ASSESSMENT

The purpose of assessment

The purpose of assessment is to enhance the quality of teaching and learning. Assessment should be student-centered, with independent learning being encouraged and students trained to assess and monitor their own progress. Assessment information should be used to plan the next steps in learning and should inform students of their current levels, or grades, and what they need to do to improve their work and progress to the next level or grade.

Outcomes

Students' work will be marked according to the school marking policy with reference to National Curriculum Levels or CIE IGCSE examination grades as appropriate. A sensible balance of formative and summative assessment will be employed, giving credit for good work, drawing attention to areas of weakness and focusing upon targets to aid learning and attainment.

At Key Stage 3 (Years 7-9), formal marks will be entered into 3Sys, based on teacher assessment of National Curriculum levels, **four times a year**, at regular calendar intervals. At the end of Term 1 and at the end of the academic year the overall National Curriculum level for each subject is reported to parents in a formal written report. Similarly, at KS4, feedback on current achievement at (I)GCSE grades will be entered four times a year. Appropriate records of assessment of students' work will be kept. This might take the form of portfolios of student work, for example. Assessment data will be recorded centrally in the 3Sys (School Reporting, Monitoring and Tracking software).

Students' involvement in assessment

Students should be involved in the assessment of their own work and progress as much as possible. When teachers state clearly what they want students to learn and why, the activity is given purpose and direction. Lessons should start with the purpose of the activity being explained to the class (the lesson objective/s). In this way, students and staff supporting the students are told not only what they are to do, but also why they are doing it, and what they will learn from the activity. Students can be directly involved in creating success criteria for the learning objectives to be covered. This becomes another tool by which teachers may assess a student's performance as well as having a direct influence on differentiation. In the plenary session at the end of each teaching activity, students should be brought back together as a group and given a chance to talk about what they have been doing. The plenary also provides an opportunity to assess whether or not learning objectives have been achieved and to reward students.

When lessons conclude in this manner, they provide opportunities for regular, ongoing self-assessment, teacher assessment and target setting.

Overview of assessment, recording and reporting procedures at Rygaards

Key Stage Three

Daily/weekly marks

Mark books will be maintained as an accurate and ongoing reflection of students' work, with grades, marks or comments being entered on a regular basis.

National Curriculum Level Assessments

National Curriculum Levels will be entered into the 3Sys system 4 times per year. These assessments are used for tracking and building up a picture of student progress and will be reported to parents via the formal academic reports at the two key reporting sessions. Explanatory notes accompany these formal reports to ensure that parents fully understand the attainment system. Parents that have questions regarding the National Curriculum should not hesitate to contact the school. It is essential that teachers, students and parents are 'level-literate' and can communicate effectively.

There is a formal examination period at the end of the academic year for all year groups (except Year 11 who will be on study leave) This summative assessment will inform the year-end grade/level and will be used in conjunction with the ongoing formative assessment.

Monitoring student progress at Key Stage Three

Baseline data from CEM (Durham University Center for Evaluation and Monitoring) Midyis online Assessments will be collected at the start of Years 7, Year 8 and Year 9. Yellis online Assessments will be collected at the start of Year 10

This baseline data will inform the ongoing teacher assessment at Key Stage 3 and the predictive data generated will also aid tracking and monitoring both in Key Stage 3 and Key Stage 4.

The 3Sys software will enable accurate and regular tracking and monitoring of individual and cohort performance. This monitoring will be facilitated by the Head Teacher and the respective Key Stage Coordinators.

Reports

Full, detailed academic reports consisting of formative teacher comments, grade/level and effort grade will be issued twice a year – at the end of the Winter Term and at the end of the Summer Term.

Year 11 students will receive a Mock Examination report after these exams have been sat and marked. They will not receive a report at the end of the academic year. Their IGCSE examination results and certificates will be posted in August.

The Rygaards Effort Scale

EX	**Excellent**
GD	**Good**
ST	**Satisfactory**
NI	**Needs Improvement**

Assessment, Recording and Reporting Parent Consultations and Information Evenings

Information evenings for parents are held soon after the first academic report is sent home. A final report is issued in June. However, before this time – at the end of Term 2 or the beginning of Term 3 (depending upon when Easter falls) parents AND students will be invited to a consultation evening that is driven by the student self-evaluation process. This is one means of helping students to understand their progress and targets. Furthermore, it encourages students to be reflective and realistic and to take ownership of their own progress across the curriculum.

Information evenings for parents and students about the Assessment, Curriculum Tracking and Monitoring will be held by the Head Teacher in the lead-in to the new academic year.

