



OAKLANDS CATHOLIC SCHOOL

AND

SIXTH FORM COLLEGE

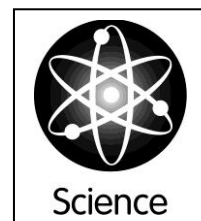
ASSESSMENT POLICY

APPROVED BY GOVERNORS	JANUARY 2011
REVISION DUE	JANUARY 2014
MEMBER OF STAFF RESPONSIBLE	DEPUTY HEAD TEACHER
STATUTORY / NON-STATUTORY	NON-STATUTORY



Community

Unity



Opportunity

Assessment Policy

Contents

1. **Principles**
2. **Practice**
 - 2.1 Self and Peer Assessment
 - 2.2 Teacher Assessment
 - 2.3 Department Assessment
 - 2.4 Use of prior achievement and screening tests
 - 2.5 Target and Indicative Levels/Grades and Target Setting
 - 2.6 Use of the student planner
 - 2.7 Reward System
 - 2.8 Progress Reviews
 - 2.9 Academic Mentoring
 - 2.10 Reports to Parents and Parents' evenings
 - 2.11 Mentoring
 - 2.12 Student Records
 - 2.13 ICT and assessment
 - 2.14 Evaluation of the school's performance
 - 2.15 Examination entry
3. **Appendices**
 - A Marking Guidelines
 - B Guidance for Assessment of Key Learning Characteristics
 - C Sixth Form Review System
 - D Guidelines for Department Assessment Policy
 - E The Assessment Calendar

ASSESSMENT POLICY

Oaklands Strategy May 2010

‘A community inspiring its students to engage in their own learning, celebrate their diversity and launch them to the next stage of their journey with confidence in their potential’

1. **PRINCIPLES**

The following principles are intended to provide the rationale for a coherent whole School approach to assessment, recording and reporting achievement.

Assessment, recording and reporting achievement should:

- 1.1 Acknowledge the gifts God has given to all our students celebrate their achievements and acknowledge progress.
- 1.2 Value the full range of students' achievements, academic, vocational, personal, social and extracurricular. Assessment should measure what we value rather than simply valuing what we are able to measure.
- 1.3 Be supported by evidence.
- 1.4 Use clearly understood criteria of assessment shared between staff, students, parents and end users of assessment data. The language used should be accessible to all students and parents communicating what is expected of them. It should help students understand assessment requirements so they can make judgements about their own work
- 1.5 Provide effective feedback to colleagues on the quality of teaching and learning achieved and hence inform curriculum planning.
- 1.6 Provide effective feedback to students on the strengths and weaknesses of their work and strategies for improvement.
- 1.7 Support and inform a continuing dialogue with parents over the progress of their children.
- 1.8 Integrate assessment into schemes of work and classroom practice allowing for peer and self assessment
- 1.9 Meet the requirements of National Curriculum Programmes of Study and Assessment procedures and report to parents in accordance with statutory requirements.
- 1.10 Provide for effective transition and progression.
- 1.11 Avoid cultural and gender bias and be positive regarding current achievement and learning goals.
- 1.12 Involve students and parents in target setting.
- 1.13 Make full use of ICT to enable:
Colleagues to celebrate achievement and plan for intervention.

Students and parents to have regular, high quality feedback on performance.

2. PRACTICE

Two distinct types of assessment are ongoing in school:

Assessment for learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

Assessment of learning

Assessment of learning is more associated with judgements based on grades and ranks and with public accountability.

These two types of assessment activities should not be considered mutually exclusive in practice. Both are essential in raising standards and are key professional skills. Tension arises because of their very different purposes; assessment for learning essentially promotes future learning whereas assessment of learning describes and labels past learning. This makes the management of assessment a complex leadership issue. Hence as a School we must ensure both types of assessment are well planned and applied within the curriculum.

