



Moorside High School

Assessment for Learning Policy

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May 2019

Assessment for Learning

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Effective assessment for learning happens all the time in the classroom. It involves:

- sharing learning goals/ objectives with pupils
- helping pupils know and recognise the standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil can improve in comparison with previous achievements
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and both taking action upon specific improvement targets.
- pupils learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Carefully planned assessment tasks and written feedback are important elements of assessment for learning. We have agreed that:

Teachers will grade mark on an agreed frequency and use a set on non-negotiables for assessment within the school, that are common across the curriculum (See Assessment Framework)

- To facilitate the assessment process all topics will begin with a 'Concept Map' which can be used to provide the 'Big Picture' and assess pupils prior knowledge as well as providing students with key terminology.
- The content of the assessments are a matter for the Subject Leader but these need to be staged to scaffold pupils' progress and be developing GCSE skills using GCSE style questions throughout the key stages.
- These assessments must be accompanied by written feedback and must include at least one comment that celebrates success, and at least one specific target for improvement which the pupils **must** act upon (DIRT). This response will then be marked again to show progress is being made. *This is to ensure that assessment promotes further learning.* All assessment feedback should be on green sheets.
- In written assessment tasks, there needs to be an emphasis on the clarity of pupils' written communication skills to prepare pupils for external testing [and later life and work], and at least one paragraph of a written task must be *marked for literacy*, in accordance with the Literacy Policy, correcting spelling especially subject specific words and common spelling errors, punctuation and grammar and pupils must act upon this.

- Subjects may use a cover sheet for assessments which outline the success criteria and to structure feedback [and minimise the time spent by the teacher writing similar comments]. If this is the case, the sheet must be on coloured paper [green] and be stuck firmly into the pupils' books (at the relevant point) so that it *is easily accessible for pupils and parents*. These will have specific literacy targets too.
- In order to maximise the impact of the assessment feedback, teachers will provide time in lessons or homework time for pupils to respond to the targets that have been set for them or to the advice that they have been given (DIRT).
This response may take the form of a homework task, or be part of time built into the scheme for learning.[*formative learning*].
- Assessments can take the form of assignments, class work, tests, oral or written work etc but Subject Leaders will need to be mindful of the constraints of their own subjects in devising **assessment tasks which should form an integral and appropriate part of the scheme for learning**. **Subject leaders will need to map their assessment tasks against the subject assessment criteria to ensure overall coverage throughout the year and that they prepare students for the new GCSE style questions from year 7 onwards.**
- **Work between assessments is checked for accuracy and guidance is given to students on their 'next steps'. All work will have evidence it has been checked through peer/self assessment (green pen), by teacher marking (red pen) or through the use of verbal feedback**
- In the case of peer marking (in green pen) students have been trained to do this accurately, using specific success criteria. There must be a quality assurance process eg, teachers check the marks of a sample, teacher check marked scripts which are significantly above or below normal performance. Peer markers and the teacher doing quality assurance must provide the formative comments celebrating success and identifying a target for improvement, which pupils must act upon. Peer marking will also be used in lessons to check that work completed in class is correct
- There should be regular use of **peer assessment and verbal feedback throughout lessons which the pupils must action**. Peer assessment should also provide formative feedback to pupils on what they need to do to make progress. Subject leaders will need to ensure that pupils have appropriate guidelines to enable them to undertake peer assessment accurately. [See examples] When pupils peer assess work, clear success criteria must be shared with the class and modelled by the teacher. Pupils will *write their peer comments in green pen so that this is easily distinguishable from staff marking*. Teachers should check this feedback when marking formal assessment pieces.

Assessment and Marking Policy

KS3: Years 7 and 8

Subject	Lessons per fortnight	Over half term	Formal assessments per half term	
English and Maths	8	32	4	<p>All done on green sheets: Assessment tasks must have success criteria/grade descriptors, must be of GCSE style and must be fit for purpose. Successes should be celebrated and the teacher must provide Next steps to Improve. The students must act on these comments. A student must be able to tell you why they achieved that grade ie by looking at the grade descriptor and telling you what they are able to do or know. All assessments must be marked for Literacy and students must do corrections in their books.</p> <p>Assessment grades must be recorded on the progress chart.</p>
Science	6	24	3	
German and IT	3	12	2	
Geography and History	4	16	2	
RE,CZ, Art,	2	8	1	
Music and DT	4	20 Over 10 week block	2	

Marking Policy

1. All work between assessments must be checked for literacy ie SPG and students must make corrections.
2. All work between assessments must be marked within a two week cycle (except for RE, Cz and Art which will be on a 4 weekly cycle).
A Next Steps to Improve comment should be written and students MUST act on this comment in green pen.
The Next Steps to Improve could be through corrections, further questions or some other way they can demonstrate what they have learned.
3. These Next Step comments will be between formal assessments.
4. Peer and self- assessment should be used wherever possible; this can be used to inform your Next Steps comment.
5. Verbal feedback stamps or comments must be seen to be acted on by the students, using green pen.

KS4: Years 9-11

Subject	Lessons per fortnight	Over half term	Formal assessments per half term	
English and Maths	8	32	2	<p>All done on green sheets: Assessment tasks must have success criteria/grade descriptors, must be of GCSE style and must be fit for purpose. Successes should be celebrated and the teacher must provide Next steps to Improve. The students must act on these comments.</p> <p>A student must be able to tell you why they achieved that grade ie by looking at the grade descriptor and telling you what they are able to do or know.</p> <p>All assessments must be marked for literacy and students must do corrections in their books.</p> <p>Assessment grades must be recorded on the progress chart.</p>
Science	9	36	3 x 1 for each subject	
Options and IT	5	20 (Y9 it is 24)	2	
RE	3	12	1	

Marking Policy

1. All work between assessments must be checked for literacy ie SPG and students must make corrections.
2. **All work between assessments must be marked within a two week cycle (except for RE which will be on a 3 weekly cycle). A Next Steps to Improve comment should be written and students MUST act on this comment in green pen. The Next Steps to Improve could be through corrections, further questions or some other way that they can demonstrate what they have learned.**
3. These Next Step comments will be between formal assessments.
4. Peer and self- assessment should be used wherever possible and this can be used to inform your Next Steps comment.

5. Verbal feedback stamps or comments must be seen to be acted on by the students using green pen.

Do's and Don'ts of Marking

- DO use peer and self-assessment to facilitate your marking.
- DO ensure your assessments have success criteria and **insist** that your students can tell you what grade they are working at and why.
- DO ensure your students act on **all** written or verbal feedback and it is done in green pen.
- DO ensure over a two week cycle that your books are checked and signed to say you have checked them; provide the students with a NEXT Steps comment which they then act on.
- DO continue to use literacy tasks and address SPG. Makes sure the students make their corrections.

Continue to do what you are doing but now add in further NEXT steps comments to help move your students learning forward.

- Don't leave students' work unmarked.
- Don't just tick and flick
- Don't write lots of comments and then the students do nothing with them

Give your students some direction in their learning and link it back to the