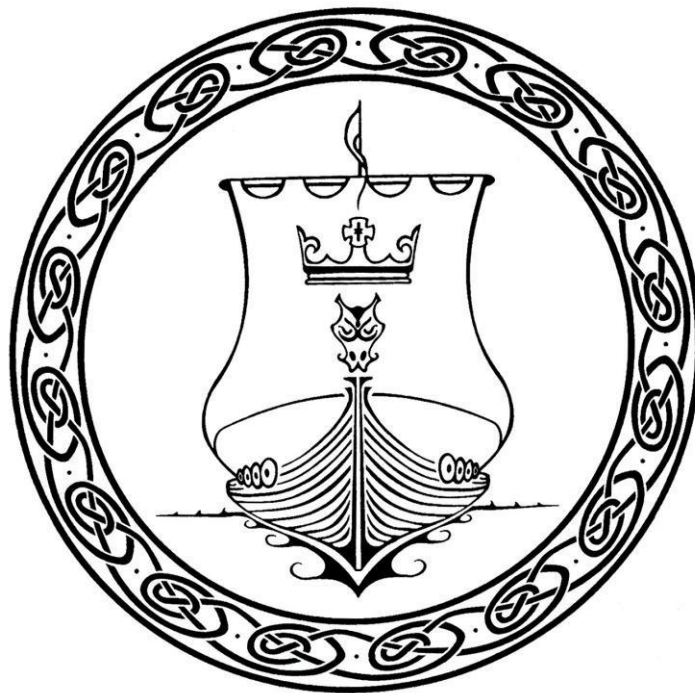




Queen Elizabeth II High School

Assessment Policy and Procedures



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Purpose

Queen Elizabeth II High School recognises that high quality assessment, marking, reporting and tracking practices are of fundamental importance to a student's academic outcomes. Assessment is an integral part of the process of teaching and learning.

The Assessment Policy and Procedures at Queen Elizabeth II High School will enable:

Pupils to:

- know and understand their progress
- recognise and take pride in their own achievements and have high aspirations
- recognise areas and skills that need to be improved and/or strengthened
- be aware of the next steps they need to take in order to progress their learning and reach targets
- become involved in planning their own future learning so that they can develop strategies to
 - improve their performance with increasing confidence and independence
 - record their own achievements and share these with others

Teachers to:

- have a well-founded understanding of each pupil's particular abilities, skills, attainment and progress
- be aware of the next steps that pupils need to take in order to progress their learning and plan teaching and learning strategies accordingly
- use assessment data and other information (including feedback from students and from their parents) to plan learning targets for individual students and groups of students
- evaluate impact of their teaching, schemes of work, resources and improve as necessary

The school to:

- provide continuity and progression within school and contribute to effective transitions
- evaluate effectiveness of whole school curriculum planning and practice
- plan for improvement of student outcomes and set targets for individuals, for cohorts and the whole student body
- meet statutory requirements
- provide assessment data to the DESC and other stakeholders as appropriate
- ensure accountability and high standards of teaching and learning

Parents/carers to:

- know how their child is progressing in relation to expectations and what he/she needs to do to improve
- be aware of how best to help and encourage progression
- participate in the celebration of achievements



Roles and Responsibilities

Senior Leadership Team (SLT) will:

- share with all staff this assessment policy and ensure that it is understood and adopted by all
- monitor the implementation of this policy and report to Heads of Subject and/ or Directors of Key Stage as appropriate (e.g. via HODs meetings, School Board etc.)
- evaluate the quality and consistency of what is being done and the impact it is having on student achievements and progress
- encourage, support and acclaim good practice
- review and update this policy on a biennial basis

Heads of Subject (HOS) and Directors of Key Stage (DKS) will:

- monitor the implementation of the policy and take actions to make sure it is followed in their subject/key stage team
- use assessment data to evaluate the strengths of their subject team and areas for improvement

All staff will:

- work to this policy and undergo relevant training at the request of SLT

Other relevant documents:

Procedures for assessment, recording and reporting, feedback and marking and target setting
Literacy Policy
Behaviour Policy
Any DESC Guidance on Assessment
DESC Quality Assurance Framework
School and Assessment calendar

Assessment Procedures

SLT will:

- ensure that a comprehensive yearly assessment calendar has been adopted and shared with all staff. This will include all report deadlines, exam dates including national exams, externally administered baseline tests (e.g. CAT Test) and standardised year-group exam series/ formal assessments as set by HOS
- ensure that there are clear guidelines in place to support progress in learning and teaching
- publish guidance and success criteria in line with DESC/ exam board guidance
- review evidence to measure and evaluate student progress
- take appropriate actions to address underperformance in specific groups/cohorts



HOS and DKS will:

- discuss assessment information and planning for student progress with teachers in their teams
- support teachers in their use of assessment data when planning schemes of work and lessons
- incorporate assessment guidance including dates in the schemes of work for each course/tutor programme
- collate assessment data and use it to evaluate teaching and learning strategies and promote progress
- moderate assessment within the subject team to ensure consistency

Classroom Teachers will:

