

AIMS AND PRINCIPLES

At Hampton College we consistently aim to ensure students attain standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal. We believe that the effectiveness of assessment practice can be judged by the extent to which it helps develop student learning, while being managed efficiently by teachers as an integral part of their work.

Research and investigation into best practice provides clear indications of which approaches to assessment are most effective in encouraging student progress.

Summative assessment is the measurement of students' achievement against specific criteria or recognized norms. GCSE, AS and A level are all summative assessments. All schools must set targets for their performance in these tests and publish their results each year.

The role of *formative* assessment is recognised as essential for student learning and development. *Assessment for Learning* is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

The use of assessment and baseline data has been acknowledged as a powerful school improvement tool. Effective, self-evaluating schools are able to make informed judgments about their performance and the extent to which 'value' has been 'added' to students' attainment.

The following policy summarises how these approaches will be adopted at Hampton College. **Subject departments will develop their own practices that apply the principles of the policy to their particular curriculum areas. Departments will ensure consistency by having their own policies that are shared with staff and used to help monitor the effectiveness of feedback.**

- The policy has been devised using guidelines provided by the Education Endowment Foundation (EEF), which states 'Policies should not over-specify features such as the frequency or method of feedback' and guidance from Ofsted, which indicates that, '**marking and feedback** to pupils, both written and oral, are important aspects of **assessment**. However, **Ofsted** does not expect to see any specific frequency, type or volume of **marking and feedback**.'

GUIDELINES

Students make the greatest progress in their learning when teachers provide effective, clear, relevant and personalised formative feedback.

To help achieve this:

- The school, subject departments and individual teachers will work together to develop and share best practice in providing formative feedback to students;
- All lessons should focus on on-going formative feedback for learning and support to reach summative goals. Lessons will be expected to contain a range of feedback strategies, including but not limited to verbal feedback, questioning, whole class feedback and peer/self-assessment;
- Planning should ensure that SOW/sequences of lessons contain opportunities for closing the feedback loop, e.g. emphasis on drafting and re-drafting, re-testing deficient areas (Diagnosis, therapy and testing routines). Time to reflect on and use feedback to improve learning should be built into lessons, to ensure feedback has impact. Planning for assessment should have a clear intent, which is shared with students and lead to impact;
- Class work/exercise books should be monitored for presentation and students should be rewarded for taking 'pride' in their work. A copy of The Presentation and Organisation Code'

HAMPTON COLLEGE: ASSESSMENT, RECORDING AND REPORTING POLICY

will be available in all classrooms and kept in class books/folders. There will be sanctions for students who consistently do not adhere to this part of the policy. However, poor hand-writing will not be penalised;

- Any home-learning that has been independently created by the student should be taken in and marked by the teacher - this can be any form of recorded feedback (e.g. written, verbally marked via Teams) depending on the task. Staff should monitor all home-learning, including that completed online (see home-learning policy for more information);
- Teachers will provide effective formative assessment of student progress, clearly summarising:
 - What students have achieved in the work they have done;
 - A target or targets for further improvement;
 - Teachers will provide opportunities for students to act on the feedback they receive, and will evaluate subsequent work to ensure that they are acting upon it and making the required progress.
 - Teachers will follow the principles of WWW (what went well) and EBI (even better if) to encourage improvements.
- It is completely appropriate that effective assessment of student work could consist entirely of thorough formative feedback and not require any additional grade/mark/level of any kind.
- Where appropriate feedback will be verbal. There is no requirement to evidence verbal feedback.
- It is important that a student can relate his/her periodic reporting/monitoring grade back to the work from which the judgement was derived. To this end when grades signifying attainment are awarded for work they should be appropriate KS3 Steps or GCSE grades (a fine grading system may be used to show incremental progress).

Students make the greatest progress in their learning when they understand the assessment process, and are involved in their own learning.

