HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Assessment for Learning Policy	
Lead	Mr M Pearson, Assistant Headteacher - Assessment	
Governor Committee	Chair of Governors	
Policy Status	Originally Drafted	October 2022
	Governor Approved	Yes
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Preamble

It is important to state that any whole school policy is regarded as a framework for an individual departmental policy. It is envisaged that departments will produce their own individual subject specific guidelines on assessment and recording, in line with whole school policy

Aims

The main aim of assessment is to contribute to the educational process, which helps all pupils to become better learners and more confident persons.

To achieve this aim, the school assessment policy is based upon the following principles:

- Recognition of the whole range of pupils' achievements and experiences;
- A positive approach to pupils' progress, which is reflected in their records;
- Teachers helping pupils to develop the skills they need to become reflective learners;
- Shared understanding by pupils, parents/carers and teachers of clear and explicit learning targets;
- Targets set by departments should equal or be higher than FFT D estimates and should target pupils to make 3 or more levels of progress;
- There is recognition that assessment should be varied to give pupils a range of means to demonstrate their abilities.

Implications of These Aims

Teachers should use a range of information which will help them plan work best suited to each pupil's stage of development. As teachers incorporate the programmes of study, attainment targets and statements of attainment into their schemes of work, they will be able to assess pupils' achievement and subsequently focus their teaching plans on the particular needs of individual pupils.

It is important to recognise that teacher assessment should be an integral part of teaching and learning in the classroom. It does not necessarily require the addition of separate tasks or tests.

Accuracy of assessment is vitally important, to support this, departments are expected to undergo a standardisation exercise and time is built into directed time for this.

Pupils should understand what is being learned and receive guidance about progress that can be made. What has been achieved should be celebrated. As these things happen, pupils will be enabled to become more aware of what they are learning and applying and of their progress within a subject. Pupils therefore need to become aware of the criteria against which their work will be judged and where possible the kind of evidence by which particular attainment targets can be demonstrated. As a consequence, pupils will be able to focus their efforts on important aspects of the subject and take on more responsibility as learners.

It may be assumed that if pupils understand how their work is being assessed, they are more likely to know what is expected of them. Once pupils know this level of expectation they are in a better position to determine realistic and achievable targets for themselves. The confidence of pupils as learners will be enhanced by this knowledge of expectation. It is therefore desired that wherever possible, departments will ensure that pupils are involved in the assessment process,

Record Keeping

Recording attainment is an important part of teacher assessment. These records are concerned with noting pupils' attainments and progress over a period of time. The principal function of records relating to the National Curriculum is that they should inform the planning of future work and enable teachers to make judgements about pupils' levels in each attainment target particularly at the end of a Key Stage. Any recording system should therefore be:

- Manageable
- Understandable by a variety of users
- Record the work pupils have done, monitor progress and guide appropriate future work
- Record pupils' attainment and link this to the National Curriculum Attainment targets
- Provide appropriate information to colleagues, pupils and parents
- Involve pupils and motivate them
- Reflect the department's scheme of work.
- Able to work with primary feeder input

The purpose of any recording system should be agreed by, and clear to, all those who are using it so that the recording process does not become unwieldy or time-consuming and thereby adversely affect learning and teaching. In addition, they should be regularly reviewed in terms of either national curriculum or departmental schemes of work.

We believe that it is neither possible nor desirable to collect evidence relating to everything that an individual does. Attempting to do so would result in an unmanageable burden on pupils and teachers. We believe that it is only necessary to record or collect evidence of those aspects of pupil's achievements, which show some significant attainment or progress, and we will do this three times a year.

A wide range of styles and formats for records are possible, all of which can support teaching and learning and be part of classroom activity. It is the Head of Department's responsibility to ensure that a common policy for recording exists and is understood and acceptable to all the teachers working within that department and fits within the framework of this policy.

Wherever possible departments should operate a system whereby evidence is built up over a key stage. This will form the basis of the teacher assessment component at the end of a Key Stage.

Three times a year staff will enter data regarding attainment and attitude to learning to a whole school SIMS database. This will allow individual information sheets to be generated and shared with Pupils, Parents and other staff. Separate documentation details the school's reporting and monitoring systems.

Whole School Marking Policy

Note: In line with these expectations, how departments assess is dependent on the needs of their subject

Marking across the school is called 'Time to Improve' – giving students the opportunity to respond to the comments from marking and improve their knowledge or skills.

- Students should receive feedback a minimum of
  - o Once every fortnight in Core Subjects for KS4
  - o Once every three weeks for all other subjects in KS4

- o Once every two weeks for English and Maths KS3
- o Once every three weeks Science in KS3
- o Once every four weeks or twice a half term in KS3 for all other subjects
- o Once every half term for KS3 Religious Studies lessons
- o No traditional marking is expected for bi-weekly character sessions

- Time to Improve (TTI) feedback must include:
  - o A subject specific comment
  - o A student response
  - o A grade where appropriate

- Other work, not vital to assessment can be acknowledged through light touch marking (spelling errors, praise, stamps)
- Literacy errors must be acknowledged where appropriate, including spelling errors in key words and punctuation mistakes.
- Teachers enter target and projected grades onto SIMS at times specified in the school's assessment calendar
- Target grades should be recorded in books

Attitude to Learning Grades

- Pupils will be given Attitude to Learning grades termly, according to criteria published in the pupils' diaries.
- Attitude to Learning grades will be disseminated to parents and copied into homework diaries.