Rygaards' commitment to maximising progress for every student

Our assessment and reporting at KS3 aims to challenge each and every student to reach their full potential. Therefore, each student's progress is measured against their individual targets for the year. In this way, we can be sure that each student is challenged and supported to make the best possible progress. Regular monitoring by the subject teacher, coordinators and Head will ensure that students are being supported to meet their target levels for the current academic year.

UK National Average rates of progress at Key Stage 3
You may find it useful to refer to the charts below to compare Rygaards students' levels of achievement with what would be expected progress for an average student in the UK.

(First Semester Assessments: August - December)

	BE	WT	ME	EX
Y7	3a and below	4c	4b, 4a, 5c	5b and above
Y8	4c and below	4b	4a, 5c, 5b	5a and above
Y9	4b and below	4a	5c, 5b, 5a	6c and above

(Second Semester Assessments: January - June)

	BE	WT	ME	EX
Y7	4c and below	4b	4a, 5c, 5b	5a and above
Y8	4b and below	4a	5c, 5b, 5a	6c and above
Y9	4a and below	5c	5b, 5a, 6c	6b and above

Is the student, at the end of the academic year, going to…

- Surpass their target? **EXCEEDING EXPECTATIONS (EX)**
- Meet their target? **MEETING EXPECTATIONS (ME)**
- Miss their target by one sub-level? **WORKING TOWARDS EXPECTATIONS (WT)**
- Miss their target by 2 sub levels or more? **BELOW EXPECTATIONS (BE)**

Please note that for Modern Foreign Language, pupils' levels of achievement will be lower due to the fact that they start their study of French or Spanish at a later stage. Below are end of year expectations:

YEAR	ME for MFL*
Y7	2a, 3c, 3b
Y8	3a, 4c, 4b
Y9	4a, 5c, 5b

Key Stage Four - IGCSE

The same assessment, tracking and reporting timeline applies to our students at Key Stage 4 (Years 10-11).

Naturally, the grading system follows that of the IGCSE programmes of study with grades running from A* - U. Details of the grade descriptors and syllabi can be found at the CIE (Cambridge International Examinations) website:
http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects

As the IGCSE courses are two-.year programmes of study, it is important to remember that grades reflect the skills and understanding that an individual student has at any given point during the course. These grades will be used to inform student targets and progression as the course continues.

It is unlikely that, at the first reporting session in Year 10, students will be attaining A/A* grades across the curriculum. As the content and skills are cumulative, the grades will improve as the course progresses.

Formative Assessment: Feedback and Marking Policy

Philosophy

The purpose of marking is to enhance the quality of teaching and learning. Marking has two functions:

1. To provide feedback to the student
2. To provide an assessment record

Feedback and marking should provide constructive feedback to every student, focusing on success and improvement needed against learning objectives; enabling students to become reflective learners and helping them close the gap between current and target performance.

Principles:

Marking and feedback should:

- Be consistent and in line with the overall school policy on assessment, recording and reporting
- Show a balance between formative and summative assessment
- Be planned into schemes of work as assessment opportunities
- Provide feedback to students about their work promptly and frequently, as agreed by individual departments, and evident in schemes of work and lesson plans
- Respond to individual learning needs
- Relate to the learning objectives and criteria for success, which should be shared with students at the start of the activity
- Include comments that are positive and encouraging and focus clearly on exactly what the student has done well, so that they can understand their achievements
- Give constructive guidance on what the student needs to do to improve their work and what exactly they need to do next to make progress
- Allow specific time for students to read, reflect and respond to marking
- Encourage and teach students to self-mark and peer assess where appropriate
- Inform future planning
- Ultimately be seen by students as positive in improving their learning
- Use consistent codes throughout each subject department

Summative Assessment: National Curriculum levels / GCSE grades / Marks / Percentages / Test results

Formative Assessment: Detailed feedback on attainment/performance and how to improve work.

Strategies

Formative Assessment
Formative assessment describes the process of teaching and learning. It affects students' progress and performance.

Students need to know where they have achieved success against the Learning Objective and where they could improve.

Verbal Feedback
Verbal feedback is an important aspect of formative assessment. It can be used in a number of situations from the instant, informal reply to the more formally planned reviews and conferences. Instant feedback encourages positive aspects of the work, but can also contain elements of constructive criticism. Different types of prompt are needed in order to encourage higher order thinking skills, and this type of verbal feedback should be planned. Verbal feedback on a piece of work could be indicated by 'verbal feedback' written on the work.

Written Marking
Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. This should be planned into schemes of work with a balance of both types of assessment.
Comment-only marking can be used for formative assessment, helping the learner progress. Numerical marks (i.e. marks out of 10, percentages, levels) can also be used for formative assessment.