To help achieve this:

- The school, subject departments and individual teachers will take every opportunity to explain to students the purpose, focus and methods of assessment that are used as clearly as possible;
- Subject departments will ensure that KS3 Steps and KS4/KS5 assessment criteria are expressed in ways that are understood by all students, and that they are also readily accessible to all students;
- Subject departments will ensure that exemplar material showing achievement at different levels will be accessible to teachers and students;
- The school, subject departments and individual teachers will take every opportunity to help students become literate in the language of assessment;
- Subject teachers will ensure that all students understand how attainment grades given can be related to KS3 Steps and KS4/KS5 assessment criteria.
- All students should be encouraged to engage in their progress by being made aware of their end of year target and GCSE target, which should be recorded explicitly in books (front inside cover) and/or folders (if appropriate).
- All departments should ensure that summative assessment occurs at least once per unit of work. The frequency of this assessment will vary between departments. All students will complete end of year exams unless there is a strong reason not to do so, e.g. year 9 Science exams being held earlier in the year.

HAMPTON COLLEGE: ASSESSMENT, RECORDING AND REPORTING POLICY

Students make the greatest progress in their learning when teachers use a range of different assessment techniques, particularly those that build motivation and self-esteem

To help achieve this:

- Subject departments and individual teachers will employ a range of assessment techniques as appropriate to the task that is being undertaken, e.g. full examination, on-spot true/false test, self-assessment, peer assessment, group presentation, etc.;
- They will provide opportunities for productive self and peer assessment approaches where appropriate for the task and the students' ability;
- They will allow students to display their subject understanding in a number of different ways, both formal and informal, including through written, oral, diagrammatic and physical responses.

Students make the greatest progress in their learning when teachers decide how and when to assess students' attainment at the same time as they plan their work

To help achieve this:

- Subject departments will be able to 'map out' where the different elements of the courses that need assessment are to be assessed;
- Consideration of intent, implementation and impact should be prioritised when planning for assessment.
- Opportunities for assessment will be identified and highlighted in schemes of work and in lesson plans;
- Assessment will be a fundamental part of the way an individual teacher plans their lessons, not something that is seen as additional or external to the normal process of teaching and learning;
- Students will be given explicit and direct advice on how to achieve the best standards possible in assessment, through creation and dissemination of appropriate strategies, which may include mark-schemes, writing frames and advice sheets.
- Students will be notified about upcoming examinations and assessments, to ensure they have preparation and revision time.
- Once teachers have 'diagnosed' gaps in knowledge and understanding, they apply 'therapy', using learning materials to help plug the learning gap, then 'test' again to ensure learning is secure.
- The on-going process of formative assessment, (e.g. questioning, discussion of work, direct personalised feedback, etc.) should happen in every lesson but should not result in the time-intensive marking of class work. Any marking completed should have a direct impact on developing the learning process and having an impact on progress.' Teacher preparation time should prioritise implementing engaging and purposeful learning and how feedback will be used to inform this process, rather than completing extensive marking.

Students make the greatest progress in their learning when teachers undertake investigation to find out if assessment is really helping in the learning process

To help achieve this:

- Teachers will take time to observe and listen to students talking about their work;
- Subject departments and individual teachers will develop tasks that require students to demonstrate their learning;
- Subject departments and individual teachers will analyse and make explicit the key words that will help students to develop and articulate their subject understanding.
- Teachers and students use assessments to help identify areas of strength and gaps in knowledge and understanding so as to target future learning and intervention to plug these gaps using tools such as PLCs.

HAMPTON COLLEGE: ASSESSMENT, RECORDING AND REPORTING POLICY

Teachers are best able to help students make the greatest progress in their learning when they use manageable systems for recording student progress

To help achieve this:

- The school will identify points throughout the year, when teachers will need to make summative judgements about student attainment and effort, so that progress can be monitored. This will be at least once in each term for each year group;
- These judgements will be entered onto the school's school management information system, during a period of time as shown on the school's calendar;
- Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data;
- Subject departments will determine what additional information they wish individual teachers to record, and in what format. They will ensure that any information which teachers are required to record is demonstrably useful to the assessment process.
- Teachers will be expected to make informed predictions as to the most likely outcome for each student at the end of the year/course. These outcomes forecasts will help inform teachers and leaders regarding appropriate intervention strategies. A fine-grading system will be used (KS4/5) for internal purposes only and will help to ensure intervention is appropriately targeted and personalised where necessary.

