

POLICIES AND PROCEDURES

ASSESSMENT POLICY

The school's policy is written in line with the local authorities' advice and procedures.

Assessment is an integral part of learning and teaching, it helps to provide a picture of a young person's progress and attainment and perhaps more importantly to identify next steps in learning in order to achieve meaningful progression.

"We use the general term 'assessment' to refer to all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. This can be both summative and formative.

Assessment information will be shared and discussed with the learner, parents, other staff as appropriate, and partners involved in supporting learning. Learners should be engaged in all aspects of assessment processes and should be provided with success criteria /learning intentions so they know how to achieve the intended outcomes. As learners move through the curriculum and the school, they will experience a range of approaches to assessment.

The school will continue to critically reflect upon and evaluate our approaches to assessment and conduct moderation and quality assurance.

1.1 Assessment in Primary (Early Years)

At ISCS, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners and that this is shared on a weekly basis with their parents. Careers as part of our parents as partners initiative. During child-initiated activities, practitioners make observations on and record these on Tapestry.

From the first half of the Autumn term onwards, the Early Years teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and provides a baseline of the children's attainment. This information is closely monitored through classroom monitoring and their learning journals to ensure that all children are making good progress.

Each term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities each term for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

1.2 Assessment in Primary (Key Stages 1 and 2)

In Primary School we recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

Assessment for learning (formative assessment)

Assessment for Learning is based on five principles:

1. Making the learning objective clear by using LO- (Learning Objective)
2. Sharing context and success criteria (steps for success)
3. Peer/self evaluation
4. Pupil feedback
5. Effective questioning

Assessment of learning (summative assessment)

Summative assessment will be measured through a number of data capture points:

1. October- All pupils from Year 1-Year 6 will take internal Baseline Assessments
2. December- end of term internal assessments
3. March/April – end of term internal assessments
4. May/June – end of term/year assessments, Year 6 students internally complete

checkpoint 1 for Primary.

Further summative assessments occur throughout the terms based on individual subject needs and teacher discretion.

Marking and Feedback in Primary

At ISCS, we recognise that effective marking and feedback, in a variety of forms, enables children to make significant progress in their learning journey.

Aims:

The purpose of marking and feedback is to:

- Show children that we value their work, encourage them to do the same and celebrate their achievements;
- Let pupils know the extent to which they have met the learning intention and success criteria;
- Evidence clearly how far children have come in their learning journey and clarify what their next steps are;
- Promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work;
- Promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work;
- Provide a basis both for summative and formative assessment;
- Provide on-going assessment, which informs future lesson-planning; and
- Demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Marking/Code Key:

Symbol	Meaning
Green pen	Used by the children to make corrections
0	Punctuation error (circle error)
-----	Spelling error
VF	Verbal feedback
I	Independent work
S	Supported
G	Group work
P	Partner work
✓	Correct
•	Incorrect

Success Criteria (SC)

- SC is stuck into a child's book at the start of a unit, usually each week.
- Before pupils begin a new concept, the Class Teacher will go through the SC with the class to ensure:
 - All technical and grammatical vocabulary is understood;
 - Children understand each success criteria point within the texts and concepts they are examining; and
 - They have an oversight of the 'big picture' – where they should be by the end of their learning journey in that unit.
 - Throughout teaching, the SC will be referred to as appropriate.

Self & Peer Assessment

- After writing, pupils will sometimes be given the opportunity to self and peer assess.
- Self assessment is done in green. They tick (achieved) or dot (not achieved). Children will be encouraged to go back and improve their work, taking into account anything that they, or their partner, have identified is missing from their work, e.g. putting in missing fronted adverbials.

Adult Marking

- On some pieces of writing, quality self & peer assessment (along with verbal feedback), will be sufficient to enable children to take the next steps. Therefore, adult marking will be unnecessary.
- When adult marking does take place, it will be against the SC stick-in. If the child is still working toward the success criteria it will be left with a dot.

Identifying and correcting child's mistakes

If a SC is unmarked, does this mean the teacher will correct the error made in its entirety every time? No. When it is unmarked on the stick-in for the unit- it generally shows they have not achieved it because they have not done it, not because it is wrong. When it is unmarked on their work

for the day it may be because they have missed something eg. a full stop. If it is wrong in their maths we leave it unmarked- sometimes correcting the answer. However we promote independence and this means leaving areas of improvement unmarked and then giving dedicated time for children to go back and check their answers, and have a go at redoing them.

If achieved/doing well does this mean the child has everything correct or does it mean for that pupil he or she has at least performed as expected? A tick on the SC means they understand the concept and have demonstrated it more than once. We acknowledge that sometimes children will understand the concept but will still make mistakes on occasion- they would still get a tick. Children need to be able to show they can do it independently- if they can do the criteria but need support we would use the S to show they were supported and not yet able to achieve it independently. If a child gets most questions correct, has attempted a challenge or mastery question and achieved it independently we would tick it.

Guidance for adults providing marking and feedback

Since the SC provides the developmental/constructive feedback, written comments should be short and praise based.

Who marks?

Any adult that works with the children may mark against the SC.

Does every piece of work need to be marked?

In some format the work needs to be marked. Marking can take a variety of forms.

- Hard marked against the success criteria
- Verbal Feedback (marked as VF in books)
- Whole Class marking and feedback (green pen)
- Self marked against the success criteria

Tracking

- Students' progress will be internally tracked against the learning objectives within each subject by each subject teacher. It is the teachers responsibility to update the record and keep it current.

