



Assessment POLICY

Date of Last Review: June 2021

Reviewed by: Headteacher

Approved: June 2022

Frequency of Review: Annually

Date of Next Review: June 2023

Assessment Policy

Assessment principle

Assessment is accurate, appropriate & accessible. Formative assessment is constantly used & acted upon to reshape learning, ensuring lessons are pitched appropriately so that all Students progress. Questioning, targeted at all Students, is used to check & help students' understanding. Staff deeply consider students' questions to inform teaching & learning. Summative assessment is used to assess students' knowledge, skills & retention of key concepts. Where appropriate, it is used to reshape the curriculum. Regular feedback, including marking, impacts on progress, improves SPAG & enables students to answer the 3 key questions. As a result, students know their strengths & weaknesses, how to improve & are given time to act upon feedback to show improvement. Regular feedback means all students' work is high quality.

Barr's Hill Expectations of Providing Feedback

- 1) Where appropriate Barr's Hill staff use **KNOW, HOW, SHOW** in order to provide quality feedback on key pieces of work as outlined in each faculty.

Know

- 1) Do the students know their strengths and areas for development within this topic/subject?
- 2) Do the students know the purpose of what they are learning and how it fits into their learning journey?

How

- 1) How can students improve their areas for development?
- 2) How will students remember the content they might otherwise forget?

Show

- 1) Can students show a weakness where they have improved?
 - 2) Can students show the key knowledge/skills that are essential for this subject and show where they have revisited/ practiced them?
 - 3) Can students articulate how their action responses demonstrate improvement as acknowledged by their teacher?
- 2) Students should be given time within the curriculum to proof-read and edit their work using green pen. **Green pen** should also be used when students are responding to **KNOW, HOW, SHOW** marking and improving their work. Green pen is also used for self-marking, shared/peer marking and paired marking.
 - 3) Live feedback is provided so any student misunderstandings and/or SPAG errors are addressed swiftly
 - 4) All faculties **Mark for SPAG** and this should look different based on the need of the student. As a result, student's literacy improves and they do not repeat the same mistakes.

Marking/Feedback frequency

The frequency of marking/feedback will be decided by each faculty to ensure that it has a clear impact for the students helping them to answer the three key questions and to reshape learning. Quality assurance takes place through learning walks, work scrutiny and scheduled moderation of summative assessment.

Reporting Assessment

For all key stages, we collect moderated data at various, regular points throughout the year. To keep parents informed of students' progress, all students will receive a progress report and opportunities for feedback to parents through targeted parents' evenings/PRIDE Showcase days. Teachers also keep parents informed through regular contact with home. This process plays a key part in keeping students, staff and parents informed of students' current progress.

The Senior Leadership Team and HOFs monitor the progress of the students throughout the year in an ongoing way, including through our RAP (Raising Attainment Panel) meetings for each year group.

Reporting

Data is collected for students at least three times a year. Reports are sent home to parents and discussed at Parent Showcase Days. The year 7 and year 8 report can be found in appendix A and the year 9, 10 and 11 report can be found in appendix B.

KS3 Assessment System

The following four descriptors will be used:

Beginning, Emerging, Developing, Secure and Advanced

- Advanced means the pupil is on track to achieve at least a grade 7 in year 11
- Secure means the pupil is on track to achieve at least a grade 5 in year 11
- Developing means the pupil is on track to achieve at least a grade 4 in year 11
- Emerging means the pupil is on track to achieve at least a grade 2/3 in year 11
- Beginning means the pupil is on track to achieve a grade 1 in year 11

Students will be assigned either red, amber or green on whether they are making expected progress. Green means on track, amber means slightly below and red means below. They will be assigned these colours in the following way:

GCSE ready?	Green	Amber	Red
Higher	A	S	Below S
Middle	S or higher	D	Below D
Lower	D or higher	E	Below E

The judgement to determine whether a pupil is Advanced, Secure, Developing, Emerging or Beginning is holistic and based on a range of factors including attitude to learning and performance in assessments.

Plagiarism and originality checking

Originality of work should be checked and explicitly taught and encouraged all through secondary school, but is particularly pertinent in KS4 and KS5. The school is committed to prevent and identifying plagiarism and as such, uses the commercial plagiarism software package 'Turnitin'. Subjects with externally assessed coursework or units of work (which are completed in school) must use turnitin as part of the assessment processes. See below for the guidance document.