Teachers help students make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor student progress towards those targets

To help achieve this:

- Teachers will familiarise themselves with baseline data on the students they teach. This will usually include Key Stage 2 SAT results, in-house baseline assessment data, reading ages, SEN information and other prior performance data when available;
- Teachers will use baseline tests in their subjects to triangulate with KS 2 SAT results and the analysis of the CAT4 assessments as is relevant to the individual subject;
- Teachers will make use of strategies such as PLCs, especially at KS4 and KS5, to ensure targeted and personalised intervention can take place.
- The school will provide teachers with target grades for the students. This information will also be used to provide minimum expected predictive grades for students at the end of each key stage. These target grades will be used by teachers, heads of department, senior leaders and the data lead as a basis discussions about progress performance, e.g. Exam review meetings.
- Where appropriate individual teachers, form tutors, middle and senior managers will make use of the data entered onto the school management system in order to track the actual performance of relevant students against expected progress/targets. Teachers and heads of department will utilise 4Matrix to help analyse the performance of key groups of students across the key stages and use to further inform decisions about teaching, assessment and intervention practices.

Students make the greatest progress in their learning when teachers, parents and students themselves work in partnership to ensure that assessment is effective.

To help achieve this:

- The periodic summative judgements that teachers make about students will be shared with parents through 'Grade Cards'. In each academic year parents/carers will receive three grade cards, one per term. These will be made available through online reporting;
- Parents/carers will have one formal opportunity to discuss assessment judgements at a parents' consultation evening. Parents/carers are able, when necessary, to contact teachers,

HAMPTON COLLEGE: ASSESSMENT, RECORDING AND REPORTING POLICY

middle or senior leaders if they would like to discuss assessment issues at other times of the year.

- Following each grade card, the form tutor will have a short meeting with every student to discuss their progress and to set individual targets. After this meeting the form tutor will record the outcome of the meeting and targets set on the School Management Information System. Parents/Carers will be informed of these targets via a phone call/email from the form tutor.
- The school will endeavour to ensure that parents/carers clearly understand the processes and vocabulary of assessment. Parents/carers have an important role in discussing the implications of summative and formative assessment with their child.

All teachers have an important role in developing the basic literacy of students. To this end teachers will use their professional judgement to decide the level of correction of spelling, grammar and punctuation appropriate in any piece of work. They will normally prioritise:

- Key words for the topic being studied;
- The most common misconceptions in spelling, punctuation and grammar.

Senior Leaders, Heads of Department/Faculty, or other appropriate managers delegated by them, will sample work from every teacher within their department/faculty across each academic year. They will use this opportunity to monitor the nature of feedback given and the quality of student response to it, and use this to improve assessment practice.

The Head of School will ensure that:

- All students will receive reports on their progress, produced in accordance with the school's guidelines;
- Parents/carers are informed about their child's progress via the grade card system. There may be other assessment data which is communicated to parents throughout the year, where applicable;
- Students will only follow specifications and be entered for external examinations agreed by the local governing body;
- All teachers receive support and training about how to use assessment to inform lesson planning;
- Marking of students' work complies with school's guidelines and is used to motivate students and provide them with the guidance they need to make future progress;
- A database of student attainment is used to track students' progress;
- Any changes to this policy are to be approved by the governing body;
- The governing body are reported to at least annually about student progress and the standards achieved.

Policy review

This policy is reviewed every three years or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:



Mr M Patchett

17th July 2021

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SIGNATURE

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NAME

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DATE