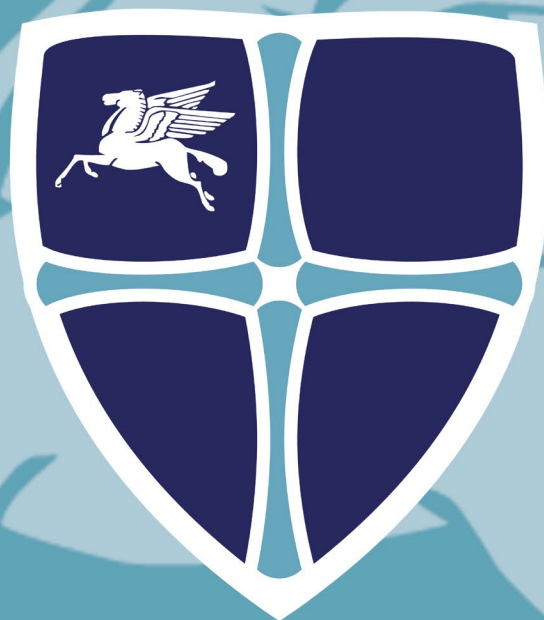


Wellfield School



Assessment Policy

Chair of Governors – Mrs N Wood

Headteacher – Ms S Hammond

Updated – May 2022

Review Date – May 2023

1

RATIONALE

Rigorous and accurate assessment is a fundamental part of successful learning. Wellfield believes that, to secure outstanding outcomes, teachers and leaders

- check pupils' understanding effectively, and identify and correct misunderstandings;
- use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts;
- check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

1. PURPOSES

Assessment for Learning at Wellfield School requires that

- **Every student** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement. They routinely respond to incisive feedback with a notable impact on their learning;
- **Every teacher** is equipped to make well-founded judgements about students' individual progress and attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for students who are not fulfilling their potential or meeting expectations;
- **Across the school** we have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, for tracking their progress and providing appropriate intervention to support underachievement;
- **Every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

2. GUIDELINES

AfL should be embedded in our teaching from initial planning through to external assessment. It should be personalised and based on the potential of every student in each key stage and from the lowest to the highest ability. Staff should use AfL principles -

Day to day, through;

- learning objectives made explicit and shared with pupils;
- peer and self-assessment in use;

- pupils engaged in their learning and given immediate feedback (written or oral);
- pupils should have the opportunity to respond to feedback.

Periodically, through

- broader view of progress across subject for teacher and learner;
- use of national standards in the classroom;
- adaptation of medium-term curriculum planning based on identified weaknesses.

Transitionally, through

- formal recognition of pupils' achievement;
- reports to parents/carers and next teacher(s);
- external tests or tasks.

3. LINKS TO GCSE

ALL GCSE examinations follow the new 1-9 grading system with terminal, linear examination, although some subjects still have a Controlled Assessment / Fieldwork element. Controlled Assessment is undertaken in strict, controlled conditions to ensure the work students are producing is their own. Re-sit opportunities are not available.

We, therefore, need to ensure that they are familiar with terminal examination skills and we need to be accessing the specific revision and exam techniques from as early a stage as possible in lower school to ensure the students develop the skills required. Between 5% and 17% of the overall marks in many subjects will be awarded for punctuation, spelling and grammar (SPAG), depending upon the subject. Therefore, literacy becomes even more essential from Y7.

4. RECORDING PUPIL'S PROGRESS

- Record keeping provides the mechanism through which teachers can focus on each student.
- All staff will have prior data, as available, for the classes they teach.
- Past achievements, current progress and marks and targets will be recorded in the teacher planner or on an electronic equivalent. Some of this information will be transferred to assessment manager at given times throughout the year.

5. TARGET SETTING

All incoming Year 7 take a Cognitive Abilities Test (CAT4). Academic Targets are set centrally across the school by SLT using the targets for FFT Top 5 based on KS2 results (benchmarking tool). At the beginning of each academic year, each teacher receives a class list which contains prior performance and GCSE Target grades. These grades are set from Year 7. All mid phase students are to be included in this.

Performance in relation to targets is used to gauge the progress the students are making compared to their prior attainment as well as their target GCSE grade. Academic targets are, therefore, set at a number of levels:

- Individually
- For subjects
- For cohorts (class or year)
- For the whole school

Assessing progress - Lower School (Years 7 - 9): NAME system (See appendix 1 for examples from English and History of how NAME is applied after key assessment tasks/examinations.)

Students' work in Years 7-9 is assessed in relation to the subject specific expectations of them throughout the five years in order to attain their target grade in the GCSE examinations. The system for lower school is known as NAME.

Subject Leaders have designed Schemes of Work and learning resources to ensure that students are taught and learn the necessary content and skills to be able to achieve their target grade. They also design assessment materials to ensure that students are able to demonstrate the acquisition of these over time and in examination conditions.

Student performance in assessments and examinations is recorded, tracked and reported in terms of whether a student is

- Not Yet meeting expectations
- Almost meeting expectations
- Meeting expectations
- Exceeding expectations

towards achieving their GCSE target grade. Both + and - are used in whole school data capture (DC) to indicate the extent to which a student is at a particular stage and to enable closer scrutiny of student progress over time.

TEACHERS

- plan lessons to ensure that students are able to at least Meet Expectations over time and provide appropriate intervention, support and challenge to ensure

that they do this;

- apply the assessment protocols stipulated in the subject scheme of work and liaise with their Subject Leader to ensure all assessment information is accurate;
- communicate effectively with students so that they know to what extent they are at least Meeting Expectations and know how to improve.

STUDENTS

Need to understand what their result in terms of NAME means in relation to the work that they do, and in particular assessments that they complete, so that they know what they need to do to ensure they at least Meet and continue to Meet Expectations in order to be sure of achieving their target at the end of Year 11.

6. ASSESSMENT, DATA COLLECTION (DC) AND REPORTS

- Students complete assessments which are designed to assess to what extent they are meeting expectations required to achieve their target based on the success criteria and/or GCSE grade descriptors.
- Staff enter assessment data as N, A, M or E (+ / -)
- Subject Leaders use the whole school data system to monitor progress of students in their subjects.
- Reports to parents inform them of their child's progress using N, A, M, E.

During the course of Year 9, assessment may include recording as a GCSE grade as well, especially in cores subjects. The end of year examinations will also generate a GCSE grade.

7. ASSESSING PROGRESS - UPPER SCHOOL (YEARS 10 - 11)

For Years 10-11, students' progress is assessed, recorded, tracked and reported using GCSE grades. Assessment tasks and examinations are set by subject leaders using GCSE style tasks and past papers which are then marked according to exam board mark schemes and grading criteria.

8. REPORTING

Reporting to parents/carers is an integral part of assessment and helps take stock of where students are. We give parents/carers clear information about their child's achievement in relation to national norms and their individual ability.

Reporting takes the following forms:

- Consultation evenings where parent/guardians are offered a time for personal discussion with the tutor/teacher to review progress and to decide how to improve

- Data reports. These give the parent or carer a breakdown of the subjects their child is studying along with details of their progress towards meeting expectations towards achieving their GCSE target grade. It gives the student specific guidance within each subject on how to improve. Data reports are produced after each data capture process (DC) and give the parents the current progress information of their child compared to their target. They are meant for information only and may be used to form the basis of future intervention work.

All staff should:

- use a full range of data to gain a clear picture of prior attainment, needs and strengths and weaknesses;
- use information about literacy and numeracy and that gained from the registers for SEN and MAT;
- give regular, constructive feedback to students, telling them what they have achieved and how to improve as per the marking policy;
- give regular clear information to students about their current progress towards target GCSE grades;
- give feedback orally and in writing in exercise books and folders so that they are certain of where they are and where they are going;
- provide accurate information about student progress, using the school systems and policy (including NAME), at regular intervals and in accordance with the whole school data capture calendar (DC);
- follow the marking policy consistently.

Subject leaders should ensure that:

- the scheme of learning is divided into appropriate modules and that there is a robust system of assessment which provides appropriate opportunities for progression in all year groups;
- there is a robust system of passing on folders of individual student assessment information throughout Years 7-11. This will allow all staff and students to track progress.;
- information is passed to the central data system at given times and the analysis of data is used to raise standards by identifying underachievement, supporting staff planning, identifying groups for intervention, set challenging targets and support SLT to identify priorities.
- Students are involved in informed and effective self and peer assessment as appropriate.

AO2. Language. Year 8 with a Target of Grade 8

AO	N	A	M	E
<p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>Comment on how language choices affect different readers or audiences.</p> <ul style="list-style-type: none"> Explain the effect created by language/structural techniques in a text. Use correct terms when commenting on the writer's language/structural techniques. 	<p>Use word connotations accurately to develop original responses to text.</p> <ul style="list-style-type: none"> Comment on how the organisation of a text affects the reader a particular way. Make precise comments to explain how language is used at different points in a text for an impact. 	<p>Explain how structural/language features contribute to the text's overall effectiveness.</p> <ul style="list-style-type: none"> Begin to explain alternative reasons for the writer's use of structural/language choices. Explore how a writer's ideas or purpose is presented through structural/language techniques. 	<p>Analyse how a text's meaning is shaped through the author's structural/linguistic methods.</p> <ul style="list-style-type: none"> Make connections between writing of similar styles and compare the influence on readers. Give my own judgement on the effectiveness of some of the writer's structural/linguistic choices.

NAME	WWW	Pink Box Task
		<p>How have the writer's language choices been affected by contextual features? How would this context affect a modern reader and an Elizabethan reader? Spellings x3</p> <p>Look at your highlighted words. Use word connotations to develop an original response to the text. Spellings x3</p> <p>Look at your highlighted section of text. Suggest an alternative reason for the writer's use of language choices. Spellings x3</p> <p>Make a connection between this text and another of a similar style comparing the influence of language choices on the reader. Spellings x3</p>
EFFORT	EBI	