

ASSESSMENT POLICY(includes Controlled Assessment Policy)

Date: **Rewritten Summer 2007**

Reviewed: **Autumn 2015**

Review Schedule: **From 2015 – 3 years**

Next review Date: **Autumn 2018**

Responsibility: **Curriculum, Learning & Teaching Committee**

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CLYST VALE COMMUNITY COLLEGE ASSESSMENT POLICY

Context

The focus from 2015 onwards will reflect the 'new' teacher standards together with changes to national assessment practices including 'life after levels'. Thus the following foci relate to the individual teacher and the organisation as a whole. *Teachers* will ensure that they know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements, make use of formative and summative assessment to secure students' progress, use relevant data to monitor progress, set targets, and plan subsequent lessons, give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. As a college, CVCC will use assessment information to primarily evaluate the impact of its provision and interventions and then take the necessary action rapidly to secure timely improvements.

The withdrawing of levels does however mean that there are mixed strategies for teachers to judge 'current' student outcomes from which to judge 'likely' GCSE outcomes. We expect these mixed strategies to continue but emphasise that the accuracy of 'likely' outcomes will be the main area under close monitoring and evaluation. The overall student outcome measures will include the average proportion of a grade higher or lower across 8 subjects compared to others with the same starting point at age 11 (Progress 8), the average grade across a group of 8 qualifications (Attainment 8), the percentage of students achieving at least a C in both English and Maths, and the % of students who achieve the EBACC. Note that from September 2016, we will be using the new 1-9 scale for grading rather than the A*-G.

Definitions

This policy covers both assessment of learning and assessment for learning. Assessment of learning, or Summative assessment, is to judge how well a student is performing, usually reported in grades, marks or levels. Assessment for learning, or formative assessment, is in reality an overarching approach to teaching and learning; it goes on all the time in the classroom, and focuses on using information to improve learning.

The College recognises the following definitions of assessment:

"Assessment is the judgement teachers make about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking pieces of work and testing." (The Dearing Report, 1994)

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (The Assessment Reform Group)

"All those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes formative assessment, when the evidence is actually used to adapt the teaching work to meet the needs" (Black & William, Inside the Black Box)

Purpose

A key aim of the College is that every student will achieve to his or her full potential. Essential in this is students taking responsibility for their own learning, supported by highly motivated, highly skilled staff and well-informed parents working in partnership. The purpose of this assessment policy is to help students know their level of progress and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning. It may also be used, as appropriate, to place students into ability groups. This policy places a strong emphasis on "Assessment for Learning" as a vehicle and framework for improving learning. [Appendix 1]

Roles and responsibilities

The **Principal** will ensure that:

- students will only follow syllabuses or be entered for external examinations approved by the governing body. This includes those registered students studying in other schools and colleges
- where a subject does not have national standards as a reference, then school standards will be provided and standardised, and common assessment tasks will be used to inform teacher assessment of student progress
- national tests (now only at KS4 and 5) are applied in accordance with the statutory framework. Non-statutory tests (KS3) and core assessment tasks will be designed to provide evidence of student attainment so that levelled/graded judgements can be made.
- all teachers are encouraged to use formative assessment to inform lesson planning - this will include setting learning objectives, observing students working, discussion and questioning, and giving feedback
- support will be given to teachers wishing to engage in peer observation and professional dialogue with other colleagues developing **AfL** approaches
- marking of work is used to motivate students, and to provide them with specific guidance and targets, where appropriate, on what further development is required
- a database of student attainment will be used to track individual progress, but information about individual students will only be made available to them or their parents/carers
- student outcome data will be collected half termly for years 7 – 13
- all students in years 7-9 will receive a 'Progress Report' (PR) via SIMS 4 times per year. The first one will be a 'settling in' report outlining aspects of 'attitudes to learning' to include praise points, behaviour points, attendance and standards of Independent Learning, Purposefulness and Co-operation. One of the PRs will also have a subject related comment, and another will include a narrative tutor commentary. PRs 2, 3 and 4 for year 7 and PRs 2, and 3 for year 8 will in addition include students' target GCSE grade for each subject based on their KS2 outcomes in English and Maths. They will also give a general profile of achievement in each subject using + (above expectations), - (below expectations) and = (in line with expectations). PR 4 for year 8 PR 2, 3 and 4 for year 9 will follow the same pattern but will report achievement as a 'likely year 11 GCSE

grade' based on the current standards of work and rate of development - a projected grade based on the teacher's professional judgement.