Other related policies / documents:

- Exams and Appeals policy
- Learning & Teaching policy
- SEND Policy
- Communications policy

Appendix A

Barr's Hill School Report - Year 7 November 2022

<p style="text-align: center;">Photo of student</p> <hr/> <p style="text-align: center;">Name of student</p> <p style="text-align: center;">Tutor Group: 7C</p> <p style="text-align: center;">Attendance: 92.2</p> <p style="text-align: center;">Absences: 7</p> <p style="text-align: center;">Unauthorised absences: 0</p>	<p style="text-align: center;"><u>Explanation of this report</u></p> <p style="text-align: center;"><u>Academic</u></p> <p><u>Attainment column</u> In this column there will either be an A, S, D, E, or B. These stand for Advanced, Secure, Developing, Emerging or Beginning. This is a holistic judgement based on where your child is currently at within a subject. The following can be used as a guide: A – Displaying the ability and behaviour to achieve at least a grade 7 at GCSE S – Displaying the ability and behaviour to achieve at least a grade 5 at GCSE D - Displaying the ability and behaviour to achieve at least a grade 4 at GCSE E - Displaying the ability and behaviour to achieve at least a grade 2/3 at GCSE B - Displaying the ability and behaviour to achieve a grade 1 at GCSE</p> <p><u>Progress Column</u> This is based on your child's attainment vs their attainment at primary school. This shows whether they are on track against their peers that achieved similar primary scores nationally. Green indicates they are on track in that subject, amber is slightly below and red is below.</p> <p><u>Effort and Homework columns</u> In this column there will be an E, G, S, or U. These stand for Excellent, Good, Satisfactory (needs to improve) or Unsatisfactory.</p> <p style="text-align: center;"><u>Personal Development</u></p> <p>PRIDE articulates our values and beliefs that shape the learning, behaviour and experiences of our students. It is doing the right thing at the right time in the right way. Pupils are awarded points when they display these behaviours, which can be spent at the rewards shop. The table below displays how many points your child has earned vs the average amount in the year group. Negative points are awarded for poor behaviour.</p>
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Academic

Subject	Attainment	Progress	Effort	Homework
English	A	On Track	E	E
Maths	A	On Track	E	E
Science	A	On Track	E	G
History	A	On Track	E	E

Personal Development

	P <u>ro</u> active	R <u>es</u> ponsible	I <u>n</u> quisitive	D <u>et</u> ermined	E <u>ng</u> aged	N <u>eg</u> ative Points
Name of student	10	5	2	8	5	1
Year Average	5.09	2.32	2.81	9.61	6.64	4.39

Appendix B

Barr's Hill School Report - Year 11 November 2022

Photo of student here
<p style="text-align: center;">Name of student</p> <p style="text-align: center;">Tutor Group: 11W</p> <p style="text-align: center;">Attendance: 100.0</p> <p style="text-align: center;">Absences: 0</p> <p style="text-align: center;">Unauthorised absences: 0</p> <p style="text-align: center;">PRIDE Points: 13</p> <p style="text-align: center;">Behaviour Points: 0</p>

How to understand this report:

- Behaviour and Effort: E = Excellent, G = Good, S = Satisfactory - requiring improvement, U = Unsatisfactory.
- Target Grade – this is the grade the student should aim to achieve by the end of year 11
- Predicted Grade – this is the grade the student is likely to achieve at the end of year 11 if they continue to work in the same way.
- Trail Exam grade – this is the grade the student achieved in their last trial exam.

In the Predicted Grade and Target Grade columns there are a number of different grades given depending on the course followed:

BTEC	Distinction * (Di*)	Distinction (Di)
	Merit (M or L2 Merit)	Pass (P or L2 Pass)
	Level 1 Pass (or L1 Pass)	

GCSE 9, 8, 7, 6, 5, 4, 3, 2, 1, U. 4.0/4.1 means just getting a 4. 4.8/4.9 means a strong 4 and close to a grade 5. Below is a table that indicates how the 'old' GCSE grades match up with the new.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Subject	Overall Target Grade	End Of Year 11 Predicted Grade	Effort Grade	Homework Grade
English Language	8.5	9.0	E	E
English Literature	8.5	9.0	E	E
Maths	8.5	8.0	E	E
Science (Biology)	8.5	8.5	E	E
Science (Chemistry)	8.5	8.5	E	E
Science (Physics)	8.5	8.5	E	E
History	8.5	9.0	E	E
Spanish	8.0	8.2	E	E