



OAKLANDS CATHOLIC SCHOOL AND SIXTH FORM COLLEGE

With delegated responsibility from the
Edith Stein Catholic Academy Trust

ASSESSMENT POLICY

Approved by the Senior Leadership Team	May 2018
Revision Due	July 2021
Member of Staff Responsible	Assistant Headteacher
Statutory/Non-Statutory	Non-statutory



COMMUNITY



UNITY

OPPORTUNITY

"But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you."

John 14:26

Policy Statement

This policy outlines what Oaklands means by assessment, reporting, marking and feedback. Its sets out how these activities will be put into practice and how they will be monitored.

Part A: Assessment and Reporting

1. Principles

Our policy is intended to celebrate the way our pupils have realised their God-given talent, whatever they are, in the form of solid and real achievement and to acknowledge at regular intervals the progress they have made en route.

At Oaklands, we believe assessment and reporting should:

- a. Provide reliable, evidence based information to parents about how their child is performing by:
 - I. Enabling tracking of pupils against their end of key stage expectations.
 - II. Providing early recognition of pupils who are falling behind expectations and allow a plan for intervention.

- b. Drive improvement for pupils and teachers by:
 - I. Providing effective feedback to colleagues on the quality of teaching and learning achieved, which will subsequently inform curriculum planning.
 - II. Ensuring that feedback from assessment contributes to improved learning and is focused on specific targets/objectives. The 'Marking and Feedback' element of this policy (part B) covers how feedback is provided.
 - III. Providing recordable measures by means of assessment, which can demonstrate comparison against expected standards and also manifest progress over time.

Although the next review date is 2021, the Assessment policy must change to keep up with external best practice and innovation. There is an 'Oaklands Way', but the Leadership Team will keep up with best practice not only across the Federation/Edith Stein Trust but nationally too, where developments will inevitably impact on our policy. This means it is likely to be subject to revision.

2. Practice

a. Parents

Parents will receive assessment data for their child every half term. Each report will include:

- i. Learning behaviour grade
- ii. Attainment grade (although Year 7 will not receive attainment data until the reports provided in the Spring term – staff need time to obtain an accurate picture of Year 7 students over the course of the first term before an attainment grade is provided)

iii. Homework grade

A more detailed written report will be provided in addition to one of the half-termly reports. The written reports will focus on targets for improvement and will be received during the year, rather than at the end. A tutor comment will be provided in one of the reports towards the end of the academic year.

b. Staff

- I. Data is collected and stored on the SIMS system. SIMS data is exported to SISRA Analytics and 4 Matrix software to allow staff to analyse performance.
- II. The assessment data used to report to parents is employed to analyse the position of a year group against expectations. This data can be used to identify pupils, classes or subjects who are excelling, but also those that are not making expected progress.

3. Reporting of grades

a. i. Key stage 3

In Year 7 all students are given screening tests:

- CATs
- Reading and Spelling standardised tests
- Additionally, all students complete baseline assessments in RE, English, Maths and Science.

Since 2014, students at KS3 were allocated a band (Novice, Apprentice, Practitioner or Expert). However, this will change in September 2018, where a new system will be introduced.

The new GCSE courses are much more rigorous than the previous iteration. The Year 9 timetable for the final half term of the year will be changed to reflect GCSE options to facilitate the delivery of the GCSE content. In response to this, assessment at KS3 will operate a hybrid policy:

Years 7 and 8: Each department will create five descriptors (A-E) that students will be assessed against. This system will allow students to progress through these stages during their time at Key stage 3.

Year 9: Students will continue to be assessed using the descriptors (from Year 7 and 8 discussed above). Students will be assessed using the GCSE 9-1 grades for GCSE subjects once the timetable changes in the final half term of Year 9, which will be reflected in the final report of the year.

The table below summarises the descriptors used at KS3:

New KS3 grade (totally linear – no changing of goalposts at the end of each year)	<u>Approximate</u> old <u>Y9</u> band	GCSE grade equivalent (not what they are likely to get – approximate standard they would be at that point)
A	Expert	6 and above
B	Practitioner/Expert	4/5
C	Apprentice/Practitioner	3/4
D	Novice/Apprentice	2/3
E	Novice (low)	1

a. ii. Key stage 4

As of September 2018, all pupils in Year 10 will be studying the new GCSE specifications, which are graded 9-1.

Staff will allocate a grade 9-1 at key assessment points, both for current attainment and predicted grades. Fine grades will also be provided as best we can – a summary is provided below:

- Grades 1 and 9 would not be fine graded
- Grades 2-8 would be split into +, = and - . + means the candidate is aspiring and working well towards the next grade, = means the candidate is comfortably placed within the grade and – means the candidate still has work to do before the grade can be consolidated confidently.

a. iii. Key Stage 5

A levels have been reformed, but the grades awarded are still the same. As at GCSE, a fine grade will be awarded at assessment points.