The following key areas of practice are in operation

2.1 Self and Peer Assessment

Self and peer assessment is used regularly:

By developing an understanding of assessment requirements and how judgements are made about their work, students continue to develop the skills of self and peer assessment and understand the standards expected of them. This is clearly strengthening students' ability to manage their own learning. Student assessment includes a variety of methods: such as oral presentations, project work, end of module tests and specific assignments or essays. Written work and homework are not the only methods of assessment.

2.2 Teacher Assessment

Assessment events provide feedback to the teacher on how effective their teaching has been.

Both verbal and written assessment of student work should: recognise what has been achieved, identify weaknesses and suggest strategies for improvement. Written feedback is invaluable for a student to know where they are and how they can improve.

Marking should be undertaken on a regular basis and in accordance with the school's marking guidelines. (See Appendix A)

2.3 Department Assessment

Each department will develop a coherent assessment policy based on school policy and practice as indicated in this policy document (See Appendix D)

2.4 Use of prior achievement data and screening test

2.4.i Transfer of information from KS2.

- Transfer of agreed documentation with feeder schools to include both Teacher and Test Assessment, information on Special Needs and Able Students and the “Moving on” passport.
- Pastoral and curriculum liaison between Oaklands and main feeder schools

2.4.ii Use of SATs (if available), CATs, Reading and spelling quotient and age.

- In Year 7 all students are given screening tests:- CATs, plus Reading and Spelling standardised tests

The results of the above are clearly explained to colleagues and used for planning learning programmes for individual students. Together with the information from SATS and Teacher Assessment this is used as a basis for target setting.

2.5 Target and Indicative Levels/Grades

Subject Indicative levels (CAT predictors for end of KS3 and GCSE outcomes) for Year 7 are loaded into SIMs Assessment Manager in October of Year 7. For Y8-11, this data is always available to staff. Additionally, FFT Model D data is loaded into SIMS once available.

At KS5, Alis data and FFT data are uploaded to SIMS to assist in robust target setting.

At all Key Stages, CAT scores and professional judgements are used to identify Gifted and Talented students. Staff assessment and target setting for these students will also reflect their higher level of ability and ambitious achievement schedules (Able Child Policy).

KS3

For the purposes of this policy, KS3 Indicative Levels are the Levels that a pupil is predicted to achieve at the End of Year 9. These predictions are produced from the results of the CATs tests (CAT Predictors). This is a level which is generated by taking into account the levels achieved by all of the other students in England, with similar CATs results. The indicative level assumes that the Oaklands student will achieve exactly the same as these students.

However, students at Oaklands do much better than other students in England, so we would expect most students to achieve much better than the indicative level at the end of Year 9. Staff are directed to discuss targets with students and to agree an aspirational target level – this should be higher than the CAT predictor which is based on national median progress.

Fischer Family Trust Data is also available to support the target setting process. The FFT predictors are based on SATs results, Teacher Assessment data and Socio economic factors (e.g. postcode). For target setting purposes, staff are directed to use FFT Model D as a minimum. FFT Model D outcomes would put a student in the top 25% of students nationally based on progress.

In all cases, staff are asked to use their professional judgement when arriving at an aspirational target for a pupil.

The target level for core subjects (RE, English, Maths and Science) is first published at the Y7 Progress review and should be recorded in planners on the designated page.

Non core subject staff use this information together with their own assessment data to set a provisional target level for the end of the key stage (i.e. End of Year 9).

For Non core subjects, the target level for the end of the Key Stage 3 is first published in the Year 8 Progress Review. These also should be recorded in planners on the designated page.

Progress towards the target levels is reviewed through Years 8 and 9. In a few cases the target level may need to be adjusted for it to remain meaningful.

KS4

In years 10-11 all subject staff will have access to indicative GCSE grades (from CAT predictions in Year 7). Additionally, data from the Fischer Family Trust Model D (i.e. top 25% progress) is also available in Assessment Manager. During the target setting period (Autumn term of Year 10), staff are directed to discuss outcomes with pupils and produce an aspirational target. For guidance, Fischer Family Trust Model D should be used as a minimum target grade. However, as in all target setting dialogues, staff are asked to use their professional judgement.