The emphasis in quality marking should be on both success against the learning objective and improvements needed against the learning objective. Focused marking should help students close the gap between what they have achieved and what they could have achieved.

Self-Assessment
Students should be encouraged to self-mark as part of the assessment process. Strategies can include encouraging students to identify their own three successes and look for improvement points.

Shared Marking
A piece of work from a student in another class can be used to model the marking process and teach particular points. Another strategy is to show two pieces of leveled work and discuss the differences.

Peer Assessment
Paired marking will provide students with opportunities to assess others' work and give feedback to others. Students need to be trained to do this, through modeling marking with the whole class.
Ground rules need to be established, e.g. listening, interruptions etc.
Students should point out what they like first and then suggest ways to improve the work, but only against the learning objectives and not spellings etc. The 3:1 success to improvement ratio should be followed to avoid over-criticism.

Marking literacy
Only give feedback about those things you have asked students to pay attention to. This means that some aspects of literacy will be unmarked at times, and marked at others.
Correct spelling, punctuation and grammar should not be asked for in every piece of work because students cannot effectively focus on too many things at once. Students should, however, be encouraged to check their work.

Marking and Feedback Follow-up

When work has been marked, time should be given for students to read and then make one focused improvement based on the improvement suggestions. In order for the marking to be formative, the information must be used and acted upon by the students.

Strategies

- The way students respond to the work could include correcting work, answering questions posed, developing ideas or discussion. Students might be encouraged to write this focused improvement in their book.
- Make lesson time available (10 minutes at the beginning) for students to improve their work (rather than homework activity). This shows how much value teachers place on such work, and allow students to discuss their work with teacher or peers.

Summary Checklist

- What are the learning objectives of the activity set? (share with class before the activity)
- Decide on the type of marking / feedback needed:
- Does it require right / wrong marking? (best if done in class or marked by the students)
- Does it require quality written feedback or verbal feedback?
- Should it be self or peer assessed?
- Focus the feedback on two things you can say are good, one on improvement (to learning objective)
- Allow students time in the lesson to read, understand and improve the work (short, focused improvement)
- Check the improvement has been made

Monitoring of Marking and Feedback

Departments should regularly review departmental policy, making sure that it is understood by all members of staff so that practice continues to reflect school policy.

Assessment Opportunities, both formative and summative, should be planned and evident in Schemes of Work.

Appropriate records of assessment of students' work, both formative and summative, will be kept by all staff

Focused observations, analysis of work samples and interviews with student groups will provide evidence of adherence to the Assessment Policy.

Teachers will provide samples of their students' work and their assessment records during the appraisal process, and feedback will be provided by the Appraiser.

Summative Assessment

Summative assessment takes place after teaching and learning. It is the process of measuring students by making a judgment and awarding grades, levels or marks. Departments often use levels or grades at the end of a unit to show the level at which a student is working. Departmental policy will guide teachers as to which pieces of work constitute evidence of attainment. It is important that these grades are not used in isolation but seen as part of a bigger picture of student progress.

In Key Stages 3 and 4, attainment will be assessed each half term using the National Curriculum Level / grade descriptors for each curriculum subject.

Level descriptors at Key Stage 3 will be sub-divided to give a more refined assessment tool where appropriate.
An example of this scale is given below:

- 4c Student has left Level 3 and is just at Level 4
- 4b Student is a firm Level 4
- 4a Student is at the top of Level 4, doing some work at Level 5
- 5c Student has left Level 4 and is just at Level 5

Where appropriate, level / grade descriptors will be converted into 'student language' and copies provided in all exercise books/teaching rooms.

A system of moderation of teacher assessment will be developed in all departments. Where available, exemplar materials will be used to assist in assigning NC levels / grades.

Use of prior attainment data

Class teachers and Coordinators need information about students' prior attainment and expected progress to enable them to use the most effective teaching techniques, and set appropriate targets. The use of student tracking data will enable staff to:

- Set challenging, but realistic, short and long-term targets for individual students
- Identify the learning styles of individuals and groups and design strategies accordingly
- Monitor progress – identify underachievement and potential
- Devise strategies to improve progression

Software Support and Access

All staff have access to the WCBS 3Sys System where they can record assessments, attendance and access mark books and student data. This system can be accessed from anywhere via the school website using the individual user access codes.

WE BELIEVE THAT ALL ASSESSMENT, RECORDING AND REPORTING SHOULD SUPPORT INDIVIDUAL STUDENT LEARNING, PROGRESS AND OWNERSHIP OF THEIR OWN LIFELONG LEARNING.

Approved by the Board of Governors in September 2014