- A* grade would not be fine graded
- Grades A-E would be split into High (+), Medium (=) and low (-) like at Key stage 4

4. How will this policy and practice be monitored? (BL's Teaching and Learning group is examining this in more detail)

- I. The Leadership team, Heads of Department, Heads of Year and teachers will analyse achievement data after each reporting cycle.
- II. The Leadership team will check the quality of assessment through the sampling of reports.
- III. Departmental meetings will share good practice and will enable departments to refine their marking, feedback and planning.
- IV. Parents can give their thoughts on the reporting process, both through the parent questionnaire at parents' evenings and through contacting the school to discuss their child's learning. A representative group of parents will also be asked to feedback in detail on changes to the reporting process at Key Stage 3 as we move from the legacy banding assessment system to the new assessment system to ensure that what we are reporting is regular, easy to understand, and allows parents to support the learning of their child.

Part B: Marking and Feedback

This section of the policy outlines what Oaklands School means by formative feedback and by marking. It outlines how these assessment activities will be put into practice and how they will be monitored.

1. Rationale

Marking is central to teaching and learning.

1. Effective use of formative feedback enables us to:
 - a. **Evaluate the progress** students have made through ascertaining what knowledge they have gained, what skills they have acquired and how well they apply their understanding
 - b. Identify student's strengths and **explain clearly what students must do to extend their learning**. It also enables staff to plan subsequent lessons more effectively.
 - c. Provides opportunities for students to **act appropriately on the feedback** they receive (this could for example be in the form of 'green penning' in response to teacher comments).
 - d. Ensure that feedback received by students is applied in a **consistent manner across departments**. Students across different classes within the same department will receive the same assessment experience.
2. **Feedback can take the form of written or oral feedback** - the proportion for each will vary by subject.
3. **In moderation, peer and self-feedback should be used** in lessons to allow pupils to develop their skills in analysing what work has been produced. Students themselves can identify their strengths and suggest areas for further development.

2. Marking guidelines

What are the principles of marking?

- i. Marking takes place when staff respond in written form to work that has been produced by pupils
- ii. Marking can take the form of detailed written feedback, but it need not be exclusively so. On some occasions, marking may be a simple check on task completion, presentation or level of effort. At other times, marking may involve a simple grade (grade 1-9 at GCSE or A-E at KS3).
- iii. For subjects where it is appropriate, one piece of work every half term will be marked in detail with a grade provided and detailed diagnostic comments provided. Students will be expected to respond to this (e.g. green pen) and make improvements to their work where appropriate.
- iv. Not all written work by students requires a written response from their teacher. For example, notes taken during lesson or draft work where pupils are exploring how to respond may not require a written response.

3. How will this policy be put into practice?

The principles of marking outlined in section 3 provide the broad parameters within which each department must operate. However, the demands of the variety of subjects that the students study mean that a 'one size fits all' approach is not appropriate. Consequently, Heads of Department, in conjunction with their teams, should produce a document (updated annually) which details how marking and formative feedback will take place. This should take into account the need to provide accurate and consistent data for the reporting cycle. The reporting cycle is outlined in part A of this policy document.

See Appendix for the department sheet.

4. How will this policy and practice be monitored?

1. Checks on the quality of marking and formative feedback will take place through learning walks throughout the year.
2. Conversations with students will allow leaders (SLT and HoDs) to ascertain whether students are aware of their current grade and what steps they can take to improve.
3. Sampling of work by the Head of Department and their Line Manager will take place throughout the academic year to check the quality of marking and feedback as part of line management meetings.
4. The quality of formative feedback and marking will form part of the professional conversation between observer and observee as part of the lesson observation cycle.
5. Departmental meetings will need to share good practice to enable staff to develop fully.
6. Parents can provide comment on marking and formative feedback, both through the parent questionnaire at parents' evenings and through contacting the school to discuss their child's learning.

Appendix – Assessment and Formative feedback

Department	Head of Department	Date

These are some of the questions departments might consider to enable us to develop a marking policy that is consistent across departments – within the parameters identified in the marking policy.

KS3

- What are the pieces of work in your schemes of work that will be used for the detailed diagnostic feedback (once every half term)?
- How will students be given the opportunity to respond to the detailed diagnostic feedback suggested above?
- How and when will oral feedback will be given – particular pieces of work? Homework tasks?
- Every department is different. Do you intend to provide assessment grades for particular aspects of your course? For example, in Geography we could assess skills (maps, graphs, diagrams, sketches) but also the quality of written content. Please provide detail.
- How your department ensure consistency of assessment across the department?

KS4

Same questions as above

KS5

Same questions as above