- Students in years 10 - 11 will receive 4 PRs per year via SIMS. The first one will be a 'settling in' report outlining aspects of 'attitudes to learning' to include praise points, behaviour points, attendance and standards of Independent Learning, Purposefulness and Co-operation. The 'settling in' report will also include students' target GCSE grade for each subject based on their KS2 outcomes in English and Maths. One of the PRs will be accompanied by a subject narrative report together with a tutor narrative. PRs 2, 3 and 4 will in addition report achievement in each subject as a 'likely year 11 GCSE grade' based on the current standards of work and rate of development – a projected grade based on the teacher's professional judgement.
- Students in year 12 will receive 4 PRs per year and students in year 13 3 PRs per year outlining. The first one will be a 'settling in' report outlining 'attitudes to learning' to include attendance, independent learning and work ethic. The 'settling in report' will also include students' target grade for each subject based on their GCSE outcomes. PRs 2, 3 and 4 for year 12 and PRs 2 and 3 for year 13 will in addition report a 'current' grade based on the overall standard of students' work. Also, in addition, students in year 12 will receive a narrative tutor report.
- parents are informed, at least annually, about the results obtained by their children in tests and national examinations
- Any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

Roles and responsibilities of staff other than the Principal

Subject Leader

- Develop an assessment policy for the subject in line with College policy
- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject
- Ensure the focus within the classroom is upon **assessment for learning**
- Check that assessment and marking procedures are implemented effectively
- Develop consistency of judgements through agreement of standards and generating portfolios of moderated students' work
- Analyse and interpret data with the subject team to monitor standards and set appropriately challenging targets
- Use data to review the curriculum with the subject team
- Ensure progress towards targets is regularly monitored
- Report to SLT and Governors on standards

Subject Teacher

- Implement **assessment for learning** within the classroom
- Enable students to develop the skills of self-assessment
- Identify students in need of support. Liaise with SENCO (IEP)
- Use agreed range of assessment methods and techniques to gather and use information in line with College's policies
- Record significant progress
- Review evidence and finalise Teacher Assessments
- Implement College based and/or national statutory tests/tasks
- Contribute to departmental discussion on performance data
- Report to parents – student progress, attainment, next steps
- Ensure information is available for next teacher or school

SENCO

- In liaison with other staff, identify students with SEN and assess their specific needs
- Work with other staff to develop and support appropriate assessment methods and differentiation for students on the SEN Register
- Liaise with external agencies over normal assessment for statementing
- Monitor and evaluate performance data for students on the Register
- Arrange appropriate adaptations to core assessments and national examinations

Students are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other students
- setting targets for their own learning as part of the school's review and reporting system
- asking for help and advice in improving their work.

The **governing body** is responsible for ensuring that the College website includes information about the College's national examination results at GCSE, AS and A2 Level, and that national comparative data is provided for similar schools and national averages. The college will use whatever comparative data is provided nationally to compare teacher assessments and will continue to develop 'internal' data sources to monitor trends and improve provision.

Arrangements for monitoring and evaluation

Subject leaders or heads of department will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling will be part of this process. The leadership team and the governing body will evaluate the success of the policy by asking for feedback from students, teachers and parents, including the use of student tracking groups. This will be an integral part of the college's subject and year team review programme. The governing body will receive regular reports from the Principal and the Senior Leadership Team (SLT) to provide information about:

- the outcomes of monitoring, and changes in practice that have resulted from them
- the overall standards achieved in each subject by year group
- the overall standards achieved at the end of each key stage compared with national and local benchmarks
- the standards achieved by students with special educational needs
- the impact of national strategies on standards
- the views of staff about the action required to improve standards
- feedback received from students and parents

Marking

At an individual subject level, teams use stickers, praise, levels, percentages, grades/marks, comments, etc, or a combination thereof, depending on the stage of student development. In this way we maintain the high profile of professional judgment we are so proud of. As well as helping students to achieve higher levels of attainment in a specific subject, good marking also aids the development of 'basic skills'; eg Literature and Numeracy are developed and enhanced in all curricular areas if students receive praise when:

- they keep a folder of their own work (from planning to the finished piece of work) in order to show progression, and to build upon their own achievements and development.
- their work is marked or discussed by a teacher who asks questions such as 'How?', 'Why?' and 'When?', etc. to expand on the child's use of language.

