

The Royal Alexandra and Albert School



ASSESSMENT POLICY

This policy was reviewed by Rea Mitchell, Deputy Head Academic

It was approved by the Pupil Matters Committee on 10 June 2019

It is next due for re-approval during the Summer Term 2022

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1 INTRODUCTION

1.1 Rationale

The purpose of this document is to establish clear ground rules and recommendations for assessment within Royal Alexandra and Albert School. It is expected that all teachers should read it and act accordingly regarding the assessment of student work. Individual departmental policies that relate to assessment should reflect the guidelines contained in this document.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Assessment in Royal Alexandra and Albert School supports each student in the achievement of his or her full learning potential and fosters the development of self esteem and personal responsibility. It takes place in a self reflective context and encourages the involvement of all staff, students and parents.

1.2 Definitions

Summative assessment is part of Assessment of Learning. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, eg:

- External Examinations
- Internal School Examinations
- KATs (Key Assessment Tasks)

1.2.1 Summative Assessment

- Happens after the learning
- Proves learning has taken place
- Assists in measuring learning
- Is done to learners
- Is focused on the outcome

Formative assessment is part of AfL. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

1.2.2 Formative Assessment

- Happens during the learning
- Helps to improve learning
- Assists in growing learning
- Is done with learners
- Is personally referenced
- Is focused on the process

1.2.3 Assessment for Learning (AfL)

Teachers should be encouraged to integrate the following AfL strategies into their teaching and learning:

- Learning Objectives - Clearly communicated at start of lesson/task
- Success Criteria (where appropriate) - set of criteria determining exactly what is required for a particular task or assignment:
- Effective Questioning
 - More thinking time for students: eg: Think/pair/Share
 - Asking questions better and asking better questions
 - Use of Bloom's taxonomy of questions ensuring appropriate balance of lower and higher order questions and appropriate level of question for individual students
- Formative Assessment
 - Set against success criteria
 - Self assessment/peer assessment/teacher assessment

Feedback given to students should be about the particular qualities of both their written and verbal work, with advice on what they can do to improve. It should avoid comparison with other students.

1.3 Aims and objectives

1.3.1 Aims

- Assessment should help students to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by students and teachers of clear and explicit study goals: in other words, to help all students become more effective learners.
- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

1.3.2 Objectives

- To use suitable forms of assessment, based on expectations which are clear, realistic, and understood by the students
- To ensure that all students experience challenge and a measure of success
- To recognise the whole range of students' experiences and achievement
- To enable students to develop skills that are needed if they are to become effective learners
- To provide constructive feedback to students, discuss weaknesses in students' learning and offer a remedial strategy.

2 METHODS OF ASSESSMENT

2.1 The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.

- Student self-assessment
- Teacher-student interactions / verbal feedback
- Coursework and Prep
- End of topic/unit class tests
- Formal internal examinations
- Formal externally set examinations

3 PREP POLICY

3.1 The purpose of Prep is to extend learning beyond the classroom and to diagnose the effectiveness of teaching and learning and to develop the skills of students as independent learners.

3.2 Prep can take many different forms such as:

- Developing class work.
- Reviewing/learning new work done in class.
- Reading for specified purposes.
- Researching a given topic.
- Writing: answering questions or extended pieces of writing.
- Revision/preparation for tests / exams.

3.3 Prep should:

- Be set regularly in accordance with the school's Prep Timetable.
- Be relevant
- Be clearly explained to students in terms of expected outcomes and the length of time expected
- Always be recorded in students' prep diaries with careful consideration given to ensuring that all students are able to fully record the prep
- Be completed for the date set, otherwise appropriate sanctions will be enforced (see detention procedures)
- Be assessed effectively, with feedback given promptly, either verbal or written.

3.4 Prep should not be:

- Completing class work – as this penalises slow workers and encourages students to rush class work.

3.5 At Key Stage 2 all students will be expected to read at least 5 times per week and work on their spellings every evening.

In addition to this, literacy, spelling and mathematics prep will be set on year group specific days. This is to be completed on the evening it is set and handed in the next day.

(See appendix 1 for full Junior Prep Policy)

3.6 Prep Diaries

The importance of entering Prep correctly in Prep Diaries is stressed to all students at all levels to ensure that the work is completed accurately and submitted on time. The Prep Diary is also important in that it provides a link between school and home as parents are requested to check and sign diaries weekly. Prep Diaries are also closely monitored by Form Tutors and Heads of Year. It is also important for monitoring that all prep is recorded on SIMs by the class teacher.

