



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## ASSESSMENT POLICY

The Sutton Trust reported that the most effective way to allow students to make progress is through regular, formative feedback. At Cannock Chase High School we believe that the assessment and process is a fundamental part of learning and teaching and that the focus should be on feedback rather than simply 'marking', particularly by allowing students the opportunity to act upon their feedback and improve their work through mastery tasks.

Assessment and marking is underpinned by seven key principles:

- Overview of Progress;
- The Formative Process;
- The Quality of Written Feedback;
- Evidence of Student Involvement;
- Literacy and Numeracy;
- Teacher Expectations;
- Regularity of Deep Marking.

### Overview of Progress

Assessment and marking should demonstrate that students are making good progress over time. This needs to be evident in the students' work in all lessons. Students should know where they are, and what they need to do to improve in order to meet or exceed their target grade. The progress they have made throughout the year through the formative/summative process should be obvious and evident in all lessons. This could be in the form of a summary chart, graph or overview at the front of the student's books or folders, demonstrating the targets they have met this year and the progress they have made over time.

### The Formative Process

This is the central process to all deep marked pieces of work. Students should complete an extended piece of work, that assesses key skills and/or content that has been taught. Extended pieces of work are regular and planned; these are deep marked to inform the students of the progress they have made and how to continue to make progress. Clear and concise curricular comments are evident that focus on the positive aspect of the student's work. Curricular targets are formative, giving constructive feedback that allows the student to make progress. Teachers will then plan opportunities in lessons for students to address the targets that have been set. A follow up task, which will be deep marked, will be set and the teacher will mark this making specific reference to the targets that have been previously set, this will be graded or levelled in order to track the progress the students have made.

Each subject should have an overview that maps out the timing of each assessment throughout the year.

### The Quality of Written Feedback

For each piece of formative assessment the quality of written feedback is crucial if the students are to make progress. The feedback must be clear and concise curricular targets which students understand. The targets must show students what they need to do to improve and how they can do it. These targets could be taken from agreed banded criteria or exam criteria at KS4 and KS5. This would make it obvious what level/grade the students are working at and also what they would need to do in order to improve.

This should be positive, clear and concise and should make specific reference to the extent to which the students have met the targets set in the previous assessment. There is no requirement to set anymore targets, however, it is important at this point to give the students a grade or level for the piece of work.

### Evidence of Student Involvement

Allowing students to have a central part in the assessment process is crucial if students are to have ownership of their progress. Student involvement, in the form of peer or self-assessment is a skill that needs to be taught. Peer and self-assessment should be built into teaching time to show students exactly what they are looking for and how to mark their own and others work in a meaningful way. Success criteria needs to be understood and used correctly by the students to allow them to make accurate judgements on each other's and their own work.

If students have been involved in the marking process this should be evident, either on the feedback form (if it is part of the deep marked work) or highlighted in a relevant way.

### Literacy and Numeracy

The literacy and numeracy marking codes need to be a central part of day to day marking. This is a consistent way for all teachers across the curriculum to address basic literacy and numeracy skills, in a formative way that helps students to become more confident in these functional skills, because of the feedback they receive.

### Teacher Expectations

High expectations of students in relation to marking is key to ensure that students are working to the best of their ability. It is important that both staff and students have high expectations regarding work and the effort taken to complete it. An appropriate amount of work must be produced, with a sustained level of student pride evident.

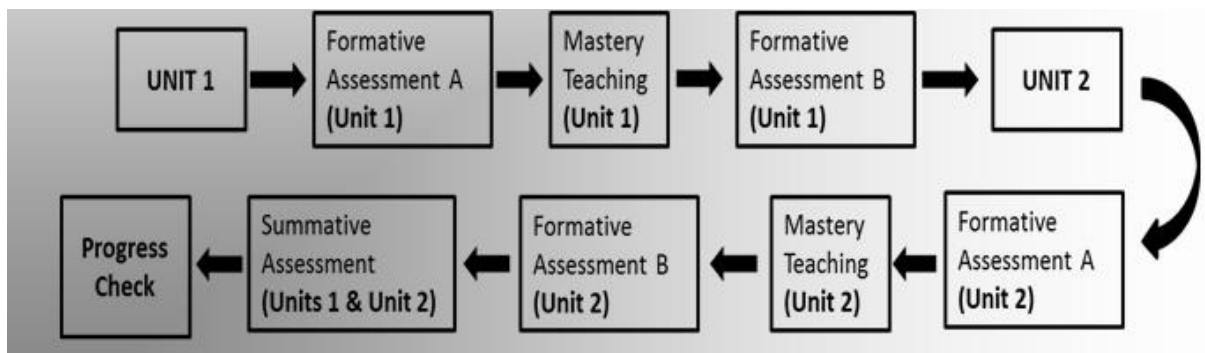
### Regularity of Deep Marking

Due to the diverse nature of all subjects on the curriculum at all levels across the school and also the differing amounts of curriculum time, the following are guidelines to the regularity of deep marking assessment and marking. Deep marked assessed pieces of work should be carried out according to the agreed schedule in each Learning Community. These are minimum expectations and need to be adapted by each community and subject depending on the nature and complexity of the assessment being set.