Assessment of day-to-day progress depends heavily upon the marking and correction of written work and other tangible forms of student response. The main purpose is **formative** - helping students to see how their work can be improved and developed, identifying weaknesses and uncertainties as a basis for remedial action, and major and effective practical means of establishing suitably high expectations of each student. Most students want to please and believe the marking of their work to be worthy of your time. Thorough, effective marking can improve student motivation and ineffective erratic marking can most certainly have the opposite effect. **In order to keep the marking load down to an effective minimum staff can use selective detailed marking of key pieces of work supported by a lighter scrutiny of other work.**

All staff need to ensure that:

- marking is regular and thorough enough to spot errors and inaccuracies;
- marking is fully integrated with the system of rewards, eg SIMS Praise Points;
- particularly in the early years marking needs to be simple, positive and student friendly. This can be helped by the use of stars and commendations;
- written comments and oral feedback communicate clearly to individual students and their parents the student's strengths/weaknesses and level of performance where appropriate. **Students need to write how they are going to improve their work;**
- they do not readily accept inaccurate or inadequate responses to written or practical tasks;
- steps are taken to act on missing, incomplete or poorly presented work - see table on next page;
- work is returned promptly to students;
- corrections are carried out by the student. Parents may take an active role in this activity;
- the marking/recording process allows for an easy transfer of marks from the students' work, to their assessment records; eg SIMS Assessment Manager Mark Sheet;
- they implement the common grading systems throughout the College. Students in Years 7, 8 and 9 have been informed of the common grading system through their planners. Similar systems based on departmental and GCSE criteria are practised throughout Years 10 - 13. Staff need to ensure that students clearly understand the criteria that are used to award the grades and are aware why one piece of work might attract a higher grade than another.
- they use, as far as is possible, the following symbols and comments in addition to stars/commendations, to promote:
 - i. consistency between departments and within one department;
 - ii. clarity in our marking for the students;

Writing

To help me understand mistakes I make:

- / For correct sentence punctuation, put in a capital letter and a full stop. For example:
I went to the zoo/the last time I went was in the holidays.
- For a spelling mistake, the word will be underlined, as in speling.
- // To start a new paragraph.
- For a subject specific mistake, as in grammar errors in French. Ask your teachers what they are using this symbol for.

Use these symbols to help you understand the mistakes you make and to correct them.

Appendix 1

Expectations of classroom practice encouraged by Assessment for Learning (AFL)

TRY TO ACHIEVE 3 DIMENSIONAL DIALOGUE WHERE; (1) CLEAR EXPLANATION/COMMUNICATION FROM THE TEACHER TO THE STUDENT IS THE NORM (2) STUDENTS ARE ABLE TO VOICE THEIR VIEWS AND DIRECT QUESTIONS TO THE TEACHER (3) STUDENTS ARE ABLE TO COMMUNICATE EFFECTIVELY WITH EACH OTHER

Success Criteria

- Make the intended outcomes explicit and illustrate what success looks like
- Ensure all students know what they are trying to do and **why**

Questioning

"The only point of asking questions is to raise issues about which the teacher needs information or about which the students need to think" [*Working Inside the Black Box*]

- increasing wait time
- conscious use of open questions, closed questions, unfinished statements and other strategies to promote extended verbal responses
- planning the purpose of questions in a lesson
- developing "no hands up" approaches
- levelling questions and responses; recording as appropriate

Oral Feedback

- Judge when and where feedback is required and build opportunities for oral feedback into planning
- Ensure that students act on feedback

Feedback Through Marking

"The central point..is that, to be effective, feedback should cause thinking to take place" [*Working Inside the Black Box*]

- comment-only marking is the norm
- comments should identify what has been done well and what still needs improvement
- students should write down how they are going to improve their work in response to this to ensure that they read, understand and act upon comments made by the teacher
- opportunities for students to follow up comments should be planned as part of the overall learning process
- numerical marks or short-answer tests where used must be followed by a structured opportunity for discussion to enhance students' learning
- some pieces of work are marked particularly thoroughly, eg core assessment tasks
- written tasks should encourage students to develop and show understanding of what they have learnt

Peer Assessment and Self-Assessment

“Peer- and self-assessment make unique contributions to the development of students learning – they secure aims that cannot be achieved in any other way”. [*Working Inside the Black Box*]

- encourage students to take an overview of their learning
- develop the skills of self-assessment with all students
- make students familiar with grade or level descriptions
- make students familiar with the criteria for assessment
- develop modelling of good answers

