

WATFORD GRAMMAR SCHOOL FOR BOYS



ASSESSMENT POLICY

Headmaster's signature

8/5/18

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Chair of Governors' signature

8/5/18

A handwritten signature in black ink, appearing to be 'Paul ...', written over a horizontal line.

Aims

Overall, the purpose of assessment is to improve outcomes, not merely to measure them and to move students on in their learning.

The quality of assessment has a significant impact on attitudes to learning and on attainment by stimulating and challenging students to learn and by encouraging teachers to focus on how to improve the learning of individual students.

Assessment should be a reliable source of information that is manageable and useful for all.

This policy outlines the formative assessment processes that take place during teaching and learning. Evidence is used to adapt the teaching work to meet the needs of the learners.

At WBGS all subjects use a range of assessment techniques within lessons to support students' academic development and allow them to make progress. There is an emphasis on the students to take responsibility to act on the feedback given. They are encouraged to recognise their own strengths and weaknesses, so that they act upon them.

Good assessment practice:

Assessment may be used in a variety of ways for a variety of purposes:

- **Formative:** recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades
- **Summative:** recording a student's overall achievement
- **Diagnostic:** identifying a learner's strengths and weaknesses which prompts appropriate guidance and support
- **Evaluative:** providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies
- **Informative:** providing information for reports to all interested parties
- Involves sharing learning goals / objectives with pupils
- Aims to help students to understand the success criteria and to recognise the outcomes they are aiming for
- Involves students in self and peer assessment
- Provides feedback (both written and verbal) that leads to students recognising their next steps and how to take them
- Involves both teacher and students reviewing, and reflecting on, assessment information
- Provides an ongoing record of achievement and progress.
- Ensures students and parents are aware of progress and how pupils can improve
- Collection of exemplar work to set standards and ensure consistency

As a matter of recommended classroom practice, all teachers should:

- Share the learning objectives and differentiated outcomes of a lesson and /or Scheme of Work with students; this helps them to recognise what they are going to learn in the lesson, rather than what they are going to do
- Ensure that each student knows their target Grade at each key stage and how to get there
- View the process of completing a task, through a range of strategies such as reflection, questioning and plenaries, to be as important as the outcome
- Involve students in the assessment of their learning and the evaluation of the learning of others, in relation to specific criteria
- Use marking and feedback to encourage students to reflect on their tasks themselves before handing it in

- Enable students to have clear and focused targets for improvement by providing appropriate feedback (this may be verbal or written).
- Encourage students to act upon the feedback given
- Use the results of formative or summative assessments to inform future planning
- Focus marking to demonstrate to students their progress over time

Marking Policy

Aims

This policy is intended to inform individual department assessment and marking policies and to allow for a variety of effective and consistent practice across the school.

Marking should provide students with feedback on their performance with reference to the learning objective and enable students to have a clear idea of how to progress. Individual subjects produce different types and quantities of marking and it is right for departments to judge what is effective marking for their subject. It is, however, important that students receive some recognition for their efforts and therefore different levels of thoroughness and detail in marking will be appropriate to different types of task.

In order to keep marking loads to manageable proportions teachers may consider using detailed marking of key elements of work supported by a lighter scrutiny of other work. (Sample Marking). Developing strategies for using the students to assess their own or another student's work can also be very beneficial, but with careful monitoring. Oral feedback is sometimes more appropriate than written feedback.

As a school, we would expect to see the following across all departments:

- That written feedback, including suggestions for improvement [for example WWW (what went well), EBI (even better if)] as appropriate to the task
- Any marking codes or abbreviations should be clear to the students and used consistently across the department
- Students are given opportunities to respond to and reflect upon that feedback
- Marking should be returned in a timely manner after it has been submitted
- Students should know the grade at which they are working and how to progress
- At least one piece of work in each half term should be graded or levelled
- All marking in all subjects should address errors of spelling, punctuation and grammar, especially in relation to subject specific vocabulary
- Students are aware of the criteria against which they are being marked and understand the feedback they are given

Monitoring of marking

It is the Head of Department's responsibility in the first instance to ensure that work in their subject is marked in line with this policy. Marking may be monitored at department or whole school level in the following ways:

- Standardisation within departments
- Sharing of good practice in department meetings
- Targeted work scrutinies
- All lesson observations should include looking at students' assessed work

Responsibilities and Duties

The Governing Body will:

- Support the school to deliver all aspects of the Policy
- Ensure that the Assessment Policy is regularly reviewed and updated

The SLT will:

- Undertake a regular review of the Policy
- Support and monitor the different staff teams in the implementation of assessment, recording, reporting and target setting practices
- Be responsible for the maintenance of SIMS assessment manager
- Ensure that there is a coherent strategy for the effective management of performance data
- Set evidence-based student progress targets which are agreed for all students in all subjects. Use will be made of all available sources of data to assist with the target setting process across the school. Progress towards targets will be monitored and targets will be adjusted if appropriate
- Ensure that staff receive training when required on the interpretation and use of data to inform their planning

Heads of Department will, within their subject areas:

- Support Department members in the implementation of the Policy
- Plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness
- Monitor the consistency of assessment and marking and offer support as required
- Ensure that assessment information is systematically recorded
- Analyse performance data, monitoring progress of students towards their targets throughout the year, working with Heads of Year as appropriate
- Use assessment information for setting students
- Ensure that their Department meets the report deadlines and standards

Heads of Year will, within their year group:

- Analyse performance data at each tracker, monitoring progress of students towards their targets throughout the year
- Liaise with SENCO to analyse performance data and monitor progress for each SEN / PP student and other vulnerable groups
- Engage in suitable communication with parents regarding the progress made by the students
- Initiate interventions to assist students to make progress towards their targets, working with Heads of Department as appropriate
- Report regularly to SLT with more informed reporting at end of Key Stages

Subject Teachers will:

- Gain the necessary expertise and knowledge about data analysis through training
- Ensure that students have a clear understanding of the assessment criteria (including GCSE and A level grades)
- Regularly assess and mark students' work employing a range of assessment styles as outlined in the department policy
- Use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities
- Ensure students have a clear picture of their level of performance, what they have done well and what they need to do better next time
- Engage in suitable communication with parents regarding the progress made by the students

Form Tutors will:

- Monitor all aspects of students' academic progress over time
- Engage in suitable communication with parents regarding the progress made by the students

Students will:

- Complete all tasks to the best of their ability and meet deadlines
- Regularly review their work and discuss learning targets with their subject teachers and form tutors recording the information in their planners
- Ensure that targets are recorded as appropriate
- Seek advice about what to do to improve and act accordingly
- Seek to catch up with any missing work due to absence and to complete assessments as required

Parents will:

- Actively engage with information received from the school about their son's progress
- Assist their son in achieving his learning targets
- Regularly monitor the use of the planner
- Attend Consultation Evenings