

Lakeside School

ASSESSMENT FOR LEARNING POLICY - July 2019

1. Rationale

Quality assessment is of utmost importance in securing pupil progress. The key objective for all types of assessment at Lakeside School is that **our pupils know how to improve through the guidance of a robust marking and assessment policy.**

Our aim is to have an assessment process that puts the learner first. All assessment should recognise, encourage, challenge and reward children's progress. Assessment also enables teachers to have the opportunity to assess a pupil based on their professional judgement, the pupil's ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil's progress, teachers, parents and pupils will be able to **clearly say where a learner is currently performing in their learning, where they will be going and how they will get there.**

Our Core Behaviours for Assessment at Lakeside School are:

- All assessment (bar final GCSE exams) signposts the next steps for our pupils' learning
- Assessment for Learning takes place every lesson, whilst written feedback takes place regularly
- Assessment focuses on the success criteria rather than grades or points
- Assessment is used by teachers as a tool for planning lessons
- There is a balance between the different types of assessment (outlined below)
- Quality of feedback is more important than quantity
- All written feedback is meaningful, manageable and motivating (p5)
- Pupils are given time to reflect on written feedback, specifically working on their area for improvement
- Home-Learning meets the 'Five Cs' (p9) wherever possible
- Subject Leaders monitor and moderate KS3 & KS4 work evidence at least termly for each key stage

At Lakeside School, assessment presents itself in many forms. Dylan Wiliam's work in Embedded Formative Assessment (2011), which can be summarised with the following two figures, shows what types of formative assessment are used at Lakeside School.

Formative assessment (also known as Assessment for Learning (AfL)) is prioritised by all stakeholders. This is more important than summative because regular formative assessment enables pupils to move forward in their learning.

| | Where the learner is going | Where the learner is now | How to get the learner there |
|---------|--|--|--|
| Teacher | Clarifying, sharing, and understanding learning criteria | Engineering effective discussions, questions, tasks, and activities that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer | | Activating students as resources for one another | |
| Student | | Activating students as owners of their own learning (L2L) | |

Figure 1: The five key strategies of Formative Assessment (Dylan Wiliam, *Embedded Formative Assessment*, 2011)

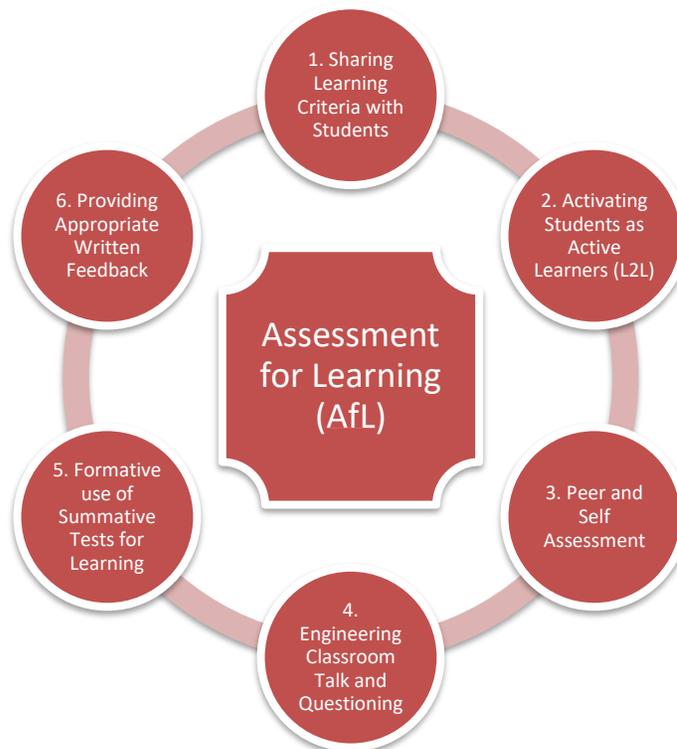


Figure 2: Lakeside School's Assessment for Learning Cycle

2. Types of Assessment for Learning

2.1 Sharing Learning Criteria with Students

Sharing learning goals and success criteria with students is important because this process allows students to take more responsibility for their own learning. If pupils know what they are going to learn, they will recognise when they have succeeded and this will motivate them.