Formative Use of Summative Tests

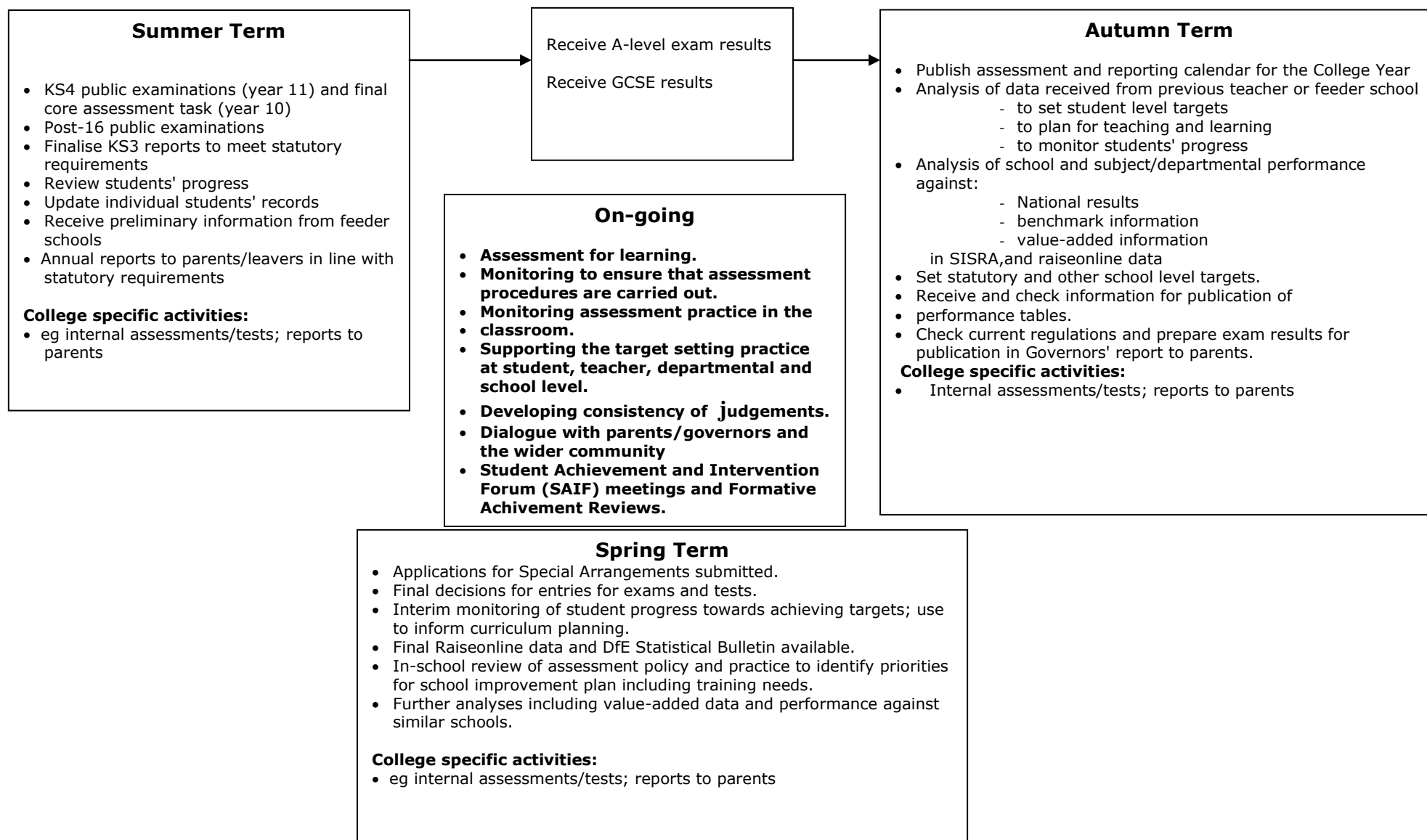
“Summative tests should be...a positive part of the learning process. By active involvement in the test process, students can see that they can be beneficiaries, rather than victims, of testing”. [*Working Inside the Black Box*]

- encourage reflection and review following tests and exams
- encourage peer-marking of tests to identify group areas of weakness
- encourage students to generate and mark their own questions as preparation for exams

Appendix 2: Key Statutory Requirements for Secondary Schools

- In England the assessment of students in National Curriculum subjects at the end of key stage 3 through non-statutory tests and teacher assessment, and at the end of key stage 4 and 5 through GCSE, AS/A2 and/or other approved courses.
- For key stage 4 the school must publish the percentages expected to achieve grades A* - C in five or more subjects in GCSEs/GNVQs; the percentages expected to achieve grades A* - C in one or more subjects, including English and maths, in GCSEs/GNVQs; and the average points score for the school to be achieved by those students. The actual results must be published in the annual report and the prospectus.
- The keeping of records on every student and the transfer of such data when students change schools.
- Provision of reports on progress and attainment annually to parents, and to students themselves if 18 or over.