3.7 All prep must be set on SIMS.

3.8 Sanctions – if prep is not done (effort grade 4), a Head of Department detention is set. If prep is inadequate (effort grade 3), staff set a personal detention.

4. MARKING POLICY

Please see appendix 2 for the Marking guidance for KS3, 4 & 5 and appendix 3 for the Marking guidance for KS2

4.1 The marking of students' work is essential for both progression in student learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers of both classwork and prep. Positive marking and feedback which recognises student achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

4.2 Effective Marking helps to:

- Recognise student achievement.
- Monitor student progress.
- Provide feedback and guidance for improvement and progression.
- Motivate and encourage students.
- Record and report student attainment.

4.3 It is essential that work is marked:

- Promptly, regularly and consistently.
- According to agreed and shared assessment criteria / outcomes.
- Using both quantitative and qualitative criteria.
- For improvement, using constructive comments.

4.4 KAT (Key Assessment Task) numbers

- KS3: 1 x KAT per term if only 1 or 2 lessons are taught per week. 2 x KAT per term if 3 lessons are taught per week.
- KS4: 1 x KAT half-termly.
- KS5: 2 x KAT per half term (1 per staff member)

4.4.1 KS3, 4&5 all use the KAT cover sheet to record feedback and grades.

4.5 At Year 6 Literacy & Numeracy, GCSE and A-Level, teachers are more likely to make use of Mark Schemes from past papers for particular exercises. Students should as far as possible be aware of the reasons for the allocation of marks. Awarding marks does not relieve the teacher of the responsibility for continuing to annotate and add formative

comments to work.

4.6 Marking internal formal school examinations/assessments

At Key Stage 2 & 3, to ensure consistency of marking across each department, mark schemes should be agreed and produced and used by colleagues to mark examinations.

At GCSE and A Level students sitting papers comprising of questions from past papers should be marked according to the mark scheme produced by the examining board.

4.7 The Marking Grading System

Key Stage 2

- House Points will be given for effort and excellence.
- All years will mark all work with the following symbols:
 - T – (The child is working below target)
 - T (The child is working on target)
 - T + (The child is working above target)

Key Stage 3

Effort

The school uses a system of 4 numbers - 1, 2, 3 and 4 where 1 indicates the highest levels of motivation and effort, 2 is good, 3 is inconsistent and 4 is unacceptable.

YR9 - Gatton Points Score

For the academic year 2018-1019, we will use our own scale or Gatton Points. Students will be given a Gatton Point Score that can be easily converted back to now obsolete National Curriculum sub level if needed. This point score will indicate how they are achieving in the subject.

Yr 7/8 – AWOL (Assessment Without Levels)

Students in Year 7 and 8 have adopted AWOL which is comment led marking, based around subject specific assessment objectives. Students are measured in terms of progress related to their designated starting point.

Key Stage 4

Effort

The school uses a system of 4 numbers - 1, 2, 3 and 4 where 1 indicates the highest levels of motivation

GCSE/ BTEC/ OCR National grades

The appropriate award grade for the qualification followed will be used with reference to the exam board mark schemes and guidance.

Key Stage 5

Effort

The school uses a system of 4 numbers - 1, 2, 3 and 4 where 1 indicates the highest levels of motivation

A Level/ BTEC National or OCR National Level 3

The appropriate award grade for the qualification followed will be used with reference to the exam board mark schemes and guidance.

5. TARGET SETTING

5.1 Key Stage 4 & 5

At the start of the year Minimum expected grades (MEG) for the end of the Key Stage will be set for all students using prior data from Key Stage 1 or 2 SATs, GCSE grades and the data provided via testing from the CEM centre tests: MidYis & Yellis. At Key Stage 5 we will use the L3VA predictive tool to set MEGs. The MEG will not change within a Key Stage. Key Stage 5 will also use the ALPS system to set aspirational target grades.

Key Stage 3

At the start of KS3, students are given a starting point based on predicted grades provided by FFT Aspire.

Key Stage 2

Children are given a target based on KS1 data we receive from their previous school (there this is provided). All children are given a baseline target when entering RAA Juniors which is monitored termly each year by NFER/SATs testing in Yr3 -6.

5.2 Tracking data

Key Stage 2

- Tracking data will be provided throughout the year as per the AR&R calendar.

6. REPORTING

6.1 Teachers will need to make judgements about the progress of each student and they must inform other interested parties, including other teachers and schools, parents, the Department for Education, institutions of further and higher Education and prospective employers.

