



# Assessment POLICY

**Date of Last Review: June 2020**

**Reviewed by: Headteacher**

**Approved: June 2020**

**Frequency of Review: Annually**

**Date of Next Review: June 2021**

## Assessment Policy

### Assessment principle

Assessment is accurate and appropriate. Formative assessment is constantly used and acted upon to reshape learning, ensuring lessons are pitched appropriately so that all learners progress. Questioning, targeted at all learners, is used to check and help students' understanding. Summative assessment is used to assess students' knowledge and skills, feedback is regular and meaningful and acted upon. Marking has clear impact for the students, helps them to improve their SPAG, helps them to answer the three key questions by **knowing** what they need to do to improve, knowing **how** to improve it and being given time to improve so they can **show** this improvement. Students take pride in their work.

### **Barr's Hill Expectations of Providing Feedback**

- 1) Where appropriate Barr's Hill staff use the **FAR** marking approach in order to provide quality feedback on key pieces of work as outlined in each faculty.

**Feedback** – How well has the student achieved the success criteria for the task? What have they been successful with? *Do the students **know** where they are at in their learning?*

**Action** – What specific, subject related target will allow knowledge, understanding or skills to be developed further? What do they need to do to improve? This may be written in the form of a question for the student to answer. This could be re-writing specific paragraphs or re-attempting a task. *Do they students **know how** to improve?*

**Response** – Next to the 'R' students will respond to the action. This allows students to demonstrate improvements. *Can the students **show** how to improve their learning/ work/ level/ grade?*

- 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 FAR marking and improving their work. Green pen is also used for self-marking, shared/peer marking and paired marking.
- 3) All faculties should **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 frequency**

The frequency of marking 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 and work scrutiny.

### **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:

- Below beginning
- Beginning
- Developing
- Secure
- Expert

- Expert means the pupil is on track to achieve a grade 7 in year 11
- Secure means the pupil is on track to achieve a grade 5 in year 11
- Developing means the pupil is on track to achieve a grade 4 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 green means below. They will be assigned these colours in the following way:

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

The judgement to determine whether a pupil is Expert, Secure, Developing 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 2019

Photo of student
<p><b>Name of student</b></p> <p><b>Tutor Group:</b> 7C</p> <p><b>Attendance:</b> 92.2</p> <p><b>Absences:</b> 7</p> <p><b>Unauthorised absences:</b> 0</p>

**Explanation of this report**

**Academic**

**Attainment column**  
 In this column there will either be an E, S, D, B, or BB. These stand for Expert, Secure, Developing, Beginning or Below 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:  
 E – 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.  
 B - Displaying the ability and behaviour to achieve at least a grade 1 at GCSE.  
 BB – Not displaying the ability and behaviour to achieve a grade 1 at GCSE.

**Progress Column**  
 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.

**Effort and Homework columns**  
 In this column there will be an E, G, S, or U. These stand for Excellent, Good, Satisfactory (needs to improve) or Unsatisfactory.

**Personal Development**

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.

### Academic

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

### Personal Development

	<u>P</u> roactive	<u>R</u> esponsible	<u>I</u> nquisitive	<u>D</u> etermined	<u>E</u> ngaged	<u>N</u> egative Points
<b>Name of student</b>	10	5	2	8	5	1
<b>Year Average</b>	5.09	2.32	2.81	9.61	6.64	4.39