Target grades are recorded in planners. They are first published in the Year 10 progress review. Progress towards the target grades is reviewed through Years 10 and 11. In a few cases the target level may need to be adjusted for it to remain meaningful.

KS5

In the early autumn term of Year 12, all subject staff use the Alis AS Level Chance graphs in their dialogue with students, and aim to set an aspirational target for a student in their subject.

The Chance Graphs give the distribution of grades achieved by students with similar Average GCSE point Scores. Staff are directed to set target grades so that the target outcome would put the student in the top 50% of students in that particular prior attainment band.

In the early autumn term of Year 13, this process is repeated, but with A2 Level Chance Graphs. Staff are again directed to set target grades so that the target outcome would put the student in the top 50% of students in that particular prior attainment band. However, the actual outcomes any AS and any planned resits need to be factored into this target setting. Staff are asked to use their professional judgement when guiding the student through the process.

Y12 and Y13 target grades are first shared with parents at the Y12/13 Parents' Evening in 'October. They are subsequently published in the Y12/13 Progress Reviews in the Autumn Term.

Progress towards the target levels is reviewed through Years 12 and 13.

2.6 Use of the student planner.

The student planner provides an ongoing record of work set and acts as a dialogue between school and home. Every student in Years 7 to 11 is issued with the Student Planner. Subject teachers should ensure that homework is recorded in the planner by allowing time for completion at the end of the lesson.

The student planner also contains a Log of Achievement in ICT and a record of Reward Points and extracurricular activity. Students should be encouraged to complete these sections as background information for their assessment of achievement.

The student planner contains records of academic mentoring targets, target grades and levels. There is also useful information on how the student is assessed, a guide to marking and information on organisational skills.

Students in the Sixth Form are issued with an academic diary to encourage time management skills.

2.7 Reward Point System

A system of Reward Points exists to recognise both academic achievement and contribution to the community.

The Reward Points accumulated by students can be exchanged for a range of items. These are displayed in Student services.

2.8 Progress Reviews

A Progress Review is held for each Year at staged intervals over the year. This reviews academic progress against targets and key learning characteristics. Each Review generates a SIMS produced report, which is generally (but not always) followed by a Parents' Evening.

Following the progress review, students who do well or not are identified and lists shared with HOY. Also, tutors and HOY will review grades and target pupils where intervention is necessary.

Each time a Progress Review is sent home, pupils are asked to reflect on their performance and suggest how they could improve, and these reflections then form the basis of their next academic mentoring period with tutor.

Appendix B contains guidance on how the key learning characteristics are assessed.

2.9 Academic Mentoring

Each student has an academic mentoring interview with their tutor on at least two occasions each year. The purpose of the interview is to assist the student in setting targets to improve their learning. These targets are recorded in SIMs and in the student planner.

2.10 Reports to Parents and Parents' Evenings

This is summarised in Appendix E.

Two reports are issued annually in KS3 and KS4. The only exceptions to this are in Year 7 (where a Transition report is generated at the October half term) and in Year 11 (where a Final report is generated in May to summarise final grade predictions and what has been achieved personally in a pupil's time at Oaklands. (For VI Form report Schedule see Appendix C)

A progress review will be issued part way through the year for Years 7 to 11. This is generated by SIMS and includes grades for Homework, Behaviour, Progress, Achievement in Relation to Ability, % Attendance and Reward Points. In addition in Years 8- 11 it contains target levels/grades and present attainment data. In Year 7, the progress review will contain target levels and present attainment for core subjects only.

The end of Year report includes similar grade information and a written comment from each subject teacher on the progress and development needs of each student. It also has an update on the grades issued for the Progress Review. The attainment grade will be based on the National Curriculum levels in Years 7-9 and on GCSE or Vocational Course grades in Years 10 and 11.