Planning for Marking

- For each piece of work, prior to marking, pupils should be aware of the purpose and the criteria that will be used to mark a piece of work.
- Pupils are required to respond to substantial pieces of feedback
- Grading can be useful, but including next steps and an awareness of how to improve takes priority.

Student Response to Feedback

Marking is most effective when it engages pupils in a dialogue about their learning. After each piece of significant feedback students should respond appropriately, demonstrating an understanding of the feedback and an action to improve. The form this will take is dependent on the subject but may include:
- Re-drafting
- Corrections
- Teacher/Student dialogue
- Work improvements

Learning Support

It is essential that pupils with special educational needs have access to a full curriculum. All pupils will study core and foundation subjects from the National Curriculum and will therefore be assessed against the Attainment Targets of these subjects.

It is essential that Departments work closely with the learning support staff to ensure that an environment exists where this is possible.

Pupils will be provided with appropriate support after consultation with the primary schools. This will be reassessed at least annually. Support will continue to be provided for pupils with Statements of Education Needs or with an Individual Action Plan in line with the Special Needs Code of Practice.

Pupil Tracking, Target Setting, Results Analysis

1.   Interim Reports and Final Exam Results
   - Targets are set at the beginning of each academic year. The target is set for the end of the appropriate key stage; the aspirational target is defined by FFT5 benchmark; the minimum expected target is defined by FFT 20 benchmark
   - Three times a year projected grades are entered into SIMS. A projected grade is a teacher's prediction of what that pupil is likely to achieve at the end of the key stage. The marksheet compares the target grade with the projected grade and reports whether the pupil is, or is not, on target.
   - Three times a year staff enter a current grade. This is a holistic grade, using a range of assessment and teacher observation about where the students currently are.
   - Also three times a year, Attitude to Learning grades are entered into the same marksheet. The criteria for Attitudes to Learning are displayed on classroom walls and printed in the pupils' and teachers' planners.

Note: Where data is absent for a pupil due to lack of SATS or other reasons (movement from another country) FFT data will be generated based on external assessment such as GL assessment and/or CAT4 tests.

2.   The Leadership team and governors monitor the effectiveness of teaching and learning in many ways but in the particular context of pupil tracking through data they do so by using SISRA to monitor summary data for the school. SISRA is an online tool to which SIMS Assessment Manager data is uploaded.
   a.   GCSE exam results, Target data, each set of Interim Data and Mock result data is all analysed in the same way using SISRA. This data can also be shown as trends over time.
   b.   Line Managers monitor the effectiveness of teaching in the departments for which they are responsible using the information uploaded to SISRA. The methods used for doing this are similar to those used by heads of department and are discussed below.
   c.   The DH curriculum will meet HODS after teach data point to discuss trends and priorities, and action plan to support.

3.   Heads of Year:
   a.   Use SISRA to monitor individual pupils. Various filters are available in order to show, for example, pupils on trajectories/P8/Basics.
   b.   After each Interim Report, Heads of Year are also provided with a spreadsheet drawn from SIMS which shows Projected Grade, Target Grade, On Target, Attitude to Learning and Intervention strategies for

each pupil in their year group. This allows Heads of Year to monitor pupils across a range of subjects and put Intervention strategies into place

    c.   To support prioritisation, Progress forum is held weekly to use data to inform student intervention and support with SLT and progress leaders.

    d.   Heads of Year celebrate success in a number of ways such as letters home or celebration breakfasts.

4.   Heads of Department / Subject Teachers

    a.   Heads of Department monitor pupil progress through SISRA.

        i.   They do this in a number of ways including, for example, looking at their Interim reports compared with targets. They can look at whole department data, data for individual classes or individual pupils.

        ii.   Heads of Department use a comparison of Projected Grades and Target Grades to track underachieving pupils.

        iii.   Analyse the marksheets which record intervention strategies if the pupil is off target

5.   Parents and pupils are presented with this information three times a year. In the January of the Year 11, a post-mocks report is also sent home

    a.   Pupils record their target grades, projected grades and Attitudes to Learning in their Student Planners

    b.   Pupils complete a reflection exercise, signed by parents, to ensure they reflect and action plan on their grades

Departmental Recording

Staff must keep a record of assessments in line with departmental practices. Where applicable, test and module results for each child within a set and Year group should be collated, recorded and overseen by the Head of Department.

Learning and Success Points

Reward points are awarded for a number of positive behaviours and achievements – see Behaviour policy.

Monitoring and Reporting

Departments should regularly review their assessment policy and update practice.

Assessment and feedback is monitored through work trawls, with feedback being given to departments and individuals, following each trawl.

Appendix 1

Marking Policy and Practice

- The aim is that marking is manageable for teachers and that the feedback is meaningful for both teachers and students.

- Marking is only of benefit if it improves learning.

- This might be through the use of appropriate targeting comments or through students actively acting on feedback given to them.

- Work /books that are not looked at often deteriorate in standard of work and students lose motivation

- There needs to be consistency of practice across the school and a general policy to provide a framework. Departments can then work within that to create their own more tightly drawn policy.