

Assessment for learning policy

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SUSSEX LEARNING TRUST POLICY STATEMENT ON ASSESSMENT FOR LEARNING

The Sussex Learning Trust will use assessment to inform students and pupils of their academic strengths and of how to improve.

1. Introduction

- 1.1. Assessment is a term that encompasses a wide range of activities, formal and informal, summative and formative. The key reason for internal assessment is to **secure progress** and **raise attainment**. All strategies for assessment should be undertaken with this in mind.

2. Learners should:

- 2.1. Be able to identify the aspects of their work that have helped them to demonstrate progress.
- 2.2. Be able to state the next steps they need to take in order to progress.
- 2.3. Know their pathway and whether they are on, above or below their pathway.

WARDEN PARK SECONDARY ACADEMY ASSESSMENT FOR LEARNING POLICY

1. Policy Aims

- 1.1. To provide clear guidelines on the School's approach to assessment.
- 1.2. To establish a coherent and consistent approach to assessment across all departments.
- 1.3. To provide a system that is clear to learners, staff, parents and other stakeholders.

2. Curriculum Leaders will

- 2.1. Ensure that the assessment policy is used alongside departmental strategies in an effective, consistent manner.
- 2.2. Monitor the assessment procedures within their department and act upon any change needed.
- 2.3. Provide staff with opportunities for moderation and standardisation of assessment and the exploration of best practice for their subject/curriculum area.
- 2.4. Identify learners who are underachieving with regards to either attainment and/or progress and ensure that the necessary interventions take place. This will include but is not limited to year, teaching group, gender, FSM, Ethnicity, SEN, Pupil Premium and by individual targets set.
- 2.5. Use teacher assessments to review pathways on a regular basis and amend as necessary.
- 2.6. Celebrate the achievement of learners who are making outstanding progress.

3. Heads of Year will

3.1. Use information on prior attainment and teacher assessment as provided through the reporting process to monitor the progress of individuals and groups in their year group. Identify learners who are achieving above, below and equal to their pathways and take action as appropriate.

4. Subject Teachers will:

4.1. Implement the department assessment procedures which will reflect this Whole School Policy.

4.2. Provide learners with regular and effective feedback; refer to sections 9 and 10 of this document for further guidance.

4.3. Record and monitor learners' progress by:

4.4. Identifying the extent to which learners are meeting/have met the success criteria for their pathway.

4.5. Identifying whether learners are on, above, below or significantly below their pathway.

4.6. Use assessment to inform all aspects of planning including differentiation.

4.7. Use the language from their subject specific criteria and learning objectives in their feedback to learners.

5. The Leadership Team will

5.1. Support Curriculum Leaders in their monitoring, evaluation, reviewing and developing of effective assessment strategies through line management.

5.2. Support and monitor Heads of Year in their use of assessment data.

5.3. Evaluate whole-school tracking of all learners in each Key Stage to ensure all learners reach their full potential.

5.4. Regularly quality control assessment procedures throughout the curriculum and year groups.

6. Formal tracking of learner assessment

6.1. Students will be issued with a pathway for each subject they study. Formative assessment will be used to identify whether students are above, on, below or significantly below their pathway. This will be reported according to the reporting and tracking policy; refer to this for timings and details of formal tracking.

7. Formative assessment of learner work serves to:

7.1. Provide critical and formative feedback focused on improvement.

7.2. Allow staff to evaluate the effectiveness of the learning experience they provide.

7.3. Improve academic standards and attainment.

8. Procedures – curriculum areas will have assessment strategies in place which adhere to the following practices:

8.1 Clear success criteria in place that are shared with the students to make it explicit what they need to do to stay on and exceed their pathway. This might be presented as criteria that span

the pathways across the curriculum for a particular year, or might be broken down by theme/topic according to the requirements of individual subjects. The very best practice will include learners playing a part in setting their own criteria for success in some aspects of their learning.

8.2 Formative comments should focus on the learning objectives, criteria for success and SPAG. Staff should make use of the agreed SPAG marking codes for their curriculum area*. They should take a three part structure:

- i. What has been done well – **WWW** = what went well.....
- ii. How the piece could be improved – **EBI** = even better if....
- iii. Student response to marking - RTM. This will be completed in purple pen and might include:
 - Student writes an “**I need to**” - INT - to show what they should do next time to improve
 - Student re-writes/re-develops a piece of work/design to show improvements
 - Student complete a follow up piece of work and highlights what they have done to make it “even better” than the last piece
 - SPAG corrections

8.3 Curriculum areas will have a planned timetable for assessment. This will be made up of two parts:

Part A: regular formative feedback made up of teacher marking, peer and self-assessment. The basis of this will be the success criteria outlined by the CL (or designated other) as a part of the assessment without levels process. The expected regularity of this will be agreed by the CL with their line manager.

Part B: formal assessments which teachers will use to identify whether students are on, above or below their pathway. These will also include the opportunity to give formative feedback to students so that they are clear on how they can improve. The minimum number of these to be as follows:

Subjects with

- 2 lessons a fortnight - a minimum of 3 assessments a year
- 3 lessons a fortnight - a minimum of 4 assessments a year
- 4 lessons a fortnight - a minimum of 5 assessments a year
- 5 or more lessons a fortnight - a minimum of 6 assessments a year

*Codes that provide the basis for SPAG marking:

Your teachers will use the following symbols and abbreviations when they mark your written work. Use this checklist to understand what they have annotated.

Sp	Find the correct spelling for the circled word and write it in the margin.
P	Punctuation – what’s missing? Add in the correct punctuation.
Gr	Grammar. Write in the correct form e.g. ‘ <i>should have</i> ’ not ‘ <i>should of</i> ’
CL	Find and replace the missing capital letters.
//	You should have started a new paragraph here.
*	This section doesn’t make sense. Re-read it.
v	Improve your vocabulary with a different word or a key term.

Document version control

Date	Version	Comment	Ratified by	Reviewer
12.7.17	2	Updated to include Trust-wide statement	Trust wide Statement ratified by Board of Trustees (12.7.17)	J Morris
18.7.17	3	Annual Review: no substantive changes	Trust wide Statement ratified by Board of Trustees (18.7.18)	J Morris