This approach to assessment and marking identifies and explains the other six overarching principles of assessment and marking students' work. Each community and subject should adopt and adapt the principles in order to create a coherent assessment and marking policy that will allow students to have a clear understanding of how well they are doing in their learning and what they need to do in order to make progress. This needs to be evident in individual lessons and over time in order to demonstrate progress.

### The Assessment Process

- Assessments are formative, therefore, informing the subsequent learning and teaching.
- Formative assessments lead to an opportunity for mastery, where the student acts on curricular targets in subsequent mastery activities.
- Content is interleaved, ensuring long-term retention as 'old' and 'new' content are integrated to ensure regular revisiting of concepts.
- A summative assessment window captures, as much as is feasibly possible, a holistic picture of the student's attainment prior to a progress check.



### Assessment Without Levels

The policy regarding assessment at KS3 following the 'life without levels' decision is one that has been reviewed thoroughly to ensure that it allows our students to experience and develop the knowledge, understanding and skills in each subject while instilling in them a culture of hard work, high aspiration and love of learning. Assessment at KS3 is driven primarily by acquisition of knowledge and also by mastery of skills. The knowledge and skills have been mapped back and refined by subjects to ensure that the learning journey for all students is appropriate from Year 7.

The *assessment process* (see above) is the same at KS3 as it is for other Year groups, in that the focus is on formative assessment that leads to opportunities for mastery activities where students act on their curricular targets to make progress.

### Approach to target setting

- Staff in English and Maths are issued with students' targeted band, based on their KS2 reading and maths attainment which will be shared with parents.
- All other subjects are not set targets and will simply be issued with the students' English and Maths target bands.

## English and Maths Target Setting

A banded approach to target setting in English and Maths:

**Band 4:** Targeted to achieve **grades 7-9** (above national average attainment);

**Band 3:** Targeted to achieve **grades 5-6** (upper middle attainers);

**Band 2:** Targeted to achieve **grades 3-4** (lower middle attainers);

**Band 1:** Targeted to achieve **grades 1-2** (low attainers).

## Other Subjects

The approach to all subjects is banded based on mapped back criteria that has been developed by subjects:

**Band 4:** Mastering (Currently demonstrating 'best fit' band 4 skills, knowledge and understanding);

**Band 3:** Securing (Currently demonstrating 'best fit' band 3 skills, knowledge and understanding);

**Band 2:** Developing (Currently demonstrating 'best fit' band 2 skills, knowledge and understanding);

**Band 1:** Foundation (Currently demonstrating 'best fit' band 1 skills, knowledge and understanding).

## **Controlled Assessments and Internal Assessments**

### **Responsibilities**

Deputy Headteacher (Standards)

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting Controlled Assessment.
- Responsible to relevant awarding bodies to ensure that all Controlled Assessments are conducted according to qualification specifications.

Examinations Officer

- To be familiar with JCQ instructions for conducting Controlled Assessment and other related JCQ documents.
- To be familiar with general instructions relating to Controlled Assessment from each relevant awarding body.
- In collaboration with Director/Assistant Director of Learning Community, to submit Controlled Assessment marks to the relevant awarding body.
- In collaboration with Director/Assistant Director of Learning Community, dispatch students' Assessments for moderation.
- In collaboration with Director/Assistant Director of Learning Community, make appropriate arrangements for the security of Controlled Assessment materials.

Director/Assistant Director of Learning Community

- To be familiar with JCQ instructions for conducting Controlled Assessments.

- To understand and comply with specific instructions relating to Controlled Assessments for the relevant awarding body.
- To undertake appropriate subject/community standardisation of Controlled Assessments.
- In collaboration with the Examinations Officer, to submit Controlled Assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' Assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of Controlled Assessment materials.

#### SENCO

- To be familiar with JCQ instructions for conducting Controlled Assessments with reference to special access arrangements.
- Co-ordinate requests for special access arrangements.

### **Overall Guidance on Completion of Controlled Assessment for all Staff**

- 1 The Director/Assistant Director of Learning Community should choose the most appropriate time for the Controlled Assessment to take place.
- 2 The Controlled Assessment may take place during timetabled class time.
- 3 Communities 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.
- 4 Relevant display materials must be removed or covered up.
- 5 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.
- 6 During the controlled summative stage of BTEC assessment, students can use all formative work and resources but may not receive any further guidance from the teacher.
- 7 All Assessment materials must be locked in a suitable secure cabinet at the end of each session and be retained for three years.
- 8 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 7 above.
- 9 If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- 10 For long absences, special consideration should be applied for.
- 11 Entries for Controlled Assessment must be made at the appropriate time.
- 12 Attendance records from Assessment sessions should be kept by the class teacher.
- 13 Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- 14 Where the specification permits students to work with others, eg during collection of data, any descriptions of the joint work must be in each candidate's own words.

- 15 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.
- 16 If suspected malpractice occurs, the Exams Officer, and BTEC co-ordinator if relevant, must be informed. All teachers are required to sign the security of **Controlled Assessments** agreement which will be sent out by the Exams Officer at the start of each academic year.
- 17 All teachers must take all reasonable steps to prevent plagiarism. Any member of staff who is suspected of knowingly allowing plagiarism will be subject to investigation under the school's staff disciplinary procedures.
- 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 when work is being submitted.
- 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 7 above until all results have been verified and stored for three years.
- 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 details of their moderated work.