6.2 See reporting procedure and guidance for full details and timetable.

6.3 Full Reports to Parents

Years 9 – Autumn Term; Year 10 - Spring term; Years 7 and 8 – Summer Term

7. RECORDING PROGRESSION

7.1 Recording

Recording is the process of making a record of significant attainments to inform curriculum planning and reports to parents and others.

7.2 Purposes:

- To supplement personal and professional knowledge of the student
- To identify students' strengths, progress and areas for development
- To motivate students
- To inform planning
- To identify learning opportunities offered to students (i.e. curriculum planning)
- To inform other teachers (supply, new teachers, etc)
- To inform receiving schools
- To inform parents
- To promote team work and common endeavour
- To foster continuity and progression between classes/year groups/key stages
- To provide a basis for reporting
- To fulfil statutory requirements.

7.3 Upon enrolment at the Royal Alexandra and Albert School, a student profile is opened in SIMs to record relevant assessment data

7.4 Work Sampling

7.4.1 Heads of Department should ensure that a system is in place to monitor the effectiveness of the assessment systems. They should do this through the collection of a sample of books from each teaching group and via ongoing discussions with staff and students to ensure that the system is being understood and fully implemented.

7.4.2 Work sampling takes place at regular intervals throughout the school year.

8. PARENTS' MEETINGS

8.1 Each year group has one annual Parents' Meeting where parents/guardians meet with the subject teachers who have the opportunity to report on the following:

- Progress and achievement
- Prep
- Classwork
- Coursework
- Effort/attitude
- Presentation and organisation
- Behaviour
- Targets for improvement.

9. ROLES AND RESPONSIBILITIES

9.1 The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- Deputy Head (Academic)
- Head of Junior school
- Director of Teaching and Learning
- Heads of Department

9.2 Heads of Department

It is the responsibility of the Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice.

9.3 Subject Teachers

It is the responsibility of Subject Teachers to implement departmental/whole School policies on assessment, to mark in accordance with school policy in a positive, accurate, meaningful and formative manner, report to students, parents and staff on student progress and liaise with the relevant Head of Department, regarding individual student concerns or support.

9.4 Key Stage co-ordinators & Heads of Year

It is the responsibility of the Key Stage co-ordinators, Heads of Year and Heads of School to liaise with Heads of Department and subject teachers concerning individual student progress.

9.5 Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate staff/students/parents/exam boards regarding all aspects of both external assessment and internal exams.

10. QUALITY ASSURANCE Following Public Examinations

10.1 Public examination results are analysed by the Head of Junior School, Head of Sixth form, Deputy Head (Curriculum) and the Senior Assistant Head (Curriculum) and the Heads of Department. A formal examination review meeting for each department is held with the Headmaster, Deputy Head Curriculum, SLT Line manager and Link Governor on an annual basis in the Autumn term. This analysis compares past and present performance and subject performance in the school with the national averages. It tries to identify factors relating to good and poor achievement, and considers possible strategies for improvement.

Any outcomes from this meeting are incorporated into the Departmental Development plan.

10.2 It is the intention that this Whole School Assessment Policy should be the focus of an annual review in order to monitor and update policies as and when necessary.

Appendix 1

Royal Alexandra and Albert Junior School Prep Policy

Times

- **All students will be expected to read and work on their spellings at least 5 times per week; these will be set and checked on a Monday.**
- In addition to this, **Literacy** prep will be set on a Thursday and due in Monday, and **Mathematics** prep will be set on a Tuesday and handed in on a Thursday.

Quality of Prep

- The prep should be completed in neat and tidy handwriting in their prep book.
- The prep should be of good quality and students should make an effort to complete it as well as possible; it should take no longer than 30 minutes per piece of homework.
- Parents, guardians or house staff should sign the prep sheet to indicate that the prep has been checked by them and note if there were any issues completing the prep.

Reading

- Reading is encouraged every day for all students. Pupils must read at least 5 times a week.
- Year 3 and 4 students should be heard reading by parents (Day Boarders/Day pupils) or a member of the boarding staff (Boarders). The text should be discussed.
- Year 5 and 6 students are expected to read 5 times per week. We strongly recommend that students are heard reading to parents and/or boarding staff a minimum of 2 times per week.
- Pupils should summarise any pages read independently in their reading records.

