parents about their child's progress.

- Ensure that departments discuss pupil progress during each assessment period and provide intervention, in cases where pupils are deemed to be underperforming.
- Monitor progress by undertaking book scrutinies.

Reviewed and updated:        October 2016