



Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

ASSESSMENT POLICY

AIMS

Assessment plays a key role in helping us to fulfil our goal of ensuring success for every child. In particular, it is an integral part of our quest to raise standards.

Assessment, Recording and Reporting should create an atmosphere in which expectations are high and achievements are acknowledged. All features and procedures should encourage pupils so that they develop the confidence and motivation to reach their maximum potential in all areas of the curriculum.

PURPOSES OF ASSESSMENT

Assessment may be used for a variety of purposes.

It may be:

Formative

identifying what has been achieved, what needs to be done next and setting realistic targets.

Summative

recording a pupil's overall achievement.

Diagnostic

identifying a learner's strengths and weaknesses thus enabling proper guidance and support to be provided.

Evaluative

helping to clarify curriculum aims and providing information that helps evaluate the effectiveness of the curriculum and of teaching strategies.

Above all, assessment should aim to motivate by involving pupils in their own learning through self assessment and dialogue with the teacher, recording positive achievement, ensuring that they are fully aware of the criteria for success and establishing clear, achievable targets.

PRINCIPLES OF ASSESSMENT

Assessment should:

1. be manageable, efficient and effective;
2. identify strengths, weaknesses and targets for development;
3. be ongoing and integrated into teaching and learning;

4. communicate useful information in an accessible and constructive way;
5. meet statutory requirements;
6. embrace the academic, social, emotional, moral and physical development of the child;
7. provide a basis for dialogue between teachers, pupils and parents/carers;
8. motivate and involve pupils actively;
9. incorporate moderation and monitoring procedures for ensuring consistency of standards;
10. make clear the standards for success;
11. enable tracking of pupil progress to be carried out systematically.

Since assessment is an integral part of teaching and learning, schemes of work should include schemes of assessment and identify assessment opportunities including those for literacy, numeracy and Essential and Wider Skills as appropriate.

SCHOOL MARKING POLICY

The marking of pupils' work is central to pupils' learning and provides essential information for assessing progress, identifying areas of difficulty and encouraging further progress to be made. Also, it enables teachers to evaluate their courses and approaches to topics.

1. Pupils should understand the purpose of any piece of work and be aware of the success criteria for marking.
2. Marking should be supportive and constructive, targets being set where appropriate (2 stars and a wish principle).
3. Mistakes in spelling, punctuation and grammar should be pointed out by teachers who will bear in mind individual pupils' needs and the assessment principles of manageability.
4. High standards of presentation should be praised. Poor standards should be addressed. Pupils should be asked to reframe poorly presented work.
5. Pupils should be given opportunities to self and peer assess.
6. Monitoring of marking will be carried out by subject leaders and SLT.

TRACKING PUPIL PROGRESS

One of the main aims of the school is to help all pupils realise their academic potential whatever their level of ability. The majority of pupils have the self-discipline and motivation to work to the best of their ability, however some have no clear idea of what they are aiming for or how to fulfil their true potential. Our tracking system aims to raise awareness of these issues by providing staff with enough time to discuss academic progress with individual pupils and to set each child realistic yet challenging academic targets which are reviewed periodically.

1. DEFINING A BASELINE

We receive the following information from our partner primary school colleagues about pupils who transfer to us in year 7:

- End of Key Stage 2 levels in the core subjects – including individual attainment target levels;
- NFER standardised tests in numeracy and literacy;
- Attendance records;
- Medical information;

- AN record details, including IEP or statement of educational needs (where relevant);
- Behaviour Support Plan (where relevant);
- Details of particular achievements, aptitudes e.g. in music, sport, art, ICT etc - with input from the pupil;
- Friendship groups;
- Any other relevant information likely to impact upon successful transition – socially or academically.

We are also working on a common format for portfolios of pupil work which will be used as a basis for transition planning.

In addition, we provide a bank of tests for year 7 pupils to confirm the baseline, including numeracy, spelling and reading age tests.

2. EARLY INTERVENTION

Baseline information is used to identify pupils who need intervention/support in literacy and/or numeracy. Please refer to the Literacy and Numeracy Policies for further information.

