ASSESSMENT POLICY

Formulation date:	June 2017	Reviewing Committee	Curriculum & Standards
Approved on:	June 2017	Next Review date:	June 2021

Newbridge High School – Assessment Policy

Overview:
At Newbridge, we aim to ensure that all students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable our students to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking will be applied consistently throughout the school.

Objectives:
- to monitor, evaluate and review students' current stages of progress and identify their next steps for progress and improvement
- to give students accurate feedback on their progress and achievement
- marking and feedback should have an IMPACT on student progress
- to promote a positive self image and growth mind set for students and encourage them to value and take pride in their work
- to celebrate and reward students' achievement and progress
- to agree and set challenging targets for improvement
- to enable students to self evaluate their work and take responsibility for setting their own targets
- to provide evidence for assessment, recording and reporting

Principles of marking and feedback:
- marking will be against the learning objectives and individual targets (in line with subject specific pathway criteria)
- any learning points / misconceptions will be addressed
- students will have the opportunity to reflect on their feedback and question comments
- whenever possible, there will be opportunities for students to participate in the process so that there is a shared perspective on feedback, marking and target setting
- marked work should be handed back within an agreed timeframe in order for students to respond to feedback and move on with their learning
- all teachers will mark and leave feedback comments in green pen
- all students will use purple pen to respond to feedback and self / peer assessment opportunities

The purpose of marking
From the teacher's viewpoint:
- to establish differentiation between students within the group
- to provide feedback on the success of a lesson or unit of work in terms of the learning and understanding of subject concepts, skills and knowledge for individual students
- to inform curriculum development
- to identify progress
- to allow teachers to check that students have completed a task
- to provide evidence for reporting back to parents, students and colleagues

The purpose of oral and written feedback from the student's point of view
- to enable them to understand how they have performed on a given task
- to advise on next steps for further progress

- to identify strengths and weaknesses and areas of misunderstanding
- to praise and motivate
- to set future targets
- to support other students using peer assessment opportunities

Some general points of practice related to marking and feedback:
- curriculum areas should agree their own marking policy
- marking is a form of communication between teacher and students and should invite response / further action
- it is recognised that the depth of marking will vary from piece to piece (in line with curriculum marking policy)
- there should be a consistency of marking style within the department
- teachers of all students should take responsibility for monitoring standards of literacy, numeracy and presentation
- the school's praise and rewards policy should be used
- in all books / assessment folders, there should be evidence of self and peer assessment as well as student response to teacher feedback

Procedures
Recording:
- records should be useful, manageable to keep and easy to interpret
- records should be kept to show progress by the student and also where they:
  - provide evidence for teacher assessment
  - inform future planning
  - inform reports to parents
  - inform future teachers

All teachers should keep records to record the attainment of each student and show the progress of the student through the pathway / key stage. For details of the ACE Curriculum and assessment framework, see appendix below.

Moderation:
- moderation of students' work should take place within departments on a regular basis and at least once a year between ACE schools
- work scrutiny to ensure consistency should be part of the department's termly monitoring and evaluation cycle. SLT will conduct a whole school work scrutiny at least once a year, by department
- portfolios of evidence should be produced to exemplify work at different pathways by each department. A portfolio of a particular student's journey through Newbridge could be used to show progress made throughout the key stage.

Reports:
Parents will receive progress reports for their child three times a year. These will be issued via our online reporting system Go 4 schools.

Each report will show the baseline (expected) pathway, current attainment for each subject as an average of any relevant assessments, and the progress that has been made during the year towards achieving the end of year pathway criteria. Students will also be graded on behaviour, effort and homework for each subject.

In addition, the final report of the academic year, will contain a comment from the student's tutor. This comment will sum up the student's progress for the year as well as setting a target for future progress.

Throughout the year, students will also be assessed via PLTS in all subjects. A report for these will also be issued in the summer term.