Annual Cycle of Assessment



How Is Assessment Undertaken?

- Shared reflection about students' progress.
- Observation of students' work.
- Talking to students and listening carefully to what they say about their work and that of others.
- Reflecting on statements made by students through self-assessment/marking of their work.
- Using GCSE and GCE assessment criteria. These are based on the revised specifications.
- End of topic/unit tests or assessment tasks.

When Is Assessment Undertaken?

- Ongoing leading to the end of a unit of work (formatively).
(Whenever assessment is undertaken, the chosen criteria is shared with students at the start of the unit of work).
 - Prior to Reporting (summatively).

Recording Judgements/What is assessed?

Aspects of achievement related to the assessment objectives for GCSE and GCE. These have been linked to the new revised specifications. Additional 'Aspects' relating to personal development have also been included. Judgements will be recorded in Assessment Manager (SIMS) at twice per term for each year group – two formal assessments to be recorded per half term for post-16.

- * Moderation and Standardisation of judgements is achieved through professional dialogue and external standardisation material/processes.

Recording of Assessments – SIMS Marksheets

Every student at Clyst Vale Community College appears in Assessment Manager. Records follow the data content outlined in the section relating to PRs under 'Roles and Responsibilities'.

Records allow analysis of:

- Academic development against personal development
- Progress over time
- Student strengths/weaknesses
- Links between progress and attendance
- Links between progress and disciplinary record
- Links between progress and success record.

Informing Teaching and Learning

Assessment have been designed to inform teaching and learning on four levels:

- (i) Verbal feed back during lessons based on judgement of performance.
- (ii) **Detailed** teacher comments on reports based on assessment criteria.
- (iii) Assessment used to group students to prepare them more adequately for the next stage in their learning.
- (iv) More precise information discussed at parents' evening regarding specific areas of student attainment.

Compiled by: Dave Walters	Revision No: 6
Approved by:	Revision Date: September 2015

Clyst Vale Community College: Controlled Assessment Policy

Context of Policy

From September 2009, Controlled Assessment replaces coursework for 26 new GCSEs. This is one of the changes in the Government's reform of education for 14-19 year olds, designed to ensure that specification content meets the aims of the revised secondary curriculum.

Key features:

- ◆ Enables a more integrated approach to teaching and learning and assessment
- ◆ Provides an additional process to ensure that the work submitted is that of the student
- ◆ Enables teachers to choose the timing of the controlled assessment
- ◆ Enables teachers to select from a choice of tasks and contextualised them
- ◆ Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning
- ◆ Usually takes place in the classroom, within the normal timetable
- ◆ Features levels of control (or checks) designed to maximise the reliability and authenticity of the work submitted

Process of Controlled Assessment:

The process has 3 stages

1. Task Setting
2. Task Taking
3. Task Marking

Task Setting:

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

Task Taking:

Three levels of control apply:

1. Low control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium control – students can work under informal supervision. This is normally the analysis stage
3. High Control: Students complete their task under direct supervision throughout. This is the write up stage.

Task Marking

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework. In this case, Clyst Vale Community College staff must use subject specific policies to standardise marking and ensure accurate grading.

Responsibility of staff in the implementation of the Controlled Assessment Policy

- 1.** It is the responsibility of each Subject Leader to obtain the controlled assessment task details from the exam boards.
- 2.** The Subject Leader should choose the most appropriate time for the controlled assessment to take place.
- 3.** The Controlled Assessment may take place during timetabled class time.
- 4.** Learning Areas must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
- 5.** Relevant display materials must be removed or covered up.
- 6.** All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- 7.** Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
- 8.** All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- 9.** Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
- 10.** If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- 11.** For long absences, special consideration should be applied for.
- 12.** Entries for controlled assessment must be made at the appropriate time.
- 13.** Attendance records from assessment sessions should be kept by the class teacher.
- 14.** Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- 15.** Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- 16.** Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- 17.** If suspected malpractice occurs, the Exams Officer must be informed.
- 18.** If a student's work is lost within the school, this must be reported to the exam board.
- 19.** Authentication forms must be signed by the teachers and candidates.
- 20.** Access arrangements do apply to controlled assessment.
- 21.** The assessment marks must be submitted to the exam board by the appropriate date.
- 22.** Candidates' work must be securely stored as in 8 above until all results have been verified.
- 23.** Re-sits of controlled assessment may be allowed in the next exam session.
- 24.** After the results are published it may be possible to request a re-moderation of the work.