At Lakeside School staff share success criteria by:

- Explaining learning criteria at start of lesson/unit
- Providing learning criteria in students' language
- Using posters of key words to talk about learning (E.g., describe, explain, evaluate and the use of Blooms Taxonomy for higher order thinking skills)
- Using planning and writing frames when required
- Using annotated examples of different standards to give clarity to assessment rubrics with students (e.g., lab reports)
- Ensuring that the success criteria are revisited throughout the activity/lesson

2.2 Peer and Self Assessment

Cooperative and Collaborative learning enhances student motivation, social cohesion, cognitive elaboration and personalised learning. At Lakeside School, a variety of peer and self-assessment practices are used to enhance the quality of learning within the classroom and help our students to understand the importance of using these techniques when learning on their own. In many instances, this is enhanced when learning criteria is shared with students.

2.3 Formative Use of Summative Tests for Learning

Staff at Lakeside School utilise previous summative assessments (such as GCSE or Key Stage 3 examinations) to understand how students need to move forward in their learning. Some examples of excellent formative use of summative assessments include:

- Designing formative assessments from summative that give the students their best chance of success (e.g. only test content they have studied and providing scaffolding/modelling)
- Narrow questioning which focuses on one specific area of the curriculum. Multiple-choice questions that allow for quick, precise analysis have been shown to be useful here. Successful ones will include common misconceptions
- Giving the formative assessment again, several weeks after teaching, to assess whether pupils have transferred the learning from their working memory to their long term memory
- Remembering that repetition is a good thing; many pupils perform well in the short term without having fully learnt something

2.4 Providing Appropriate Written Feedback

At Lakeside School, we use marking as one important component in providing feedback to pupils which:

- Is meaningful, manageable and motivating
- Provides clear and timely feedback for children about strengths and areas for development in their learning so that they understand what they need to do to improve their work and make progress.
- Gives advice on how to improve which is specific to improvement in the subject
- Supports the process of reflection, revision or correction of work so that progress is clear
- Helps students and parents to understand strengths and areas for development in children's work

Our core behaviours for written feedback:

- All written feedback at Lakeside School includes:
 - A teacher response explaining the strengths of the assignment
 - A development point or question for the pupils to reflect upon which allows them to progress
- Marking also gives feedback for Spelling, Punctuation and Grammar (SPaG). Staff use the marking symbols outlined below to draw pupils' attention to areas for improvement. Particular focus is paid to the spelling of subject specific vocabulary.

The following marking symbols will be used:

| | |
|---------------------|--|
| ✓ | Examples of where the success criteria is achieved |
| Sp (circle error) | Spelling mistake |
| CAPS (circle error) | Capital letter |
| P (circle error) | Punctuation error |
| ^ | Missing word/phrase |
| _____? | Paragraph of phrase which does not make sense |
| // | New paragraph |

- Written feedback is undertaken by the class teacher regularly in line with departmental guidance and practice. This should be either an assessment, a substantial piece of classwork or home-learning.
- Marking success criteria is communicated to pupils (p3)
- We reward exceptional work with E-Praise mark-ups, phone calls home and certificates
- Clear, up-to-date records of marks are recorded within the teacher mark book or electronically and retained for three years
- Teachers also use their professional judgment to evaluate the presentation and organisation of the child's work. They check that pride is being shown throughout and basics are in place such as titles being underlined, date at the top of the work and the front cover being neat and presentable. Folders need to be in order.

3. Termly Summative Assessment of Progress

Summative assessment is a good opportunity to assess a pupil's learning over a longer period of time. These happen infrequently (around six times a year), as pupils need time to develop knowledge on a broad area of the curriculum.

Successful summative assessments will feature:

- A CAT score which allows for comparative judgment of each pupil's performance. This allows for monitoring of their progress. CAT scores ensure consistency across different assessments.
- Standard conditions to ensure fairness and comparability
- A focus on a broad range of the curriculum, rather than a specific area. The latter is the focus for formative assessment.