A parents' evening generally follows the interim report. In Years 7, 8, 9,10,11,12 and 13 students are expected to attend the evening with their parents. Discussion in Years 10, 11, 12 and 13 focuses on the target grade and strategies for achieving it. Parents are also able to follow up the end of year report by meeting staff if required.

2.11 Mentoring

Members of the Senior Management Team will have responsibility for a particular tutor group from Year 7 onwards. They will mentor any student in the tutor group causing concern. They will arrange to see parents (and students) at Parents' Evenings. They will set clear targets for improvement

2.12 Student Records – electronic reports

The following general information is kept on students:

- SATs levels KS 2 Teacher Assessment Levels for end of KS3
- CATs results Year 7
- Homework, Behaviour, Progress, Achievement in Relation to Ability, Attainment as given in the two (three reports for Y7 and Y11) reports per year.
- Subject comments (from written reports)
- Reward Points Awarded.
- Target levels/ grades in Years 7, 8,9,10,11,12,13.
- GCSE and GCE results
- Special Needs information.
- Able Child Information.

In addition selective information will be kept on individual students, e.g. referrals, interviews with parents.

Departments also keep records on students, which may vary according to the nature of the subject.

All staff are expected to keep in their teaching files an up to date record of information and marks/grades for the students they teach plus any IEPs and relevant medical information.

2.13 ICT and assessment.

Where possible, ICT will be used to aid teachers in recording and reporting of achievement.

The nominated data base for the school is Sims Assessment Manager and should be used at all times as the base for retrieving data, rather than any secondary source used such as Excel.

Excel spreadsheets are used where appropriate to handle assessment data, especially during the development period of Assessment Manager.

SIMS Assessment Manager is used to generate the interim and End of Year reports.

2.14 Evaluation of the school's performance.

The school makes use of national benchmarking information. Raise online, Value added analysis (e.g. Alis for A level results) and FFT analysis are all consulted in assessing school improvement.

The school has an ongoing process of self review and monitoring, which receives inputs from staff, pupils and governors. This is also used in assessing progress and setting meaningful targets for the school.

2.15 Examination entry

All students who have followed an appropriate course of study and have completed the requirements of the course will be entered for an appropriate public examination

APPENDIX A **MARKING GUIDELINES**

1. **RATIONALE**

1.1 Marking is central to teaching and learning. It informs and supports the quality of teaching and learning. In particular marking:

1.2 **For the teacher**

Assists in the diagnosis of student needs and difficulties.

Assists in the planning of future learning objectives and specific targets for individuals and groups.

Provides evidence of whether planned learning has occurred and the effectiveness of the Teaching Programme and allows for modification of the teaching programme as required.

Provides evidence for a professional judgement to be made on the achievement of a student.

Allows progress to be recorded and, where appropriate, student achievement to be stated in terms of N.C. level or GCSE grade.

1.3 **For students**

Has a positive impact on students' attitudes, motivation and self esteem by valuing their work and celebrating achievement.

Enables them to see how to improve their work and set targets.

Indicates and corrects errors, omissions and misunderstandings.

Indicates underachievement in relation to their target grade/level.

Involves them in the process as part of taking responsibility for their own learning.

1.4 **For the parent**

Indicates that work is regularly viewed and evaluated.

Informs them as to their child's progress in relation to their target grade/level.

1.5 **For the school**

Provides a record of individual student progress and achievement.

Fulfils the statutory requirement of the National Curriculum.

Assists the Head of Department and Head of Year in assessing the progress of a student.

Provides data for the Head of Department and SMT in the monitoring and evaluation of the Curriculum and the quality of the teaching and learning taking place.

2. **GUIDELINES**

2.1 Marking at Oaklands is based on three criteria:

1. **Attitude** grades should be awarded on the basis of attitude on an A to C basis. A is a high level of effort, B satisfactory and C more effort needed.

On a student's work the attitude grade will always be presented inside a circle. Attitude grades could also be A- B+ B- C+ C-.

2. Attainment will be expressed in KS3 by Levels of Attainment, in KS4 by GCSE grades and in KS5 by A level grades.

It is important that students are aware of the distinction between attitude and attainment and do not confuse the two. The Student Planner makes the distinction clear and colleagues should reinforce the difference during the year.

