

Ferndearle School

Assessment Policy

Assessing Pupils' Progress and Achievement

The government's policy of removing level descriptors from the National Curriculum (NC) has a stated aim of freeing schools from an imposed measure of pupil progress. In their place, from September 2014, "it will be for schools to decide how they assess pupils progress".

In light of the new NC, as well as the impending changes to KS4, Ferndearle School has taken this opportunity to review methods of assessment and monitoring students. The focus of the school continues to be on raising the achievement of every student.

Rationale

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives are set and students' progress and attainment are identified and monitored. This should be done in partnership with students and carers/parents.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress.

This policy outlines the purpose, nature and management of assessment at Ferndearle School.

School:

We will assess all students regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaning full feedback so they know how much progress they have made and what they should do in order to improve further.

Students:

Students will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also complete self and peer assessments. It is the students' responsibility to read and respond to teacher comments in their books. This includes making spelling corrections, responding to questions and extending answers as instructed by teachers.

Carers/Parents:

The school will encourage parents and carers to support the student by encouraging them to do their best in assessments and to make constructive use of the feedback they receive.

Assessment for Learning (AfL)

We believe students make the best progress when:

They know the assessment objectives (we tell them what they are going to learn).
They know how they will be assessed (we tell them what they will have to do to meet the assessment criteria).

They know how they are going to learn, (i.e. we tell them what they are going to do for the lesson or series of lessons).

They know how to meet the assessment criteria (i.e. we provide task sheets with assessment criteria and exemplars of work at different steps etc.).

They know how their work has been assessed (i.e. we write comments and marks/grades which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further).

AfL, sometimes referred to as formative assessment, is the process for identifying what the learner has achieved in order to plan the next steps in teaching and learning.

Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both. Unlike assessment of attainment (see below),

AfL can be a joint activity between students and teacher which moves both forward.

AfL is not only part of our everyday classroom practice, but also an area of continuing development. AfL strategies are in regular use in lessons, where they are directly linked to the learning objectives.

Such as:

Verbal feedback to individuals.

Written comments

Self-assessment using various methods.

Peer-assessment, where a peer measures the pupils learning against the objective.

Assessment of Attainment (summative assessment)

Assessment of Attainment describes retrospective assessment of learning that has taken place. It includes both internal school tests and assessments and external exams.

We assess the progress of students with respect to academic targets termly. Standards of assessment within each subject are the responsibility of the teacher.

Use of summative assessment data

Grades derived from assessments are used to monitor the progress of students and groups of students. This identifies areas that require improvement or specific developments so we can intervene and put the appropriate support in place. Teachers also use summative data in a formative way with students by giving feedback for each assessment exercise to include an explanation of the standard achieved with respect to the relevant criteria and targets for further improvement towards the next level or grade. Students should then be given opportunities to improve.

Assessment at Key Stage 1 and 2

Zone Category Description

1 Working Outside Year Group Expectations Not accessing the objectives for their year.

2 Well Below the National Standard Met less than 10% of the objectives for the year.

3 Below the National Standard Met between 10% and 50% of the objectives for the year.

4 Working Towards the National Standard Met between 50% and 90% of the objectives for the year.

5 At the National Standard Met almost all the objectives for the year, certainly more than 90%.

6 Above the National Standard Met all objectives for the year and many of the objectives from the greater depth descriptors.

7 Greater Depth of the National Standard Meets almost all the greater depth descriptors.

8 Exceptional Standard These pupils are gifted in this subject area and work confidently and with great accuracy.

Assessment at Key Stage 3

Key Stage 2 data, will be used to set targets for each child. Targets will be in relation to GCSE grades. This information will be shared with parents/carers. For example a student who enters Ferndearle School with a Level 4 at KS2 would have an **expected target** of a grade "C" at GCSE. Their **above expected target** would be a grade B at GCSE. All students will be given an **expected target** and an **above expected target**. This would ensure all students have access to aspirational targets.

E.g.KS2 Data	Expected Target	Above Expected Target
2	E	D
3	D	C
4	C	B
5	B	A
6	A	A*

Teachers will report on student progress once each term (six times per year), simply indicating a student's current trajectory against their expected outcome using:

Progress Exceeding
Progress Expected
Progress Towards

For example, if a student enters Ferndearle School with a KS2 level 4, expected progress would see them leave with a C (or under the new GCSE grading system, a 4). The comment you attribute to that student at each data entry point will indicate whether their progress is indicative of them overreaching their end of KS4 target (Exceeding), achieving their end of KS4 target (Expecting) or working towards their end of KS4 target (Working towards).

A student making three levels of progress from KS2 to KS4 will gain an Expected comment at each data collection point throughout KS3, only fluctuating if their attainment affects their progress significantly.

Assessment at Key Stage 4

Key Stage 2 data will be used to set GCSE targets for each student in their different subject areas. Groups of students will be tracked and monitored with appropriate intervention put in place to ensure attainment. Data collection points will correspond with assessment points for that subject. Teachers will enter a "working at" grade, as seen below:

Working At Grade	Description
A1	Working at a grade, close to higher grade
A2	Secure grade
A3	Lower grade, close to lower grade

Predicted grades at KS4 will be entered when appropriate.

Monitoring and Evaluation

Monitoring of assessment procedures within subject areas will be carried out by the Headteacher and lead teachers. Quality assurance of assessment will be led by the Teaching Team. Monitoring procedures will include lesson observations, work scrutiny, learning walks and data analysis.