

WOODLANDS SCHOOL

ASSESSMENT POLICY

Procedure/Guidance

Policy Issued: Sept 2017

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Policies to be read in conjunction with this policy:

- Teaching & Learning policy
- Curriculum policy
- Marking Policy

Assessment Policy

“Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no one else can do it for them. Thus, assessment for learning must involve pupils, so as to provide them with information about how well they are doing and guide their subsequent efforts. Much of this information will come as feedback from the teacher.” (Assessment for Learning: Beyond the Black Box)

This feedback is often through marking and verbal intervention to learners by the teacher. This policy sets out the strategies that teachers at Woodlands School **will use in the assessment for learning process.**

Rationale

There are different types of assessment for learning, each serves a different and distinct purpose, and each has its place.

Assessment is a continuous process in the classroom, it is rooted in self-referencing; **a pupil needs to know where he is and understand not only where he wants to be but also how to “fill the gap”.** This involves both the teacher and the pupil in a process of continual **reflection** and review about progress.

- When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action.
- Teachers adjust their plans in response to formative assessment.

Types of Assessment

At Woodlands School we seek to inform pupils and parents/ carers/ social workers of the progress that children are making.

Summative assessment is carried out at the end of a unit of work, year and key stage in order to make judgements about pupils’ performance in relation to national standards. The data collected from such assessments is valuable to teachers and for management purposes.

Formative assessment is the process by which the teacher adapts his/her practice to meet the learning needs of the pupil. It requires feedback which is used in closing the gap between where the learner is and the next step of learning.

Frequent feedback is not necessarily formative. **Assessment is formative only if the information is used to make improvements.**

Classroom Practice

Woodlands is committed to the importance of effective assessment for learning (AFL).

Teachers will demonstrate this in the lesson by:

1. Sharing the learning objective (see Scheme of Work/lesson plan)
(What the pupils are trying to learn)
2. Sharing the learning outcome
(How pupils will show achievement)
3. Developing and sharing the success criteria
(Informs the pupil 'What good/excellent looks like')
4. Using a variety of questioning techniques
5. Using self-assessment and peer assessment
6. By providing effective and constructive verbal and written feedback through marking - MAD (Make a Difference) time (see marking policy)

These strategies will be carried out by following the statements below:

Sharing the Learning Intentions (Objective and Outcome)

Teachers will:

- Share the learning objective to enable the pupil to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the pupil. (see S.O.W)
- Share the learning outcome (or allow an element of choice) to enable the pupil to show how they have achieved the objective of the lesson.

Develop and Share Success Criteria

To encourage pupils to take responsibility for their learning, it is essential to develop success criteria for the learning outcome. It provides the pupil with the criteria for 'What good/excellent looks like'.

Teachers will:

- explain and generate the success criteria for the task in hand.
- ensure the pupil has interpreted the expectations so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place. (developing self-assessment opportunities) and with the use of learning objective template which allow the students to self-assess (see template attached below).
- Describe what they are looking for in the lesson so that pupils know the standards they are aiming for and have key areas of focus when carrying out the process of self-evaluation.

Develop Questioning

Teachers will develop questioning skills within the pupils by:

- Providing a high proportion of open questions
- Providing 'think' time for pupils to think about and discuss their responses to questions.
- Providing supplementary questions to extend understanding
- Providing questions that encourage pupils to reflect on their thinking
- Providing opportunities for pupils to generate questions.
- Using higher level questioning to stretch and challenge more able students.

Pupils will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum. Think, Pair, Share will be encouraged across all subjects as the key strategy to encouraging think time and discussion.

Self and Peer Assessment (MAD time – Make a Difference)

There will be a variety of self and peer assessment.

If pupils are to learn they need to:

- *understand the criteria or standards that will be used to assess their work (through teachers sharing learning outcomes and success criteria)*
- *identify any gaps between their actual and optimal performance,*
- *work out why these gaps occur*
- *identify the strategies and implications for future action that they might use to close the gaps. (Embedding Formative Assessment – Specialist Schools and Academies Trust 2009)*
- *Reflect on their own work*
- *Be supported to admit problems without risk to self-esteem*
- *Be given time to work out problems*

The interchange between teacher and pupil is crucial to the pupil's understanding of what needs to be done next. However, peers can often take on this role and by acting as a critical friend to a fellow pupil he will almost inevitably enhance his own understanding as well (see self and peer assessment tools to be used in class attached below).

Effective Feedback and Marking

Feedback is:

- any information that is provided to the performer of any action, about their performance;
- **WHAT WENT WELL (WWW) & EVEN BETTER IF (EBI) (SEE MARKING POLICY ATTACHED)**

- Effective when suggestions for improvement act as “**scaffolding**” i.e. pupils should be given the right amount of support to enable them to succeed, allowing them to use their own skills and knowledge. They should not be given the full solution; they must be encouraged to think for themselves.
- Quality dialogue – research indicates that ‘**positive constructive**’ oral **feedback** is more effective than written feedback.