3. TARGET SETTING

Data from standardised tests in reading, spelling and numeracy, previous key stage teacher assessments, MIDYIS and FFT are used to help staff set targets.

MIDYIS tests are used within the first term of entry in year 7 and are of great use in giving an indication of individual pupil potential. As they are based on quantitative, verbal and non verbal assessment, the test results help our target setting to be far more realistic and meaningful.

The Fisher Family Trust data also helps with GCSE target setting.

Global Grades

The assessment coordinator analyses the baseline data. A Global Grade is then generated from the data available. This ensures that the data is used in order to support target setting.

Subject teachers then view the Global Grade as the minimum target level for their subject. They have the opportunity to set higher target grades than the Global Grade. Subject teachers will award termly interim attainment grades that are projected future outcomes based on current performance/attainment.

Global Grade	Minimum level expected at the end of Key Stage 3	Minimum GCSE grade expected at the end of Key Stage 4
A	7	A
B	6	B
C	5	C
D	4	D
E	4	E
F	3	F
G	3	G
1,2,3	W	Entry Level
P Levels	W	Entry Pathways

Example

If a child is in Year 7 and their **Global Grade is C** we would expect him/her to achieve a minimum of a level 5 at the end of Key Stage 3.

If a teacher awards a subject attainment grade of B the teacher expects him/her to achieve a minimum of a level 6. That means they are doing better in that subject than was expected. If a teacher awards a subject attainment grade of D the teacher expects him/her to achieve a minimum of a level 4. That means they are doing worse than expected.

All our future reports to parents will use this new system.

Subject teachers should continually set and review subject specific targets as a result of formative and summative assessment processes. Pupils should record these in exercise books, files and/or planners.

4. DATA TRACKING AND RECORD KEEPING

Methods of recording assessment should be simple and effective. The SIMS Assessment module is used to track and record data. Tracking of pupil progress can then be undertaken in a more informed, systematic way.

Each department is expected to build a substantial test/assessment into the Scheme of Work for each end of module/half term. This enables teachers to monitor the progress and understanding of each pupil taught and to plan for appropriate action.

Heads of Learning will monitor pupil performance in all subjects against their Global Grades. They will arrange for letters to be given to pupils who are exceeding their Global Grades in a significant number of subjects. Similarly they will arrange for letters to be sent home for pupils who are underachieving in a significant number of subjects [compared to their Global Grades]. Heads of Learning will interview pupils [and parents] where necessary. After the publication of Interim Reports pupils will be awarded 10 achievement points for every subject that they exceed their Global Grade.

Subject Leaders are responsible for the setting of Trial/Mock examination papers for Years 11.

Teachers' assessment records should be available, on request, at all times and should be provided for parents to consult, if they so wish, on Parents' Consultation Evenings.

5. MONITORING OF PROGRESS

Subject teachers monitor continuously each pupil's progress. Doing this means that pupils are seen as individuals, and subject teachers are able to review and revise the targets which they set. Also, programmes of study can then be devised in order to meet individual needs, taking into account particular strengths and weaknesses of individuals. This should be evidenced from AFL strategies within lessons.

6. WHOLE SCHOOL ACTION TO PROMOTE INDIVIDUAL PROGRESS

Under-achievers and high achievers are highlighted termly from the spreadsheets of Attainment grades. The names of pupils receiving grades which indicate causes for concern are highlighted and these pupils are interviewed by the appropriate Head Of Learning.

Pupils who do well in aspects of a lesson are given achievement accreditation through the MIS system.

Form tutors discuss, with each pupil in the class, his / her performance. Tutors and pupils are expected to set and agree targets for the immediate future. These targets can then be reviewed at the next interview.

During tutorials form tutors interview pupils for one-to-one reviews.

Pupils should enter details of their review and write down their targets on their review sheets and in their Planners if possible. These should then be used for reviewing and resetting targets at a later date.

Subject teachers should continually set and review subject specific targets as a result of formative and summative assessment processes. Pupils should record these in exercise books or files.

The support of parents through the use of written reports as well as Parents' Consultation Evenings is welcomed and promoted.

The school organises in-house revision days during the pre-examination period for some subjects.