- Half termly, staff in the Key Stages will meet to ensure all data is up to date and they will analyse and plan for the future accordingly.

- Using both summative and formative data, teachers will meet on a termly basis with the Head of Primary to discuss pupil progress. At this meeting, teachers should have available a completed pupil progress report which will then be reviewed at each subsequent meeting. After the completion of Pupil Progress Meetings, the Pupil Progress reports will then be shared with the SLT and intervention will be planned to ensure all Pupil Progress at their maximum potential.

Recording

- Assessment grades from all subjects are recorded on the schools internal assessment document. Certain assessment grades will be shared on the School Platform of ClickEdu, in order to keep parents informed of progress and attainment.

- We take the objectives of each subject from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum.

- Our teachers record the progress of each child for English, Reading, Maths, Science, Global Perspectives, ICT, PE, German and Art. This allows us to monitor the progress of each child.

1.3 Assessment in Middle and High School (KS3, 4 and 5)

In Middle and High School we recognise various methods of assessing a child's learning. The type of assessment that we do varies from subject to subject depending on the objectives.

Assessment for learning (formative assessment)

The principle of formative assessment is providing information, feedback and interaction without allocating marks, for example:

- Making the learning objectives clear
- Sharing context and success criteria (steps for success)
- Peer/self evaluation
- Pupil feedback
- Effective questioning

Summative assessment will be based on different kinds of tasks done during the academic year to check pupils' progress for which grade or mark is allocated.

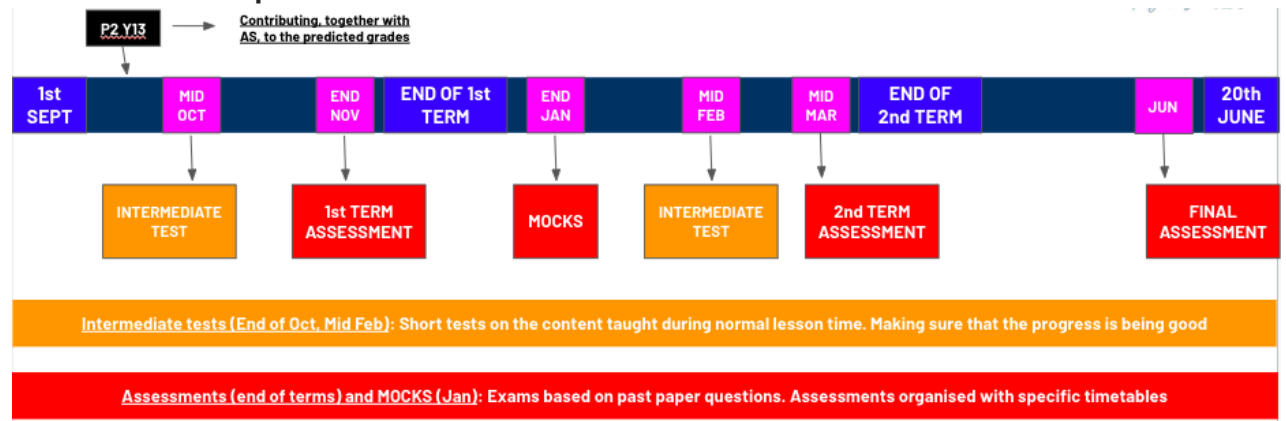
On-going formative and summative assessment

- It is expected that teachers will give verbal and/or written feedback during lessons. Verbal or written feedback on homework and other written assignments should be mostly formative and positive in its nature
 - Workbooks, folders, and other pupil's work produced may be checked as required.
 - Work done at home could be included or used as part of the assessment process or as part of a large task.
 - Feedback of assessments and homework assignments should be prompt – normally within two working weeks of being submitted.
 - Pupils could periodically be asked to evaluate their own work and that of their peers to develop self-awareness of the progress of learning.
 - Pupils should collaborate in the setting of their own learning targets, both short and long term.
 - A sequence of activities, in-class, peer or self-assessment should help students learn how to learn.

Tests and exams

This is used to develop an understanding of where the student is at a given time based on formal assessment, normally a test or exam. This is increasingly important as we move up from KS3 to KS5. The iGCSE and "A" level exams are based on formal summative testing. However it must be stressed the formative processes underpin the knowledge acquisition and creativity necessary to be successful in exams.

Assessment checkpoints



Feedback and marking

In some format the work needs to be marked. Feedback and marking can take a variety of forms, for example:

- Hard marked against the success criteria
- Verbal Feedback (marked as VF)
- Whole Class marking and feedback
- Different use of colors to indicate positive and improvable aspects
- Self marked against the success criteria
- Peer marked against the success criteria

Tracking

Students' progress will be internally monitored within each subject by each subject teacher.

Recording

- Assessment grades from all subjects are recorded on the schools internal assessment document. They will be shared on the School Platform of Clickedu, in order to keep parents informed of progress and attainment.
 - We take the objectives of each subject from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. This allows us to monitor the progress of each child.

Reporting to Parents

- We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work.
 - Grades for ongoing assessments will be uploaded to each subject in the Clickedu Platform. Each assessment will be marked within the next two working weeks after the assessment was done.
 - Written reports are electronically sent to parents at the end of each half term- October, December, February, March/April and June.