Spellings

- Children will be assigned to an appropriate spelling group and new spellings will be handed out on a Friday when the previous weeks' words are tested and completion checked by the teacher.
- Tests will consist of the words set that week and a variety of words from previous weeks so children need to continue practising all spellings.
- Children are expected to practise their spellings nightly.

Incomplete Prep

- If Prep is incomplete with no reason given by parents/houseparent, children will be required to complete the set prep during golden time or attend a supervised prep. **The objective of this session is to teach children to take responsibility for their work and to help them to develop the skills that will prepare them for independent learning. Also it will allow children to catch up with incomplete work under supervision.**
- A record of pupils attending supervised prep will be kept and if pupils miss their prep 3 times in any given half term, the Head of Department will be informed and parents or house parents will be invited to attend a meeting to discuss the best way to support your child.
- If for any reason your child is unable to complete their prep please inform the teacher with a brief note.

Appendix 2

KS 3, 4 & 5 Teacher Marking and Feedback Expectations

- **Pen use** - teacher marking should be in red pen to distinguish clearly between classwork and peer/self-assessment. Students will write with blue or black pens. Peer and self-assessment will be done in green pen.
- **Expectations** - student books/folders should have the book/folder expectations stuck in the inside front cover: these are whole school but subject specific expectations can also be added
- **Presentation** - once per half term, there should be evidence of self-assessment of presentation, spelling (key terms only), grammar (capital letters and full stops only). This will be completed by students in green pen. The suggestion would be that subject specific key terms are given to students in order to help with this process. Students who do not meet the standard having taken ownership of their work should then be placed in detention to complete the task.
- **Check Books/Folders** - at least a half termly, check on books/folders including the marking of KATs, check of self-assessment of presentation and giving effort grades for prep. Reoccurring issues relating to presentation should be targeted as part of KAT marking as an extra developmental target and not the main focus of the KAT marking.
- **Prep** – staff will mark according to either of these routes:
 - *Written prep* - all prep should be given an effort grade (1-4 with 1 being exceptional and 4 being unacceptable) and reason, reward or consequence where applicable. Prep can be peer-assessed, self-assessed or teacher assessed but the effort grade should be given by the teacher in acknowledgement of the work that the student has done. Prep graded 3 will receive a teacher detention. Prep graded 4 will receive a HoD detention. Work will be redone during the detention.
 - *Online marking* – students' prep engagement will be acknowledged via comments within the software as agreed with the SLT line manager.
- **Condition of books/folders** - if the condition of the books/folders is poor, this should be addressed with form tutors initially as an organisational point and escalated to parents and/or Heads of House where applicable. The consequences for not maintaining the book/folder to a high standard remains with the department.
- **Handwriting** - in the event that handwriting is illegible this should be raised with Jo-Ann Harvey in the Enhanced Learning Team.
- **Assessments** - in each half term, there should be 1 identified Key Assessment Task (KAT) for KS3 (one per term if only 1/2 lessons per week) and KS4 and 1 KATs per teacher per half term for KS5. These should be marked by the teacher and the feedback meets the following criteria:
 - *What went well (WWW)* – a comment linked to assessment objectives. Codes may be used with students writing the full detail from the code sheet.
 - *Even better if (EBI)* – a comment linked to assessment objectives. Codes may be used with students writing the full detail from the code sheet.
 - *Next steps* – a comment linked to the improvements that you expect the student to have made. This must be written by staff.
 - *Action* – a space for the student to action the next steps – you may need to ensure that space is left following the KAT assessment for this level of feedback and

response. This needs to be clearly labelled so that improvements to feedback are evidenced.

- **Comment/Grade** – KS3 should have no grade in adherence to the AWOL principles and should be developmental comments only relating to the specified task assessment objectives. KS4 and KS5 KATs should be graded according to exam board criteria.
- **Verbal feedback** – we recognise that quality verbal feedback is an essential part of the ongoing dialogue with students. It should be provided in conjunction with the written feedback.

Appendix 3

Royal Alexandra and Albert Junior School **Marking Policy**

Introduction

This document is a statement of aims, principles and strategies for marking children's work at The Royal Alexandra and Albert Junior School. It was revised after consultation with staff in November 2018 and will be reviewed again in September 2019.

What is a marking policy?

A marking policy is a method by which the school ensures that each member of staff communicates and works to the same standards throughout the school using the same code so that children are able to interpret the meaning of the marking easily.

Our aims in marking work are

- To ensure that there is an understandable process of communication between teacher and pupil to inform the pupil of the standard of work and to give direction on methods of improvement.
- To support and enhance teaching and learning.
- To be used effectively to motivate children and to celebrate the love of learning.