Results of pupils involved in these schemes are evaluated to determine what benefit has been derived.

7. SUBJECT PORTFOLIOS

All departments should have portfolios of work. Each sample of work should have been agreed, through moderation processes, to represent work at a given standard at KS3. Departments should continually build on and revise the portfolios in order to ensure that the standards represented are up-to-date.

The portfolios can be used as guidance for pupils as well as for all subject teachers, especially those in their early years in the teaching profession, and should also be a means of disseminating good practice.

REPORTING TO PARENTS/CARERS

Reports are the means by which parents are informed of the assessments being undertaken in school.

It is the school's policy to maintain close dialogue with parents on all matters related to their children. Therefore, in addition to the specific reporting times [as shown in the annual calendar], parents are contacted on any occasion when it is deemed necessary or advisable.

Pupils in Year 11 will receive 1 interim and 1 full report. Pupils in year 12 and 13 will have progress review interviews in the autumn term, they will also receive a full report after publication of their January external examination results. Data entered should be based on test Marks/Classworks set for pupils. Each attainment grade should be agreed on within departments and a list of these assessed pieces of work should be available from subject teams on request.

Common Personal Attributes to be collected across Key Stages 3 and 4 for full reports issued to parents are as follows:

- Effort
- Conduct
- Completion of Homework
- Communication
- Working with Others

REPORTS YEARS 7 – 10

Pupils in Years 7-10 receive two interim reports and one full report each academic year. There is also one Parents' Consultation Evening per year group where subject performance can be discussed in detail and parents can be involved in the tracking process.

KEY STAGE 3

At the end of Key Stage 3 reports will also contain:-

Teacher Assessment (TA) levels in English, Mathematics, Science, Welsh, Modern Foreign Language, Design & Technology, History, Geography, Information Technology, Art, Music and Physical Education – recorded on the MIS system.

Parents will also receive comparative information about the performance of their child's contemporaries in the same school.

Full reports include a summary of a pupil's attendance and the number of unauthorised and authorised absences.

PARENTS' REPLY SLIPS

Full reports, throughout Years 7 -13, are accompanied by parents' reply slips, on which parents are invited to write their comments on their child's performance and / or on the report.

If parents so wish, an interview will be arranged for parents to meet staff and discuss, in more detail, any matters of concern.

INVOLVING PUPILS

Pupils will make more progress if they:

- have a clear understanding of their learning objectives and of the criteria for assessment;
- are involved in regular self-assessment and target setting, learning to evaluate their own performance, progress, achievements and skills;
- discuss their performance and progress with their teachers regularly, and establish strategies for further progress;
- assess their own work. When self assessment is in place it should help pupils to develop "guided independence" which will help them to have a view of their next targets.

FORMAL ASSESSMENT REQUIREMENTS AT KS3

Subjects with 4 or more lessons per fortnight to assess a minimum of 2 pieces of work formatively per term. i.e. English , Welsh , Maths, MFL, Meddwl Mlaen, Science and PE.	Task to be accessible at all levels (differentiated) with success criteria set at the beginning of task. Pupils to have a chance to redraft or revisit work following feedback given. Staff can then assign a level on the redrafted work.
Subjects with 3 or fewer lessons per fortnight to assess a minimum of 1 piece of work formatively per term. i.e. Music, Drama, Geography, History, D&T, Art & RE.	Task to be accessible at all levels (differentiated) with success criteria set at the beginning of task. Pupils to have a chance to redraft or revisit work following feedback given. Staff can then assign a level on the redrafted work.

Pupils should also have an opportunity to self and peer assess a minimum of 1 piece of work per term (either as part of the formative assessment set task or separately.)

LITERACY TOOLKIT - ASSESSMENT

All KS3 subjects address the term's focus within lessons i.e. Yr 7 Oracy term 1 ,reading for meaning term2 , writing Term 3.

Teachers of specific subjects will enter literacy level each term on SIMS.

