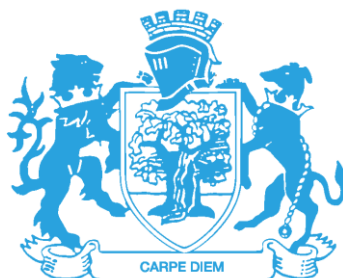# THE WEST BRIDGFORD SCHOOL

Assessment Policy

Date : Autumn 2021

Reviewed by : Local Governing Body

Next review date : Autumn 2023

# West Bridgford School Assessment Policy

ETHOS

Learning, thinking and thriving together,

Assessment, marking and feedback is a key component of achieving success in any curriculum. Research by the Education Endowment Fund "A Marked Improvement" (2016) and the DfE Marking Policy Review Group Report (2016) significantly moved on the conversation around marking in schools in 2016-2017, and their principles that all marking should be 'Meaningful, Manageable and Motivating', lie at the heart of this policy document.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of working together to acknowledge students' work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress. All our students should be able to answer two questions about their learning:

- What am I doing well in, in this subject?
- What do I need to do to improve my work in this subject?

A distinction must be drawn between FEEDBACK and MARKING. 'Marking' can be hugely time consuming and the school believes that written marking is only **a part** of a learning conversation between teacher and student, as illustrated by the diagram from 'A Marked Improvement'.
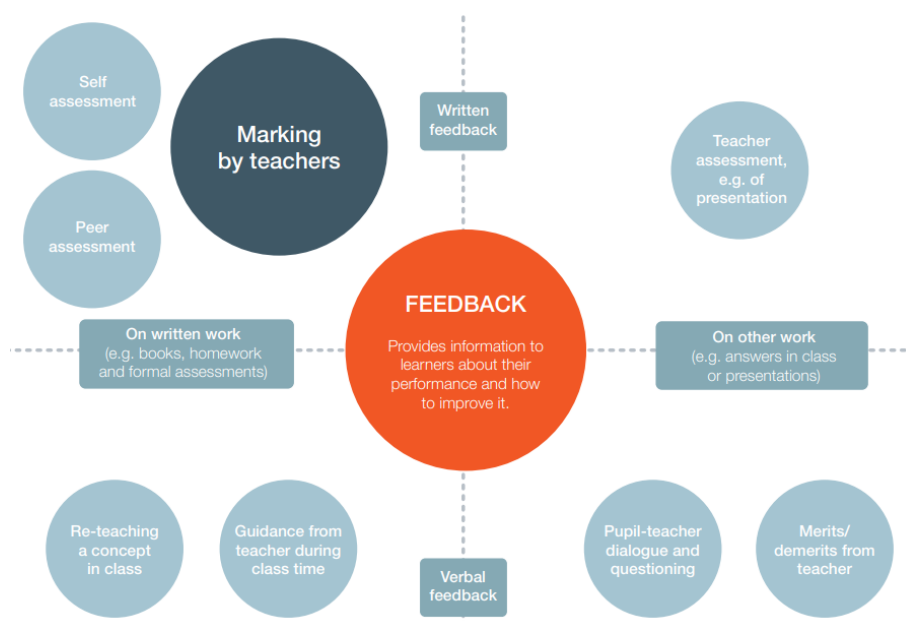
Quality not Quantity & Professional Judgement

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work and think deeply about how to improve. Other forms of feedback can be as valuable as written marking, for example self-assessment, peer feedback, whole-class feedback and comparative judgement if used in a carefully scaffolded manner. When building formative assessment it will be up to the professional judgement of the teacher on which form of feedback will be most likely to secure student progress.

Common Practice

- Each department will contribute their own departmental policy within the common school framework.
- Each departmental policy to be added to Brightspace to share with parents and students. All students will be made aware of the departmental marking policy by staff at the start of the year.
- The departmental policy should ensure the quantity and timing of marking required, allows time to provide quality feedback, communicate targets for improvement and monitor student response without overloading teachers and detracting from the quality of teaching.
- Not every piece of work needs to be graded. Research suggests that awarding grades for every piece of work may reduce the impact of marking, particularly if students become preoccupied with grades at the expense of a consideration of teachers' formative comments.