Review and evaluation

- CLs should ensure that the ARR process for which they have responsibility are reviewed annually within their teams
- The Newbridge assertive discipline policy (praise based) supports recognition of achievement
- Departments will follow the school's annual Monitoring and Evaluation cycle
- The C&S committee of the governing body will review this policy every 3 years. Evaluation should take place by means of governor visits, presentations and reports, examination of reports to parents and by discussion with teachers, students and parents.

Ashby Coalville Education Partnership

A common approach to assessment recording and reporting at KS3 2016-17

The National Curriculum no longer defines assessment 'levels' and schools are therefore required to devise a curriculum and assessment system to identify, measure and track progress. Secondary schools in the Ashby and Coalville partnership (ACE) have been working on a common system since September 2014 and began to use it to assess learning and progress from September 2015. We are constantly refining and improving the details of our assessment criteria so that our students are helped to aim high and achieve more. We have also taken account of the changes in primary curriculum and assessment at Key Stage 2 and the changes to GCSE at KS4.

Aims

1. To provide a common agreed standard of attainment for Years 7-11 in all national curriculum subjects.
2. To identify and measure progress within and across school year groups.
3. To set clear targets against which progress can be measured.
4. To report to students and parents in as clear a way as possible.

The pathway model

Subject groups across the ACE partnership have agreed statements of attainment for 5 pathways, differentiated according to standards on entry. The pathways have been written to build in high expectations for students from KS2-4.

These pathways are described as follows:

Attainment colour	Attainment descriptor	Heading for a GCSE grade of…*
	Highest	9,8,7
	Exceeding	6
	Secure	5
	Growing	4,3
	Foundation	2,1

* The GCSE grade here is an aspiration for which the pathway statements of attainment will provide the building blocks. It should not be seen as a predictor of future performance.

REVISED PATHWAYS 2016-17

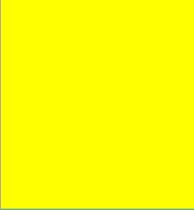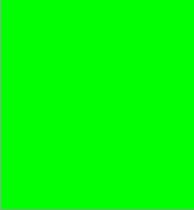| KS2	Pathway	Year 7	Year 8	Year 9	Year 10	Year 11	Approx old KS3 level
						9	
						8	
						7	
							8a
						6	8b
							8c
						5	7a
							7b
						4	7c
							6a
						3	6b
SS significantly above 100 (5b, 5a, 6)	Highest						6c
						2	5a
							5b
SS above 100 (4a, 5c)	Exceeding					1	5c
							4a
SS around 100 (4c, 4b)	Secure					U	4b
							4c
SS below 100 (3b, 3a)	Growing						3a
							3b
SS significantly below 100 (Below 3b)	Foundation						3c
							2a
							2b
							2c

Target setting

Each year, students will be set an expected pathway in line with the above model. This expected pathway will be informed by: FFT20, average KS2 score, baseline test, and previous year's attainment for students above Year 7.

The way that this is set, communicated to students and their parents, and addressed through teaching and learning, is left to the individual policy and practice of each school.

Assessment

Learning will be assessed during the year using the above colours/descriptors. Feedback and next steps will be given with reference to the statements of attainment for the relevant pathway. Support and intervention will be targeted for those students who are not meeting their expected pathway criteria or are not yet secure (green). Data in relation to students working at each of the 5 pathways and in relation to progress from their KS2 average score will form the basis of school self-evaluation of outcomes.

Assessment Pathways

PATHWAY	COLOUR	MEANING
Highest		I am building my skills and knowledge for the highest grades at GCSE. I am pushing the boundaries of my learning, regularly create and explore new situations, and accurately apply new learning.
Exceeding		I am building my skills and knowledge for a higher grade at GCSE. I can extend my learning, and can confidently apply my knowledge in new situations.
Secure		I am building my skills and knowledge for a good grade at GCSE. I have understood new learning and can apply my knowledge in new situations.
Growing		I am building my skills and knowledge to work towards a good grade at GCSE. I have understood new learning and can apply it with support.
Foundation		I am building my skills and knowledge for a pass at GCSE. I have understood new learning in small steps and can apply it with support.