Marking is important because

- It values the work that children make in completing work.
- It gives the children an understanding of how they can improve.
- It can reinforce learning concepts.
- It can raise self-esteem through encouragement and praise.
- It is a strategy for ensuring progress and continuity.
- It provides a means of assessing the work of the children.
- It aids the planning and progression of children's work.

Presentation of work

- All work will include the date.
- The title of each piece of work will be the lesson's Learning Objective.
- Steps to success will be shared with the children.
- All maths work will be completed in pencil.
- Other work will be completed in pencil, blue or black pen as deemed appropriate by the class teacher.
- All work will be done to the margin.
- No tippex or correction fluid will be used in books.
- A whole line will be left to demarcate a new paragraph.

Strategies for marking work

General guidance. (Staff will be expected to use a range of the below techniques)

- Marking will reflect the learning objective and success criteria of the lesson.
- Teachers will use coloured pens to develop learning. Pink pen will be used to highlight examples of work or skills demonstrating secure/mastery level. Green pen will highlight key skills or areas for children to further develop.
- Children will be provided with time to respond to marking and this will be monitored by the Subject Teacher. They will be provided with time to reflect on their learning and self-assess their progress.

- Children can mark their own work so that they can take responsibility for their corrections or where explanations can be used as a learning tool. This will be marked in purple pen with (SA) for self-assessment.
- Children will also mark each other's work to share ideas and give feedback, this will be marked with (PA) for peer assessment.
- Where a teacher has worked with a pupil or group of children, verbal feedback (VF) will be marked in the book.
- House Points will be given for effort, progress and examples of excellence.

Teachers will mark work with the following symbols:

- M (working at mastery level)
- S (working at a secure level)
- D (The child is still developing)

Subject specific guidance

Numeracy

- End of topic/units of work will be marked using the M/S/D system.
- Calculations will be ticked in pink pen if they are correct and green pen (growth) if they are incorrect.
- A brief comment will be written to highlight areas for improvement.

Literacy

- Practice books will be used to organise, arrange and structure ideas in preparation for their extended pieces of writing. The Learning Objective and Success Criteria will be highlighted and a short comment can be left.
- Longer pieces of writing will be completed in the extended writing books. Examples of the target skills, within their writing, will be highlighted. More detailed comments will be included using the pink and green pen system. Children will be given time to reflect and implement these changes, using a purple pen.
- End of topic/units of work will be marked using the M/S/D system

Science

- Depth of marking will reflect the work completed e.g. cloze procedures may only need ticks, whilst experiment planning and/or explanations may require comment.
- End of topic/units of work will be marked using the M/S/D system.
- Each topic/unit will be self-assessed by pupils.

Other Foundation Subjects

At the end of each unit pupils work will be assessed on their whole project. Teachers will provide feedback on how well they have met the objectives and highlight areas for improvement.

Appendix 4

Key Stage 2/3			Key Stage 4						
Level	Points	Sub Level	Grade	Number*	Points	Sub Grade			
Level 8	62	8A	Grade A*	9	62	A*			
	61				61				
	60				60				
	59			8	59				
	58				58				
	57				Grade A		7	57	A+
	56	56							
	55	55	A						
	54	54							
	53	53	A-						
	52	8B	52						
	51		Grade B	6	51	B+			
	50				50	B			
49	49	B							
Level 7	48	7A	Grade B	6	48	B			
	47	7B			47		B-		
	46				46				
	45	7C			Grade C		5	45	C+
	44							44	
43	43		C						
Level 6	42	6A	Grade D	3		42	D+		
	41	6B				4		41	C-
	40				40				
	39	6C			39	D+			
	38				38	D			
37	37		D						
Level 5	36	5A	Grade E	2	36	E+			
	35				35				
	34	5B			34		D-		
	33				33				
	32	5C			32		E+		
	31				31		E		
Level 4	30	4A	Grade F	1	30	F+			
	29	4B			29		E-		
	28				28				
	27	4C			27		F		
	26				26				
25	25								
Level 3	24	3A	Grade G	1	24	F-			
	23	3B			23				
	22				22				
	21	3C			21		G+		
	20				20				
	19				19			G	
Level B, N, 1, 2	18	2A	Grade U	0	18	U			
	17				17				
	16	2B			16		G-		
	15				15				
	14	2C			14		U		
	13				13				
	12	1A			12				
	11				11				
	10	1B			10				
	9				9				
	8	1C			8				
7	7								