3. Progress

When work is completed but it is not appropriate to assign a grade or level eg. If a student is given a mark out of 10 or a percentage, a progress indicator will be given.

This will allow the student to keep a check on progress towards the target level. The following symbols are used:

- ↑ The work is above the expected level and if maintained should lead to achievement of the target level or better at the end of the Key Stage.
- ↔ The work is at the expected level and if maintained should mean the indicative level is attained at the end of the Key Stage.
- ↓ This work is significantly below the expected level and unless improved will affect the level at the end of the Key Stage.

- 2.2 Feedback comments by the teacher to students should be given as appropriate. Whilst a tick without comment will be appropriate in some circumstances e.g. alongside a good point in a paragraph, in general a comment should be given on written work, however brief this may be. Ideally marked work should reflect a continuing dialogue between teacher and student. Students should be praised both orally and in a written comment when things have gone right. Their strengths need to be noted. Of equal importance, weaknesses, within this positive framework need to be pointed out and strategies suggested for further advance.

- 2.3 Departmental Portfolios of Work

Departmental portfolios of moderated work are required to ensure consistency and uniformity in marking.

- 2.4 Reports

On Progress Reviews, all staff report on Homework, Behaviour, Progress and Achievement in Relation to Ability. Staff also provide present attainment data in Y8-13. In addition, in Years 11, 12 and 13 staff will predict a possible outcome based on a student's performance.

For End of Year Reports then these same parameters are reported on. In addition, there will be subject specific indicators and a written comment.

3. **CORRECTION CODE**

3.1 Symbols

Correction symbols will be found in the Student Planner. Colleagues should use them as appropriate.

3.2 Literacy and Numeracy across the curriculum

In correcting students work colleagues should take note of the school's language and numeracy across the curriculum guidelines. Use of the Oaklands Spelling Booklet should be encouraged.

4. **REGULARITY OF MARKING**

4.1 Class work and Homework should be dated, headed and set out as indicated in the student planner.

4.2 Students' work should be assessed at least once a fortnight, although many staff will wish to assess more regularly (i.e. once a week).

5. **RECORDING OF MARKS**

5.1 Marks need to be recorded in teaching files on a regular basis.

5.2 Alongside the student's marks should be a record of prior attainment in SATs or GCSE plus CATs. Any target level or grade should also be recorded.

6. **PARENTS' EVENINGS**

6.1 In readiness for Parents' Evenings, the setting of homework is 'suspended' for 1 week for the relevant Year Group (Y7-11) roughly two weeks before the event. Staff are expected to have work marked up to date (as far as possible) and, students are expected to show their books to their parents during this week. This exercise should then be used to facilitate discussion on performance and progress at the consultation evening.

APPENDIX B – Guidance on assessing Key Learning Characteristics

Grade	Behaviour Description
5	always respects others always respects rules of school (uniform etc), puts himself/herself to help others, always on task, does not allow any distractions
4	If one of the above criteria is missing/ weak
3	If two of the above criteria are missing/weak
2	If 3 of the above criteria are missing/weak (and HOD, Tutor and HOY have been previously informed)
1	If all 4 are poor (and you have already contacted parents to make them aware of the issue)

Grade	Homework Description
5	Deadlines always met Tasks fully attempted Evidence of independent study and personal motivation (revision, reading around the topic) Responds positively to improvement targets
4	If one of the above criteria is missing/ weak
3	If two of the above criteria are missing/weak
2	If 3 of the above criteria are missing/weak (and HOD, Tutor and HOY have been previously informed)
1	If all 4 are poor (and you have already contacted parents to make them aware of the issue)

Grade	Progress Description
5	Subject targets consistently exceeded
4	Subject targets generally exceeded
3	Subject targets consistently met
2	Subject targets generally met (and HOD, Tutor and HOY have been previously informed)
1	Subject targets rarely met (and you have already contacted parents to make them aware of the issue)