Focus	Departments to formally assess through Moodle	Term	Second assessment to monitor in term 3
Oracy (Paired work)	Drama, English, Maths, MFL, Music and PE	1	Drama, English, Maths, MFL , Music and PE
Reading for Meaning	Art ,English, ICT, RE and Science	2	Art ,English, ICT, RE and Science
Writing	D & T ,English, Meddwl Mlaen, Geography, History and Welsh	3	D & T, English, MM, Geography, History and Welsh

ANNUAL ASSESSMENT CALENDAR

At the beginning of each Autumn Term each member of staff will receive a calendar giving details of important dates and deadlines, including assessment deadlines. Reminders of deadlines will also be issued in the appropriate School Bulletins or Staff Briefings. All staff are expected to adhere to these dates in order to ensure the smooth running, and therefore effectiveness, of the Assessment Programme.

The assessment of Literacy is an ongoing development – Term 1 will focus on tracking pupils' oracy skills – a Rubric is being developed for pupils to self assess via Moodle.

Term 2 and 3 will focus on tracking reading and writing respectively. Specific subjects will record specific literacy levels [see Literacy policy].

ROLES AND RESPONSIBILITIES

Assistant Headteacher – Achievement will:

- Keep up-to-date with local and national developments relating to assessment disseminate relevant documentation to Heads of Department and advise other colleagues when necessary.
- Support, monitor and evaluate assessment/recording/reporting within the school.
- Analyse baseline testing and examination results and disseminate information to staff.
- Devise an annual reporting schedule and include it as part of the school calendar.
- Lead the Assessment Development Group on Assessment, tracking, intervention and Data Management within the school.
- Arrange for the production of termly spreadsheets for Heads of Learning to use as part of tracking, monitoring and intervention.
- Work with others to set a global grade for students at the school.
- Construct the exam timetables for internal examinations.
- Oversee the arrangements for baseline testing.
- Ensure that arrangements are in place to meet the school's statutory requirements relating to Key Stage 3 including moderation and standardisation for all subjects.
- Disseminate relevant documentation to Subject Leaders and advise other colleagues when necessary.

Subject Leaders will:

- Monitor and evaluate marking and other assessment/recording/ reporting practices within their subject, e.g. they should ensure that the common policy is applied consistently.
- Promote consistency in assessment/recording/reporting within their department.
- Provide guidance on judgemental issues when assessment standards are being set.
- Ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations.
- Use the results of assessment to inform and direct future teaching and curriculum planning.
- Undertake periodic examination of pupils' written work, with appropriate follow-up. eg. for C/D borderline.
- Supervise setting of school examinations and revision programmes.
- Produce and monitor the department's marking policy
- Periodically meet with their line manager to discuss, amongst other issues, matters relating to assessment/recording/reporting.
- Evaluate reports written by members of their Department and where necessary take steps to improve the quality of these reports.
- Produce, monitor and evaluate the subject review sheets that are used with pupils.

Form Tutors will:

- Regularly check homework diaries and monitor pupils' progress.
- Act as Learning Coaches making use of Review sheets/data to prepare their discussions with pupils.
- Write a comment on the report of each member of their Form.

Heads of Learning will:

- Use the data provided in termly spreadsheets to generate letters for specific groups of pupils e.g letters of concern or letters of commendation.
Use the data provided in termly spreadsheets to Track achievement against the Global Grade, determine which pupils to hold Heads of Learning reviews with and arrange meetings with parents of pupils where there are concerns.
- Act as a Learning Coach and oversee the work of the Form tutors in their teams in their work as Learning Coaches.

Subject teachers will:

- Set appropriate assessment activities so as to be able to gauge a pupils' understanding and progress.
- Assess pupils work regularly.
- Enter data in SIMS Assessment module as scheduled in the Assessment Calendar.
- Carry out termly Subject Reviews, setting subject specific improvement targets for individual pupils.
- Set targets based on assessment data to help pupils improve performance.
- Track pupil performance against Global Grades and take appropriate remedial action to swiftly address any underperformance.
- Notify Heads of Learning if there are pupil progress concerns.
- Contact parents regarding pupil progress concerns, if appropriate.
- Contribute to moderation exercises.
- Share summaries of assessment data to inform self-evaluation and curriculum planning.

Date established by governing body: November 2012

Date Reviewed and agreed: 17th October 2013