



# Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

## School Policy 14a – Formative Assessment

This policy was reviewed and approved by Governors on 16<sup>th</sup> March 2016. The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee.

The person in the school who prepares the text of this policy for the Headteacher and Governors is the Assistant Headteacher responsible for *Developing Learning*. It should be read in conjunction with the broader policy on **Assessment, Recording and Reporting**. It will next be reviewed in February 2019.

### Introduction: Formative Assessment

Regular formative assessment, followed by effective pupil response, is the only way that we can ensure pupils make progress over time. Pupils need time to review and evaluate their knowledge, understanding and skills; more importantly, they need time to respond and improve their work.

### Rationale

In setting up this policy the school is seeking to establish a consistency of practice across different subjects and different courses and year groups, as well as a common language of assessment and feedback, which pupils and students can also understand.

### Responsibilities

- The Governors determine this policy on the advice of the school. They also review its effectiveness through their Curriculum, Teaching and Learning Committee.
- The Headteacher sets out the vision for how this policy fits into the wider purpose of the school in developing its curriculum, teaching and learning.
- The Deputy Headteacher has a particular concern for the role which good formative assessment plays in the progress of pupils and students and in the development of strong academic leadership amongst both staff and pupils.
- The Assistant Headteacher (*Developing Learning*) is responsible for formulating and communicating this policy to staff, students, pupils and parents and for ensuring it is well used and followed.
- Heads of Department work out how the policy applies in their subject areas and play a leading role in monitoring its effectiveness, both in their area and the school as a whole.
- Subject teachers are those who have the most critical role in using and developing formative assessment within their teaching and as probably the most significant way in which they can support the learning of pupils and students.
- Heads of Year and Form Tutors can draw on both the processes and the outcomes of formative assessment in their pastoral work with those in their care.
- Formative assessment relies on pupils and students understanding and responding to the feedback which they are given.
- Parents & Carers are informed by seeing this assessment in exercise books and folders.

## Principles

1. **The Marking Spectrum** shows how teachers can vary their assessment depending on the work set. If teachers factor their assessment opportunities into their schemes of work, they can reduce their workload and also ensure that the assessment that takes place is directly contributing to the **Progress over Time** of their students.

| The Marking Spectrum |                                |   |  |  |  |   |  |
|----------------------|--------------------------------|---|--|--|--|---|--|
| Type                 | 1                              | 2   | 3  | 4  | 5  | 6   | 7  |
| Teacher              | <b>Mark</b>                    | <b>Comment</b>                                  | <b>Context</b>   | <b>Dialogue</b>  | <b>Advice</b>                                      | <b>Reflection</b>   | <b>Action</b>  |
|                      | Gives the piece of work a mark | Writes a comment related to assessment criteria | Places this work in the context of other pieces of work to show progress over time | Holds a conversation with the pupil/student about what was good and what needs to be developed | Give advice about what to improve and how to do it | Enables the pupil/student to assess own work or that of another pupil/student and develop understanding of marking criteria | Provides opportunity for pupil/student to redo work or do another similar piece of work to a higher standard |
| Pupil or Student     | <b>Receives feedback</b>       |   |  | <b>Engages with feedback</b>   |  | <b>Responds to feedback</b>   |  |

2. **Directed Improvement Time** - An ongoing dialogue between the teacher and pupil is vital for formative assessment to be effective. The way we ensure this dialogue takes place is through Directed Improvement Time. Directed Improvement Time is 15 minutes that pupils spend every fortnight, reviewing work completed and responding to the formative assessment.
3. **Exercise Books** - Departments are expected to use exercise books, where practical, throughout Key Stages 3 and 4. The exercise book is a record of learning that allows pupils to review and evaluate their own progress. Teachers need to encourage pupils to look after their books and within departments there should be standard way of presenting work. Exercise books are available for parents to review at parents' evening and should be the basis of any discussion about learning with pupils or parents.
4. **Assessing class work** - It is expected that books are taken in and reviewed by teachers every 3 to 6 lessons. Teachers are encouraged to use the full spectrum of marking styles, but it is important formative assessment is regularly used so that pupils can evaluate and respond.

5. **Marking Classwork and Homework** - When marking books, teachers will be expected to use the following codes. These enable us to monitor the effort and quality of work produced through the term and inform the marks entered on their Progress Checks and reports.

| <b>E – Effort</b>                | <b>C – Quality of classwork</b>                    | <b>H – Quality of homework</b>                    |
|----------------------------------|--|---|
| E1 – Consistently good effort    | C1 – Consistently produces good quality classwork  | H1 – Consistently produces good quality homework  |
| E2 – Often shows good effort     | C2 – Often produces good standard of classwork     | H2 – Often produces good standard of homework     |
| E3 – Sometimes shows good effort | C3 – Sometimes produces good standard of classwork | H3 – Sometimes produces good standard of homework |
| E4 – Rarely shows good effort    | C4 – Rarely produces good standard of classwork    | H4 – Rarely produces good standard of homework    |

6. **Spelling, Grammar and Punctuation** - Each time a teacher marks a pupil's work they should highlight one particular area of a pupil's/class's spelling, grammar and punctuation to focus on such as: apostrophes, spelling of key words, etc...

Teachers use the standardised key below:

**SPG Marking Symbols**

- **Sp:** Shows a **spelling error**. The word might be underlined or written out correctly in the margin. **You should write the correct spelling on your word wall in your book.**
- **P:** Shows incorrect or missing **punctuation**.
- **Np //:** Shows where to begin a new **paragraph**.
- **Λ:** Shows a word is **missing** here.

**7. Performance level/Grade work and Progress Checks**

● **Formally Assessed Work: Years 8 - 9**

In Years 8 – 9, formally assessed work must be given a grade or a level. When a Key Stage 3 level is given, it must include a sublevel which will be identified as: a/b/c.

a = close to next level    b = comfortably in that level    c = close to the level below

The grade/level work that is produced every half term is used to inform the Current Performance Level/Grade on the current Progress Check. Pupils are told in advance by the subject teacher which piece of work will be used to inform their next Progress Check.

The Head of Department makes sure that details of this assessment are forwarded to the Reports Administrator so the parents are also aware of the task that has been used.

● **Curriculum 2015: Year 7**

In the end of the Autumn term Progress Check, teachers will review pupils' progress in the **Transition Standard**. Their progress through the Transition Standard will be reported as:

- Excelling (at the Transition Standard)
- Consistently achieving (the Transition Standard)
- Sometimes achieving (the Transition Standard)
- Working towards (the Transition Standard)

In the Progress Check at the end of the Spring term, and the Full Report at the end of the Summer term, teachers will review the pupils' progress in **Standard 1**. Pupils' progress in the standard will be reported as:

- Accelerated (beyond Standard 1)
- Excelling (at the Standard 1)
- Consistently achieving (Standard 1)
- Sometimes achieving (Standard 1)
- Working towards (Standard 1)
- Accessing (the essentials of Standard 1)

#### **Review, Monitoring and Evaluation**

- **In the department** - Heads of Department set aside one period per week to review books, focusing on the quality of work produced, the quality of formative assessment and the quality of the responses from pupils to this assessment. At regular meetings with their senior leader, they bring a selection of books from a specific class or year.
- **In the school** - Every half term, specific years will be part of a work scrutiny carried out by Senior Leaders and Heads of Department. This review will use a traffic light system and departments or teachers who have received a red/cause for concern will need to address the concerns the review has highlighted.
- **Governors** are also invited to take part in whole school work scrutiny occasionally.