Grade	Achievement in Relation to Ability Description
5	Consistently working at a level above students of similar ability (with similar Mean CAT score).
4	Generally working at a level above students of similar ability
3	Consistently working at a level expected from students of similar ability
2	Generally working at a level expected from students of similar ability (and HOD, Tutor and HOY have been previously informed)
1	Rarely working at a level expected from students of similar ability (and you have already contacted parents to make them aware)

APPENDIX C **Sixth Form Review system**

Aims

To provide a first class service to our Sixth Form by establishing review system which will:

- raise expectations
- motivate/encourage achievements
- monitor progress
- communicate clearly to students and parents students' strengths and development needs.

Structure

Year 12

- Initial interview with tutor - to establish aims and expectations and set academic mentoring targets. Discussion of possible Post 18 and Higher Education/Careers direction.
- Initial discussion with subject tutors on possible grade given GCSE achievement. Students to be introduced to regression and especially chance graphs. Students to be given target grade, which could be revisited in the light of the student's progress.

October

Consultation evening with students and parents . Target grades discussed.

December

Review No 1. Publicise target grades that have been set. Subject report also includes a present attainment grade, attitude grade and written comment on progress thus far.

March

Review No. 2. Full review commenting on the Practice Examination and strategies required for success in the Summer..

April

Consultation Evening

Year 13

September

Consultation Evening

December

Review No 3 Publicise target grades that have been set. Subject report also includes a present attainment grade, attitude grade and written comment on progress thus far.

Review No. 4 Full Review commenting on the Practice examination, strategies required for success in the summer.

April

Final Consultation Evening.

APPENDIX D **Guidelines for Department Assessment Policy**

1. **Relation to school policy**
Each department will develop a coherent assessment policy based on school policy and practice as indicated in the policy document. The department will need to indicate how the department place its assessment policy within the shared vision of the school, especially the positive celebration of the students' achievements and its own department's philosophy. The department assessment policy will be included in the department's handbook.
2. **Curriculum coverage/Schemes of Work/Assessment Opportunities**
Departments need to indicate Curriculum coverage through Schemes of Work, Schemes of Work need to clearly indicate assessment opportunities and when relevant levels of response marking schemes.
3. **Marking policy**
A very clear statement is required here which balances motivation and the need for assessment to underpin NC Attainment Targets and GCSE criteria. The marking policy will be based on school policy and clearly indicate requirements for marking of classwork and homework. It should include such items as:
 - How student's work is graded
 - How students are informed of their progress
 - How targets are set
 - Type of comments which should be recorded in exercise books
 - Evidence of dialogue with students
 - Regularity of marking
 - Agreeing standards – when does this occur?
 - Exemplars for each level of attainment within a portfolio of Key Stage work.
4. **Monitoring of student's progress and record keeping**
The department needs to indicate how it monitors student's progress and the records it keeps on each student.
5. **Reward System**
The reward point system is a major aspect of celebrating achievement and reinforcing good work. The department should have a clear statement of how it uses reward system
6. **Target setting**
The department should set out how it sets targets for students at KS4 and KS5.
7. **Continuity and Progression**

How does the department liaise with feeder schools and ensure progression to Further/Higher Education

APPENDIX E
The Assessment Calendar – Oaklands Catholic School

	Y7	Y8	Y9	Y10	Y11	Y12	Y13
September				KS4 Induction Evening			
October	Transition Report					Parents' Evening	Parents' Evening
November	Academic Mentoring		Parents' Evening		Progress Review		
December		Parents' Evening		Written Report		Progress Review	Progress Review
January					Practice Exam Grades		
February		Progress Review	Progress Review		Parents' Evening		
March	Progress Review		Courses Evening			Progress Review	Progress Review
April						Parents' Evening	Parents' Evening
May	Parents' Evening				Final Predictions/ Tutor Report		
June		EOY Report		Progress Review. Parents' Evening			
July	EOY Report		EOY Report				