Summative Feedback - Key Assessments

- The West Bridgford School asks all departments to allocate summative assessments as '**KEY ASSESSMENTS'**.
- The number of Key Assessments in a year should consider the number of contact hours the subject undertakes in a cycle. The _recommendation_ is no-more than 1 per half term, and no fewer than 1 per term.
- Key Assessment design should consider the latest research into spaced learning and recall.
- Students should be made aware that a 'Key Assessment' is taking place, what is being assessed and receive clarity around the marking schema.
- Access requirements should be considered when students take a Key Assessment.
- Key Assessments should be clearly signposted in Roadmaps and Subject Schemes of Learning.
- Key Assessments timing should be planned using the School Assessment Calendar, to reduce bottlenecks for both students and teachers.
- Key Assessments are important – students that miss an assessment due to illness should be given the chance to complete it on their return.
- All Key Assessments grades will be shown to students as:
  - **KS5** – The % score and A* to U. _(Note – specific courses may have alternative systems)_
  - **KS4** – The % score and 9 to 1. _(Note – specific courses may have alternative systems)_
  - **KS3** - The % score (where appropriate) and WB5 to WB1. (+- where appropriate). _(Note - DC's will focus on 'On', 'Over' or 'Working towards' Base Target)._

- **Key Assessments and Brightspace**
  - Each department will use Brightspace as its departmental grade book.
  - This will show in 'Brightspace for Parents' as a grade, and departments should be aware of the need to vary the Brightspace grade boundary algorithm as necessary.
  - Brightspace naming convention – _'Subject – Key Assessment - Assessment Name – Assessment Scheme'_ ie _'English – Key Assessment - Inspector Calls – GCSE'_
  - The rationale for the assessment, with relevant information should be shared in the gradebook item.
  - In the 'Category' section of each gradebook add a clear methodology of how Key Assessments impact on Data Collections
  - No other assessments should be shared with parents.

Quality Assurance

- Heads of Department are responsible for setting their department marking policy and ensuring that it is consistently applied across teachers and class groups.
- Marking and Feedback will be quality assured via:
  - Post-holder Learning Walks
  - SMT Learning Walks
  - Regular agenda items in Line Management meetings between SMT and HOD

Department Policy

- Department Assessment Policies, while operating within the whole school 'Common Practise' require customisation to suit each academic discipline.
- To aid consistency, while allowing flexibility, each department should plan their marking policy beneath the following headings *(Some departments may require additional headings due to specific subject requirements)*:
  - **Quality Assurance**
    - Incorporate the 'whole school' QA process.
    - This may be sufficient for some departments. However, many departments incorporate significant QA of coursework and examination in this section in addition to the whole school QA. This may require a specific quantity and timing of QA.
  - **Feedback and Marking**
    - A statement around how the department marks and feeds back appropriately, to ensure students know what and how to improve.
    - Where and when written marking by teachers will take place.
  - **Literacy**
    - How often the department plans to mark for literacy. Each department will be different; however, the literacy policy provides a code staff can use to mark the literacy content in their subject where applicable.
  - **Peer and self-marking strategy**
    - A thought through departmental process on how to support and scaffold this important *process.*

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WHOLE SCHOOL LITERACY MARKING CODE
A clear and consistent set of codes to be used across the curriculum

In margin	Meaning
SP	Incorrect spelling
P	Incorrect punctuation
CAP	Capital letter needed
NP	New paragraph needed
?	Unclear writing

Further suggested codes:

RTQ – read the question

LTQ – link to question

DEX– detailed explanation

LITERACY FEEDBACK

'Where appropriate students will be given specific actionable literacy feedback aimed at developing their literacy ability. This may be in the form of target tasks or corrections to marked work'

• Display the marking key/poster in their classroom.

• Underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.

• Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.

• Ensure marking for literacy is embedded into wider marking policy e.g. use of target tasks and actionable feedback

• Utilise the self/peer marking of literacy with students marking their own or a partner's work.

BRIGHTSPACE GRADEBOOK LAYOUT

Brightspace Gradebooks will be laid out in a consistent format to aid consistency and understanding of grading for students, parents and staff.

STUDENT	BASE	PRED	KEY ASSESSMENTS			HOMEWORK			OTHER	
			1	2	3	1	2	3		
			Shared with Parents			NOT Shared with Parents Outcomes shared in reports.			NOT shared with Parents	

The Gradebook will be **colour coded:**

Peach – Below Base Target

Green – Equals Base Target

Blue –Above Base Target

Grades will be recorded as:

KS3 – 1-5

KS4 – 1-9

KS5 – A* to U

Effort (including non-graded homework) – e1 to e5