3.1 Practice for Reporting to Parents

At Lakeside School students' progress in all subjects is reported twice a year to parents. Progress is reported as their current attainment and their attitude towards learning, in that subject. As of the academic year 2018-19,

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report. A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

4. Monitoring and Moderation of Assessment

- SLT support Subject Co-ordinators in their monitoring of Assessment for Learning and written feedback. They monitor to ensure that **progress** and **pride** are evident throughout the assignments
- The Subject Co-ordinators will sample the marking by each class teacher and each key stage taught **at least** termly to ensure that policy and practice is being adhered to and followed
- During moderation, practices such as the following can be employed:
 - Creating a bank of exemplary practice of written feedback to share with colleagues
 - Random sampling of students' work in department meetings, with a focus on specific groups such as Pupil Premium, LAC, EAL, SEN, CAT > 120 (most able)
 - Analysis of the progress data, to ensure each child is progressing and to ensure that the assessment are suitably challenging
- The members of SLT & Teaching & Learning Co-ordinator responsible for the policy will report to the Teaching, Learning and Assessment Committee annually on the results and outcomes of monitoring undertaken by the Subject Co-ordinators and discuss any concerns with SLT as they arise
- Concerns raised regarding the regularity of marking by individual class teachers or subject areas will be investigated fully by the Subject Co-ordinators or line manager

5. Home-Learning

Key Stage 3

At Key Stage 3 there will be a variety of home-learning assignments set each half term from all subject areas. The home-learning will vary, depending on the subject area. However, each home-learning assignment will contain the same building blocks so that students can enjoy their home-learning experience.

Home-learning assignments at Key Stage 3 will be:

- **Creative**
- **Challenging**
- provide **Choice**
- have **Clear** learning outcomes
- and be **Collaborative** (where possible)

Teachers will provide rewards and E-Praise mark-ups for successful completion of home-learning assignments.

In these assignments students will be taking responsibility for their own learning, developing the habits of mind (wh.

The assignments will be differentiated and staff will guide students towards the appropriate outcomes that they need to work towards. In order to be successful, students will be shown how to plan their learning in advance. Students should be spending around an hour each night, during the working week, on their home-learning.

Key Stage 4

The following are aims for what home-learning at Key Stage 4 should resemble:

- supports learning in lessons (sometimes via a 'flipped learning' approach)
- develops research and study skills
- promotes the skills and attitudes needed for independent learning
- encourages self-management
- helps manage the demands of examination coursework
- involves parents in their child's learning

The Students' Role within Home-Learning

- * begin home-learning as soon as the pack arrives home
- * ask for help (from a teacher/pupil/parent) if necessary (but do not copy others' assignments)
- * see the teacher the next day if you have a problem with completing the home-learning show care and attention in the content and presentation of your assignments
- * act on the advice the teacher gives about the completing home-learning
- * start early on long projects, following the plan given to them by their teacher, to avoid a last minute rush

Incomplete Home-Learning

Should a student fail to complete home-learning assignments by the deadline set by the teacher, support will be given so that they can complete the outstanding assignment within a week. This support will be in the students' own time at break, lunch or after school at the convenience of the member of staff and their subject area.

Incomplete Home-Learning packs will result in the student being placed on the Bench and completing the work during the final Rewards session of the half-term.

Monitoring of Home-Learning

Teachers and tutors are responsible for setting and monitoring the completion of all home-learning assignments.

Curriculum Leaders are responsible with monitoring the quality and regularity of home-learning assignments set by teachers termly at departmental meetings

SLT will monitor the quality of home-learning set termly, via work sampling

Line managers will discuss quality of home-learning with Curriculum Leaders termly

The member of SLT responsible for the policy will report to the Teaching and Learning Committee annually on the results and outcomes of monitoring undertaken by the Curriculum Leaders and discuss any concerns with SLT as they arise.

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| Committee Responsible | Teaching, Learning and Assessment |
| Member of Staff Responsible | |
| Regularity of Review | Every 2 years |
| This Version Dated | June 2019 |
| Next Review Due | June 2021 |