- provide accurate and regular (**Appendix 1**) assessments of students' work including, where relevant, levels/grades
- share information with students about learning goals and how to achieve them
- encourage, support and celebrate good practice and performance by students in their classes
- inform the students about the quality of the work, the progress they have made and what now needs to be done for them to move forward
- identify under-performing students in their classes
- with the support of S4L/ other staff as appropriate, put into place effective measures to address under-performance in a timely manner.
- provide accurate and regular information to the HOS about the progress of their students
- use assessment data when planning learning and teaching strategies

Feedback and Marking procedures

SLT will:

- monitor marking and feedback
- review the marking guidelines biennially

HOS will:

- ensure that each subject area has effective feedback and marking practices which reflect the need of individual subjects, are fully understood and implemented by all and are in support of the whole school assessment policy



- - monitor standards and regularity of marking so that students receive timely and effective guidance and feedback on their work

Classroom Teachers will:

- provide feedback on all complete work, using a variety of approaches including:
 - Pupil self-checking (using, for example, a checklist of criteria to go through using red or purple pen, before handing to teacher for monitoring)
 - Pupil peer assessment (clearly marked as such)
 - Teacher marking using comments or grades
 - Oral feedback, learning conversations and dialogues that help students understand their learning better (metacognitive)
- collect work in regularly (**Appendix 1**) and return it as quickly as is practicable and always within two weeks
- make a specific comment on learning at the end of a completed piece of work. The aim should be to summarise achievement and to set a further target
- keep a record of marks and assessments achieved in accordance with the agreed procedures within the Queen Elizabeth II High School
- ensure that feedback and marking are linked to clear marking criteria, pupils have access to the marking criteria and are able to understand the meaning of the marks/grades they receive
- ensure that marking recognizes progress and attainment, without confusing the two
- ensure that feedback and marking emphasise and support high standards of literacy, presentation, spelling and punctuation in all areas of the curriculum using agreed codes
- use pupil self-assessment (e.g. using happy/sad faces, traffic lights or some other indicator) to show if they feel they have understood or met the criteria

Recording and Reporting procedures

SLT will:

- maintain a whole school recording system which can be used to track and monitor the progress of all students, identifying areas of underachievement and success, including for vulnerable groups
- report to the Governing Body and DESC as required
- devise yearly reporting calendar and share with all stakeholders
- ensure that arrangements are in place for parents to be able to discuss the report with teachers

Data Team will:

- input baseline and exam data onto SIMS
- provide templates for teachers to use
- collate and proof-read reports
- issue reports



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HOS/DKS will:

- evaluate records from each teacher/ tutor in their team to evaluate and discuss progress maintain departmental/year cohort records by class/set to help provide immediate feedback on teaching and learning
- know how vulnerable groups (eg FSM, EAL, LAC) are performing
- use data to monitor teaching and learning regularly after each tracking/reporting point and devise plans of action for improvement
- be responsible for the quality of their subject/tutor staff reports
- ensure that subject/tutor reports are produced on time

Classroom Teachers/tutors will:

- maintain accessible and accurate records of students' attendance, work, attainment, progress and targets for their specific groups
- be able to provide immediate written records for individual students as well as for whole class/group as requested
- complete full and progress reports as required by the calendar by the deadline given
- write all reports using positive professional language ensuring that these reports are of the highest quality possible
- be proactive in making appointments with all parents as per the calendared parents' evenings
- ensure that they are fully prepared and equipped with appropriate information and data ahead of all meetings with parents. Use constructive professional language when meeting with parents
- tutors will provide detailed reference-style reports for students moving on to employment or a different educational establishment e.g. tutor statement for year 11 Record of Achievement, UCAS reference etc.

Target Setting

Targets include target grades or levels, a literacy target (Key Stage 3), attendance etc.

SLT will:

- issue a calendar of dates for setting and reviewing targets
- set end of year and key stage academic targets for cohorts of students
- monitor use of targets by students and staff
- instruct data team when and how to generate proposed academic target levels/grades for students in each subject

HOS/DKS will:

- set regular targets with teachers to help groups of students make progress and reach goals
- review student targets with teachers on a termly basis
- ensure that teachers are supported and guided to help children reach their targets



- - use targets as part of appraisal reviews and planning processes

Classroom Teachers and tutors will:

- ensure that a challenging but realistic end of year/KS subject target level/grade is set for each student, based on suggested target levels/grades issued by the data team using baseline data (e.g. CAT test) and KS levels
- ensure all students are guided to set a subject and/or pastoral SMART targets as per the deadline dates identified on the calendar and that students record these targets in an agreed format depending on subject/tutor team procedures
- monitor progress towards targets for every student in their class and identify underperforming and/or high-achieving students so that effective action is taken to support and extend as required
- ensure that the current assessment level/grade and the target grades are reviewed together with parents and students each term as required
- share assessment data with any teacher taking over the teaching of that student

Appendix 1. “Regular’ marking of work.

The table indicates the minimum entitlement for students. Many teachers will mark work more frequently, depending on Schemes of Learning.

	Core Subject	Foundation subject
KS3	Twice per half term	Once per half term
KS4	Once every three weeks	
KS5	Once every three weeks	