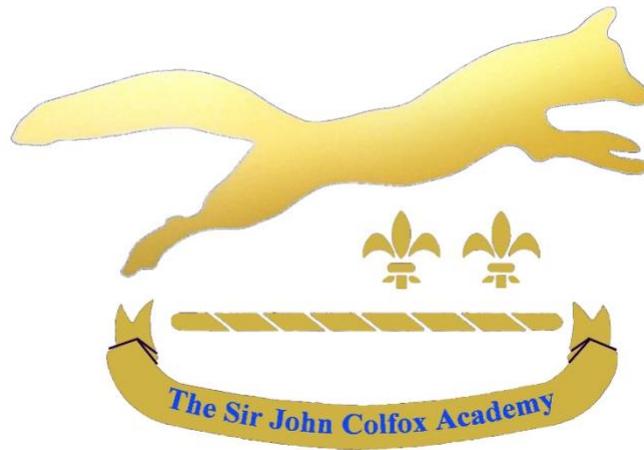


# The Sir John Colfox Academy



## Assessment Policy

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<b>Policy Written by</b>	<b>The Sir John Colfox Academy</b>
<b>Policy Reviewed</b>	<b>July 2020</b>
<b>Ratified by Board of Governors</b>	<b>October 2020</b>
<b>Date for Review</b>	<b>October 2022</b>
<b>Signature of Chair</b>	_____

## KS3 ASSESSMENT, TRACKING, MONITORING, REPORTING AND TARGET SETTING

Firstly, it should be noted that KS3 refers to years 7, 8 and 9.

### TARGET SETTING

Targets will be set internally in all subjects and will appear on teacher marksheets in Bromcom. Each student will be issued an *Attainment Profile Target* as shown below based on attainment at the end of KS2. This target will also indicate possible final GCSE target grades as generated by FFT Aspire, selecting the 20% target filter in each subject (Performing Arts, PE, Tech will be able to view targets before these are finalised). *GCSE indicated targets should not be given to students in KS3 and are included in teacher marksheets for reference only.* Teachers will not be able to adjust Attainment Targets. These can be increased however through discussion between Heads of Faculty and the KS3 Raising Achievement lead.

*Attainment Profiles are not progress ladders – students will largely stay within the same profile throughout KS3.*

ATTAINMENT PROFILE	GCSE TARGET RANGE
Exceptional	9-7
Good	6-5
Developing	4-3
Foundation	2-1

In year 7, prior to the release of FFT information, teachers will be given a cohort ranking and KS2 SATs scaled scores in reading and maths.

< 99	Less than expected progress
100	Expected progress
> 110	Above expected progress

### MONITORING PROGRESS

Please refer to the notes on marking and assessment within the handbook.

### REPORTING AND TRACKING

Parents will receive **three** progress reports during the year for students in years 7 and 8. The final report will be accompanied by a written tutor report. In year 9, parents will also receive a full subject report at the end of the academic year.

Each report will contain four key pieces of information.

- An Attainment Profile Target in each subject
- A Current Overall Attainment Grade
- A Current Assessment Result
- An Effort Grade

Following consultation with parents, subject teachers will not provide a written comment in reports for students in years 7 and 8. Instead, there will be an extra opportunity for parents to have a face-to-face discussion with subject teachers at a parents' evening. There are two calendared parents' evenings for years 7 and 8. As has always been the case, should parents require a longer consultation with a member of teaching staff because of a specific issue, parents should contact with the relevant member of staff at any time throughout the year.

The current overall attainment grade: This represents the level that students are currently working at. This grade is representative of work in class and at home in addition to summative assessments.

The current assessment result: This is the level achieved on the most recent summative assessment sat during the identified assessment window. It may or may not be the same as the current overall attainment grade and will be important in identifying students who struggle with retaining content over *the long-term*.

### EFFORT GRADES

In addition to entering Progress Grades at data collection points, teaching staff will also issue effort grades by selecting the best-fit descriptor below. Effort grades could and should be used regularly on student class/homework and on assessment tasks. Recording and tracking these grades will also help to inform reports. Grade 1 should be reserved for truly outstanding commitment to learning.

#### GRADE 1

- Outstanding commitment given to their learning. Always tries hard and perseveres when the challenge and work difficulty increases. Homework is always completed and goes well beyond the minimum that is expected. Shows a genuine interest in the subject and independently researches work and asks questions. Always well organised and prepared to learn.

#### GRADE 2

- Shows a good attitude to their learning. Homework is always completed and meets the standards expected for them. They are well organised and give high levels of effort to their learning and generally approach challenging tasks positively.

#### GRADE 3

- Their attitude to learning is inconsistent. They do not always give their best effort to learning tasks. Homework whilst usually completed, is often not at the standard that would be expected for them, or is often late. They are not always well organised.

#### GRADE 4

- Does not display a good attitude to their learning. Homework is rarely completed on time and is often not at the expected standard for them. Shows little interest in the subject and does not seek to learn independently or ask questions. Organisation is often poor.

Effort grades are incorporated into the whole school rewards policy.

### SETTING FACULTY TARGETS WITH KS3 ASSESSMENT CRITERIA

Heads of Faculty should follow the example from the Raising Achievement section of the SIP. Targets should be set along the lines of the % of students meeting or exceeding expectations.

## ASSESSMENT FOR LEARNING

This Assessment for Learning Policy is a key part of our overall Teaching and Learning Policy. High quality formative assessment and accurate summative assessment are crucial in helping students to make effective progress. These combine to form the basis of 'responsive teaching'. This policy sets out to explain the principles of 'responsive teaching' for staff and the details of common marking and feedback techniques which can be used help our students to make progress. High expectations will be set for students in terms of effort, literacy and the presentation of work. The guidance in this policy is also designed to reduce marking workload for teaching staff, in order to provide more time for effective planning and differentiation, both of which underpin effective responsive teaching.

### Section A - Principles of Effective Marking and Feedback

The principles of responsive teaching can be used to combine a range of formative and summative assessment techniques. Responsive teaching is based on the idea that classroom practice should be constantly responsive to the learning needs of students, so that teachers are simultaneously able to address misconceptions and provide challenge to all students in their lessons. Accurate and timely assessment allows teachers to adjust individual lessons or sequences of lessons to suit the needs of their students. Regular and effective marking of work can be a very motivating factor for students, but there are other forms of feedback which teachers can use in a 'responsive' classroom. Some examples of these are outlined in Section D under 'Responsive Teaching Toolkit'. The highest quality feedback:

- Is constructive and helps students to understand what they have achieved and what they need to do to make further progress.
- Encourages student engagement through questions, tasks or prompts which can be followed up. Work is subsequently re-drafted, corrected or completed.
- Focuses on explicit learning outcomes as the criteria for success.
- Engages with subject-specific knowledge and the application of skills to provide high challenge for students
- Supports consistently high expectations of the quality and presentations of students' work
- Supports the development of effective literacy skills amongst students.

### Section B - Marking and Feedback Expectations

It is expected that all students' work will demonstrate high levels of effort. Good effort is shown through high standards of presentation and through a quality and quantity of work which reflects students' academic ability.

#### Summative assessment tasks

1. It is expected that there should be at least one piece of work that is summatively marked in the assessment windows indicated in the school calendar, using level descriptors for attainment and effort at Key Stage 3 and Key Stage 4. Level descriptors should include GCSE assessment criteria in KS4 or the new Key Stage 3 assessment descriptors in KS3. The assessment windows are open approximately once every three months per curriculum year group and are linked to reporting windows. It is expected that the assessments are representative of learning that has taken place across the course, in order to support the development of students' retrieval skills and long-term memory.
2. The summative assessment tasks in KS3 will require:
  - a) An attainment profile grade from the summative assessment
  - b) An effort grade
  - c) An overall progress grade (using the attainment profile system)

3. The summative assessment tasks in KS4 will require:
  - a) A number grade for Y11 and Y10, with an attainment profile for Y9. Summer exams will require a number grade for all KS4 year groups.
  - b) A predicted grade (Y11 and Y10) or an attainment profile grade (Y9).
  - c) An effort grade
4. It is expected that work handed in for marking will be returned to the students within two weeks.

### Formative assessment tasks

1. Teachers should ensure that they share clear learning objectives and criteria with students in lessons. This will ensure that lesson time and improvement tasks are specific and focused on the acquisition of knowledge or skills appropriate to the lesson or sequence of lessons.
2. Departments will identify responsive teaching methods specific to their subject areas. These methods will enable students to make progress in their subjects and to demonstrate this progress in exercise books or folders. TLR post-holders will direct quality assurance in their areas of responsibility.
3. Books and folders should be visually checked by the teacher at least once per fortnight. At these times, teachers can formatively assess work through sticker-marking, highlighting or writing short comments (see the 'Responsive Teaching Toolkit' for further ideas. There is no expectation that teachers need to use the 'SWI' format in books, or that students need to respond to teacher comments. The focus is on ensuring that teachers use students' work to inform future planning. Homework should be checked through use of 'low-stakes' tests linked to homework tasks. Students may also complete self and peer assessment tasks supervised by teachers. Time in lessons can be used to carry out formative assessment so that the overall marking load is not increased.
4. Teachers should ensure that time is provided, either in class or during homework, for students to respond to improvement questions, tasks or prompts. This is known as Directed Improvement and Reflection time (DIRT). This includes time for students to act upon feedback and to make corrections to any spelling or grammatical mistakes that have been highlighted.
5. Work that is completed to a standard lower than expected will be returned to the student to be re-done.

### Section C - Marking of literacy errors:

All teachers are responsible for improving pupil literacy. This means the marking of literacy, spelling, punctuation and grammar will be evident in all books and folders. In order to promote consistency, a 'common faculty approach' to the marking of literacy errors should be used. Subjects that have an award for literacy should refer to Appendix A for additional common marking codes. Books and folders must show evidence that teachers provide time in class or during homework for students to correct the grammar, spelling or punctuation errors highlighted.

As a starting point, in all subjects, the following marking codes should be used to indicate errors: Spelling (SP)

Punctuation (P)

Grammar (G)

Capital letters (C)

Teachers can use stickers to code these errors or manually write the error codes themselves.

## Section D – Responsive Teaching Toolkit

The following formative and summative assessment methods will be useful for teachers and leaders who are implementing responsive teaching in their subject areas:

1. Self-assessment and peer-assessment
2. Whole-class feedback sheets
3. Comparative judgement
4. Sticker-marking
5. PiXL Classrooms, Idoceo or Personal Learning Checklists (PLC's)
6. Highlighting good work or areas of a piece of work which need to be improved
7. Modelling of answers with students
8. In practical subjects, use of video or sound recordings for assessment purposes (only school equipment to be used).
9. Multiple choice quizzes (MCQ's)
10. Use of the 'ABCQ' questioning format. When questioning ask students to:
  - a. A – Agree
  - b. B – Build (develop / expand a point)
  - c. C – Challenge (disagree with or contest an idea)
  - d. Q – Question – Ask a further question
11. Starter quizzes designed to 'activate' prior knowledge

### Appendix A – Literacy Marking Codes

**SP = spelling**

**P = punctuation**

**C = misuse of the capital letter**

**// = new paragraph**

**?? = not clear**

**^ = something is missing**

**O = encircle a full stop if it needs to be replaced with a comma**

**□ = place a square around a comma if it needs to be replaced by a full stop.**

*TRN 2020*