Marking – (be clear what it is for)

Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement. It should guide pupils in their future learning.

- To award a grade/level to inform a summative assessment.
- To find what learning objectives/skills/facts can or cannot be done to inform future learning opportunities – formative assessment
- To monitor and assess pupils IEP targets

Sharing progress and identifying the next steps

On entry all pupils are given baseline assessments in order to establish starting points and targets. A data capture sheet is updated every term to plot progress. Teachers are expected to develop appropriate procedures to share pupil grades/levels with individuals with the intention of raising pupil awareness of their progress and to increase motivation. This can be achieved through a number of strategies; including target/level stickers on files/books, progress record cards, electronic spreadsheets, wall displays with assessment criteria/grades for the pupils to visualise where they are currently and what to do to improve.

This approach to pupil centred classroom assessment is intended to achieve the following outcomes; that every pupil knows what level they are working at, what their target level is and what the next steps are to move them up to the next level.

Progress Reviews

Progress Reviews are updated every 6 weeks and are shared with pupils, carers and social workers. Progress Reviews set out clear targets and progress being made in all areas.

Reporting and Assessment Process - Reporting

There are requirements for reporting to parents on achievements and progress of pupils.

It is required:

- that all pupils on the school roll including post 16 pupils receive a bi-annual written report
- the report should contain comments on general progress and brief particulars of a pupil's achievement in all subjects
- reports should contain targets, resulting from discussion between teacher and pupil
- that arrangements are made for parents to discuss the report with teachers
- the report includes a summary of the pupil's attendance and the number of unauthorised absences
- each subject report should contain a pupil self-assessment in that subject. This analysis will be the result of informal discussions between the teacher and the pupil
- that detailed information and explanatory comments on the results of national curriculum assessments, especially at the end of the key stage, are included
- all school leavers are provided with a record using the Progress File format
- that a record of a pupil's level of achievement is forwarded to the school in the case of a pupil changing schools.

The actual language of reports is not prescribed by statute but excellent reports are those which "provide parents with a clear picture of their child's achievements and progress".

Procedural details

Reports will be made available at the following times;

- full written reports on each pupil will be made available to parents/ carers/ social workers at each Statutory LAC Review.

Teachers should take responsibility for the insertion of an appropriate comment for each pupil, including the progress made since the last review in detail.

Assessment Procedures

a) Record the results

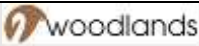
- a. Pupil progress results will be collected every six weeks in line with whole school reporting policy.

b) Compare the results

- a. Pupil progress results will be collated, reviewed and monitored every six weeks taking into account;
 - ***learner targets***

- ***prior performance for progress***
- c) Identify any issues relating to differences between individuals, other subjects, national, LA etc)**
 - Regressed/stuck/slow/good progress
 - Inconsistencies
 - Changes in historical results/trends
 - Weaknesses list (for individuals/groups)
- d) Resolve any issue raised from the above**
 - Intervention strategies/action plans
 - Modifications to SoW/Resources/Teaching and learning
 - Organisational issues/grouping/target specific groups support
 - Process to address weaknesses

Learning objective template

Teacher assessed	Topic:  At the end of the lesson I can...	Self - Assessed
E / D / S		* * *
E / D / S		* * *
E / D / S		* * *



PEER ASSESSMENT

The things you did really well were...

.....



The best part of your work is...

.....



To improve your work you could...

.....



Self-assessment

Date:

What have you done well?

How could you improve this piece of work?

SPAG Marking Policy (Spelling, Punctuation and Grammar)

Your work will be marked using the following symbols either in the text or the margin. If you don't know why there is a symbol on your work, look at the mats for punctuation, spelling and grammar that are in your room. Use a dictionary or thesaurus for spellings. If you still can't work out what the mistake is...ask your teacher! Your teacher will also write down a comment to help you improve your work – WWW (what went well) and EBI (even better if). You can write a comment back if you wish.

Sp	There are one or more spelling mistakes on this line.
P	Check this line for punctuation errors.
Inc.	Incomplete sentence.
Gr	There is a grammar problem here e.g. Verb tense, plural, etc.
^	There is a missing word on this line.
¶	You need to start a new paragraph here.
?	This is unclear. Re-read it and change it to make better sense.
Rep	Repetition. Find a new word or phrase.
WW	Wrong choice of word.
Awk	Awkwardly written or clumsily expressed. Try again.
IEP	Have you met your IEP target?

I can confirm that I have read and understood this policy.

Signed:

Directors

Date

Chair of Governors

Date

Headteacher

Date

I can confirm that I have read and understood this policy.

Name (print):

Signature:

Date:
