

SACRED HEART HIGH SCHOOL



ASSESSMENT POLICY NOVEMBER 2024

To be reviewed November 2025

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

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1 RATIONALE AND AIMS

At Sacred Heart High School, we believe promoting engaging and dynamic student learning experiences shaped by best practice research is essential in securing successful outcomes for learners of all abilities. Assessment approaches which are creative, adaptive and vibrant are key to this process. Outstanding teaching, which uses high impact proven teaching methodologies, including teachers actively using assessment to guide learners on their learning journey, unlocks student potential

Assessment, recording and reporting enables all learners, teachers and parents to gain a fuller understanding of each individual's progress, attainment and achievement. Effective assessment ensures that we provide an excellent education by:

'challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of other' and by "creating a well ordered, stimulating, secure and encouraging learning environment...offering a broad and balanced curriculum which meets the needs of each student.'
(School Mission Statement)

The school recognises the essential role of the parent/carer in maximising pupil potential. It strives, therefore to utilise every opportunity to share with parents, information and processes and to support individual pupil assessment. A calendar of assessment dates will be shared with parents every year.

2 LEGISLATION AND GUIDANCE

In addition, this policy is guided by the requirements of the National Curriculum set forth in the programmes of study for all core and foundation subjects at KS3 (National Curriculum 2014) the exam syllabus requirements of both GCSE and A Level examinations and best practice assessment models of international jurisdictions.

This policy aims to enable all departments to construct their own departmental assessments policies based on the guidelines within this document. It should be used in conjunction with whole school policies on Teaching and Learning, Individual Pupil Monitoring, SEND and Examinations.

3 PRINCIPLES OF ASSESSMENT

Effective assessment, reporting and recording will involve all learners, teachers and parents in the learning process, in line with the values and approaches adopted by Sacred Heart High School.

Assessment is one of the most powerful educational tools for promoting effective learning and raising achievement. Teachers must use assessment, as part of teaching and learning, in ways that will raise student achievement. Successful learning occurs when learners have ownership of their learning, when they understand the goals they are aiming for; when crucially, they are motivated and have the skills to achieve success. Assessment provides a framework in which educational objectives may be set.

Assessment, recording and reporting are important elements of teaching but they have to be manageable if the information they yield is to be useful. The best assessment has an immediate impact on teaching, because it alerts teachers to the needs to the learners who are either out of step or exceeding

expectations. Assessment should help to maintain the pace of learning for all learners by informing teaching plans.

Assessment processes will:

- Identify specific achievement and allow for its recognition and reward.
- Inform the student monitoring and reporting process and enable targets to be set for learners for the end of KS4 and KS5.
- Enable live tracking of pupil progress.
- Diagnose specific strengths and weaknesses through the various modes of assessment.
- Increase motivation and provide information on what the individual student knows, understands and is able to do.
- Be helpful to teachers and learners in setting further learning targets.
- Provide information in formative and summative terms to learners, other staff, parents, colleges, other schools, and the government.
- Help evaluate the curriculum and teaching and learning styles.

In order to provide meaningful data for teachers, learners and parents, assessment must be

- Systematically planned
- Grounded in key curriculum objectives and content
- Broadly-based across the full range of curriculum content
- Designed to enable learners
- Regularly reviewed in the light of assessment outcomes

4 ASSESSMENT APPROACHES

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment – Assessment for Learning

The purpose of assessment for learning should always be to support learners' learning. Any activity that provides evidence that can be used to help modify the teaching and learning is considered to be assessment for learning (AFL)

'Formative assessment is an integral part of AFL, this is the use of information from ongoing assessment of what learners currently know and understand to support learning to inform future teaching' Black and William 1998

The school's approach to Assessment for Learning is shaped by the key strategies of formative assessment in action¹ and best practice research. These are:

Clarifying, sharing and understanding learning intentions and criteria for success. In practical terms in the classroom this means:

¹ Adapted from Refocussing Assessment SSAT 2017

- Staff establish learning goals with learners
- Staff explore what learners already know and what they need to find out
- Learners are provided with samples of work for a particular task to promote discussion and co construct success criteria or a rubric for the task
- Learners design questions with correct answers based on what they have been learning to assess their understanding of learning intentions
- Learners are given exemplars to identify what excellence looks like.

Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning. In practical terms in the classroom this means:

- Staff establish a culture that encourages interaction and the use of assessment tools.
- Questioning is used as a means to facilitate high order thinking supported by strategies such as; wait time, no hands up, bouncing questions.

Provide feedback that moves the learning forward. In practical terms in the classroom this means:

- Staff provide frequent feedback on student performance and adapt instruction to meet student needs
- Time is taken to review progress in a variety of ways, eg match comments to work, margin marking that signals a mistake which the student has to find.

Activating learners as instructional resources for one another. In practical terms in the classroom:

- Using varied approaches to assessing student understanding such as: peer assessment using traffic lights to highlight level of understanding, round robin feedback for learners working in a group.

Activating learners as owners of their own learning. In practical terms in the classroom:

- Learners are supported to understand their own learning and develop appropriate strategies for 'learning to learn' through activities such as completion of a learning log, indicating their own understanding through the use of traffic lights/rating system, exit cards

Effective in-school formative assessment enables:

- **Teachers** to identify how learners are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Learners** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment and testing

Summative assessments are used to determine learners' knowledge and understanding at the end of a specified period of study. This is often for the purpose of reporting and accountability. Examples of in school summative assessments:

- January Exams (KS4 & 5) and Assessment Window (KS3) and end of year exams
- Short end of topic or unit tests (half termly assessments)
- Mock examinations
- Reviews for learners with SEN and disabilities

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure learners are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Learners** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

How the outcomes of in school assessments will be collected and used:

- Day to day formative assessment – collected by the class teacher to identify gaps in learners understanding. This data will inform planning prior to the next lesson
- End of unit/half term summative assessments – collected within the department and recorded on Pupil Progress Tracker to identify gaps and plan for interventions.
- Termly teacher assessments against targets as part of the assessment cycle KS3/4/5. These have been collated and are shared termly with parents and pupils of students in Y7-10.
- January and summer examination weeks are in place for Y11 & 13. Year 12 have a February & Summer series. All students in Y7-10 have termly published assessment dates and a formal summer series. This summative assessment – will be used to identify understanding across the year, assess the effectiveness of interventions and make group changes where relevant, for example entry to Foundation or Higher GCSE.

We aim to gather a comprehensive range of student prior attainment data on entry to the school as well as ongoing formal assessments:

- ALPS Minimum Target Grades for post-16 learners

- Data on learners admitted to Y7 will be gathered from:
 - NVR tests
 - CAT tests
 - GL assessment tests
 - Primary school and end-of-KS2 data

and will be used

- as baseline data against which to track attainment and progress throughout KS3 and KS4.
- by the SENCO to identify learners requiring additional support of further diagnostic tests.

4.3 Nationally standardised summative assessment

Assessment Frameworks at KS4 and KS5 are underpinned by GCSE and A Level/BTEC criteria. Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure learners are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Learners and parents** to understand how learners are performing in comparison to learners nationally

4.4 KS3 Assessing Without Levels

Following the removal of National Curriculum levels and the implementation of new National Curriculum Programmes of study, (2014) the DfE published guidance on assessment principles to help schools implement new arrangements for assessing learners' progress.

The guidance outlines three principles of effective assessment systems. It says such systems should:

- Give reliable information to parents about how their child and their child's school is performing
- Help drive improvement for learners and teachers
- Make sure the school is keeping up with external best practice and innovation

The assessment framework should be built into the school curriculum, so that schools can check what learners have learned and whether they are on track to meet expectations at the end of the KS. (DFE 2014)

RATIONALE FOR OUR ASSESSMENT MODEL AT KS3

- allows meaningful tracking of learners towards expectations in the new curriculum including regular feedback to parents.
- Focuses on the key knowledge, skills and understanding outlined in the KS3 curriculum and foundation for the demands of GCSE examinations.

- gives reliable information to parents about how their daughter is performing in terms of age related expectations and the performance of the school as a whole.
- Provides the 'whole picture' of a pupil's individual progress journey through the use of flight paths estimating minimum GCSE outcomes.
- Provides information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiates between learners of different abilities, giving early recognition of learners who are falling behind and those who are excelling.
- Is underpinned by the values and methodology of High Performance Learning (HPL): rather than focusing on a predetermined end point, we can focus on learners starting points and build from there.
- Assessment is based on progress made – so celebrates effort of all learners with different starting points.
- Feedback is formative – specific strategies to develop understanding of the next steps in a pupil's learning based on age related expectations and beyond
- Threshold bands are used for planning teaching and progression
- Progress is seen through what is taught and the skills that learners develop rather than movement through levels. In this model, learners may stay within the same threshold because they are developing skills and knowledge to achieve their expected GCSE grade.

THE MODEL IN PRACTICE

- Each pupil in year seven will be assigned a baseline threshold in year seven against which progress will be measured using a variety of data; KS2 standardised scores, CATs and GL suite of assessment tests. These thresholds are based on age related expectations - they are not labels – rather planning tools for teachers giving them a starting point to plan for progression.
- Key knowledge, skills and understanding in all subjects will be assessed each half term as part of the school's assessment cycle.
- Learners' performance will be tracked in relation to their baseline.
- Attainment and progress data will be used in conjunction with a pupil's baseline threshold by subject teachers, middle leaders and the Senior Leadership Team to monitor, live track and evaluate the progress of individuals, groups and cohorts.

5 TARGET SETTING TO SUPPORT ASSESSMENT AND PROGRESS

Informed by the values and methodology of HPL, and in order to avoid

- limiting expectations of learners
- any appearance of a ceiling on individual achievement and progress targets will not be shared with learners at KS3.

KS4 students will receive a minimum target grade which aids in measuring their progress across their two-year pathway. In Year 11 this will be reviewed and a Predicted GCSE grade will be given but not used as a progress measure.

ALPS Minimum Expected Grades will continue to be shared with post-16 learners and parents as part of the Sixth form academic monitoring process.

Target and expected grades or performance thresholds for learners will nevertheless continue to be an essential tool for teachers and school leaders in monitoring individual pupil progress, and subject and whole-school performance.

6 REPORTING AT SACRED HEART

Reporting at Sacred Heart takes the form of:

- Detailed Pupil Progress reports at the end of each Term. The report will additionally contain Learning Characteristics for KS3 & 4 students;
- a report to parents once per year at all key stages, including subject and form tutor comments
- a Parents Consultation Evening once per year;
- the publication of GCSE and A Level results; and
- Rewards and Prize Giving.

6.1 Further Guidance on Student Reports

Student reports will:

- refer to supportive evidence
- be worded constructively
- be written in a language which is intelligible and appropriate for the intended audience
- place attainment within the context of achievement
- relate to specific criteria
- identify targets for future improvement
- report examination results / current attainment
- identify and comment on aspects of skills for learning.

Reports to parents/carers about pupil progress are given, at the end of each term, annual report or parent teacher consultation.

Guidance for staff on writing student reports is issued by the senior member of staff responsible for assessment and reporting.

For annual reports at KS4 and KS5 a period of two weeks are allowed for staff to write the reports. This must be completed by 3.30pm on the day of the report deadline indicated on the school calendar and keep within the required word limit. **HoDs are expected to monitor the content and check that all departmental reports are completed on time.** Tutors will be sent the completed document for their tutor group and will need to read each report for every pupil.

Tutors are asked to write a tutor report for on which the following must be included:

- a review of the academic progress of the student in terms of attainment in the context of their achievement across all subjects
- a comment on their work and contribution to PSHE and class assemblies
- a comment on their behaviour and conduct

Reports will be carefully proof-read by form tutors and pastoral leaders before being sent to parents by the exams and data officer.

7 SUMMATIVE ASSESSMENT CONTINGENCY PLANNING

In light of the OFQUAL Guidance requiring schools to hold and retain at least one full set of exams, and learning from the experience of the COVID pandemic, the school will ensure that we remain in a state of preparedness to undertake grading of final summative assessment of students in Y11 and Y13 as required.

The senior member of staff with responsibility for assessment will:

- have due regard to Ofqual and JCQ guidance and oversee school and subject compliance with such guidance
- ensure that appropriate contingency planning is in place and kept up-to-date
- ensure an internal assessment framework for KS4 and KS5 to provide robust evidence of student attainment and progress throughout GCSE and post-16 courses

Heads of Department should;

- draft, maintain, and keep under review comprehensive and coherent planning for KS4 and KS5 internal assessment to generate a broad evidence base of student attainment and progress, related to exam assessment criteria
- implement appropriate processes and guidance to ensure consistency of marking, standardisation and moderation of grades and the elimination of conscious or unconscious bias
- ensure detailed record-keeping of student achievement and progress
- retain original copies of key pieces of student work, including internal exam scripts

8 RECOGNITION OF ACHIEVEMENT

In keeping with the schools Mission Statement and Aims, each student is entitled to the recognition, recording and reporting of her achievements across a broad spectrum of activities; academic, sporting, personal and social, aesthetic and creative. Achievements as part of the whole curriculum are to be valued and respected.

Recognition of such achievement will be supported by the awarding of certificates and prizes

Achievement is recognised in the end of year celebration assembly.

It is important that all achievements are recognised, reported and recorded. This could be through:

- 1) exhibitions of work;
- 2) display of work in the classrooms and corridors;
- 3) everyday teacher approval;
- 4) phone calls and post cards home
- 5) school certificates for achievement at the end of each year.

RESPONSIBILITIES AND DUTIES

8.1 The Governing Body

The Governing body will:

- support the school to deliver all aspects of the Policy;
- ensure that the Assessment Policy is regularly reviewed and updated; and

8.2 The Senior Leadership

The Senior Leadership team will:

- Strategically analyse, monitor and evaluate key assessment data (internal and external) including identified micro groups;
- Lead and support staff in implementing whole school interventions to raise achievement and attainment;
- support and monitor the different staff teams in the implementation of assessment, recording and reporting practices;
- be responsible for the maintenance of the SIMS Assessment Manager database;
- ensure that there is a coherent strategy for the effective management of performance data;
- set evidence-based student progress targets which are agreed for all learners in all subjects;
- monitor student progress towards their targets;
- ensure staff receive training on the interpretation and use of data to inform their planning;
- periodically measure the 'value added' of individual learners and groups;
- make use of DfE and Ofsted school performance data, FFT, ALPS and other sources of data to assist with school and subject target setting and monitoring and evaluation of attainment and progress.

8.3 Heads of Department

Heads of Department will, within their subject areas:

- support Department members in the implementation of the Policy;
- ensure that their Assessment Policy is regularly reviewed and updated;

- plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness;
- establish agreed subject criteria for assessment and marking which conform to whole school guidelines;
- monitor the consistency of assessment and marking;
- ensure that assessment information is systematically recorded using Pupil Progress Live Tracking and appropriate information provided for the SIMS Assessment Manager / Datasec database;
- analyse performance data, monitoring progress of learners towards their targets throughout the year and put in place appropriate interventions to address identified underachievement;
- Carry out detailed analysis of student attainment at KS4 and KS5 (KS4 and KS5 examination analyses);
- Use student performance data to support the self - evaluation process;
- use assessment information for setting learners;
- Contribute to the development and implementation of assessment rubrics for the skills for learning;
- identify the INSET needs of their team;
- maintain a portfolio of assessed work at KS3,4 and 5 to ensure consistency of standards;
- Attend regular progress meetings with the SLT to discuss, monitor, evaluate the achievement of individuals, groups, year cohorts and across the key stage and to coordinate and evaluate the impact of interventions.
- ensure that their Department meets the report deadlines and standards;
- ensure that contingency planning and arrangements as outlined above for potential disruption to public exams are in place and kept under regular review

(See appendix three for further guidance)

8.4 Pastoral Team Leaders (AHTs and Heads of Year)

Pastoral Team Leaders (AHTs and HoYs) will:

- analyse performance data, monitoring progress of learners towards their targets;
- put in place appropriate strategies to address underachievement;
- Attend regular progress review meetings with the SLT to discuss, monitor, evaluate the achievement of individuals, groups, year cohorts and across the key stage and to coordinate and evaluate the impact of interventions.
- Use student performance data to support the self- evaluation process;

8.5 SENCO

The SENCO will:

- analyse performance data and monitor progress for each SEND student.
- Attend regular progress meetings with the SLT to discuss, monitor, evaluate the achievement of individuals, groups, year cohorts and across the key stage and to coordinate and evaluate the impact of interventions for SEND learners

8.6 Subject Teachers will:

Subject Teachers will:

- gain the necessary expertise and knowledge about data analysis through training;
- ensure that learners have a clear understanding of the assessment criteria (KS3 Assessment Framework, GCSE and A-Level grades);
- regularly assess and mark learners' work according to the school's marking and feedback policy and employ a range of assessment styles;
- Contribute to the development and implementation of assessment rubrics for the skills for learning ;
- use the results of all assessments to monitor progress and plan future learning tasks which match student capabilities; and
- motivate learners by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time.
- Plan for 'DIRT' (Dedicated Independent Reflection Time) time in lessons to enable learners to reflect on the next steps of their learning and improve their work.

(See Appendix two and five for further guidance)

8.7 Form Tutors

Form Tutors will:

- undertake mentoring interviews following the school's guidelines;
- be responsible for ensuring that the different types of report for their tutor group are correctly completed and contribute to the annual report
- monitor progress on a regular basis through Pupil Progress Trackers.

8.8 Learners

Learners will:

- regularly review their work and negotiate learning targets with their subject teachers and form tutors and record the information in their planners;
- ensure that targets are recorded in their exercise books as appropriate;

- seek advice about what to do to improve; and
- immediately act upon the advice given by their teachers.

8.9 Parents

Parents will:

- be involved in regular communication with the school in order to understand the learning needs of their son/daughter;
- assist their daughter in achieving the learning targets;
- regularly monitor the use of the planner; and
- attend Consultation Evenings.

9 GUIDANCE FOR TEACHERS

9.1 Assessment Cycle

The assessment cycle for Key stages 3 to 5 is published annually as part of the school's calendar and included in the Staff Handbook. The calendar has been put together to reflect statutory assessment and reporting responsibilities.

Heads of Department have identified assessment points throughout the year (for pupils in Y7-10). These will be administered in class adhering to 'exam style' conditions. Details of the assessment schedule is shared with parents each term. Data from these assessments is recorded in Pupil Progress.

9.2 Planning

Lesson planning must include opportunities for assessment and the range of assessment methods used in each lesson. Learning outcomes must identify what learners will **know, understand and be able to do** by the end of a lesson or a particular unit of work.

Learning outcomes should be shared with learners and reviewed regularly. Lesson starters allow learners to continually reflect on previous knowledge and understanding.

9.3 Range of Assessment for Learning Techniques Used in Lessons

Setting clear learning objectives

It is important to ensure that learning objectives are clear and are skills as well as content based. Short term objectives should be contextualised in long-term aims (e.g. analysing Shakespeare will contribute to a wider knowledge of the cultural canon and stronger analytical skills among other long term aims)

Observation

This may be planned or unplanned. Many classroom activities are designed to provide opportunities to observe specific skills. Planned observations should be an important part of a teacher's assessment strategy. Just as significant are the spontaneous observations that teachers make throughout the day.

Questioning and Discussion

- one-to-one interview between teacher and student.
- group discussion and questioning with or without the teacher

- pairs of learners
- open-ended questioning or closed questioning
- Setting tasks in a way which requires learners to use certain skills or apply ideas.
- Asking learners to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing.

Evaluation of student's work and the importance of giving feedback

- **During every lesson** – absorb and react to learners' responses, see whether they are confident or hesitant with new work, decide whether they need extension work or more help and offer immediate help. Teachers must adjust the lesson plan accordingly. Use the plenary to acknowledge individual and class achievement and effort. The plenary is also a good time to firm up short-term assessments by asking probing questions to judge how well learners have understood the new work and to check again for any misconceptions.
- **Marking of learners' work** will be immediately followed by discussion with the class to give feedback on their performance and allow dedicated improvement reflection time (DIRT) time to reflect on what they need to do to improve.
- The work can be levelled (KS4) or an indication given of achievement in the context of age related expectations (KS3) using comments. Comment-only marking provides learners with a focus for progression. Comments could be made in books, in a learning journal or diary. Comments should make it clear how the student can improve.

Peer and self-assessment

- Learners mark each other's' work according to assessment criteria encourages reflection and thought about the learning as well as allowing learners to see model work and reason past misconceptions.

See Appendix 6

9.4 Medium Term Assessments

Medium term assessments should gather new information, not just confirm what you already know. They are mainly to:

- 1) Review and record learners' progress over the previous half term or unit in relation to key objectives, what they can do, whether they can apply their skills in a new context, and whether they still have any difficulties.
- 2) Identify learners' progress against specific individual targets and baseline information, including those with SEN so teachers can give learners feedback and set new targets for improvement.
- 3) Help the teacher to plan work.
- 4) Give the teacher the information needed for end-of-term or end-of-year assessments.

9.5 Long Term Assessments

Long term assessments important at the end of each year and not just at the end of each key stage. They are mainly to:

- 1) Assess learners' work against the key objectives for the year.
- 2) Give supplementary information about individual learners' attainment and progress so that teachers can report to parents, and the next teacher.
- 3) Help the school set targets for individual subjects for future years.

See **Appendix 2: Questions for teachers to reflect on their own practice.**

9.6 Teacher Records

Teacher records need to be ongoing and cumulative, manageable, accessible and useful. All assessment data must be recorded on Pupil Progress. They must be easy to interpret and based upon evidence drawn from the processes of learning as well as from their products. The first part of all teacher records is the Baseline information/threshold issued in September. These will include cognitive abilities tests, raw scores, records of individual pupil monitoring and attainment targets for end of KS4 and KS5.

Records are kept by the teacher for the following reasons:

- 1) Help teachers and learners to be aware of progress, strengths and weaknesses.
- 2) Inform planning of future work.
- 3) To pass on specific information to the next teacher.
- 4) To collate information to substantiate judgements about learners' attainment examination grades.
- 5) To enable the teacher and student to set short term achievable targets.
- 6) Assist in identifying achievement and underachievement and will contribute to the continuity and progression of the learning of the individual student.
- 7) Pupil Progress Live Tracking plays an important role in tracking student progress and can all support assessment.
- 8) Records in the form of marks or comments must be seen as professional opinions based on the teaching and assessment of a student during the key stage, which can be supported with the appropriate evidence.

9.7 Evidence

Teacher assessments must be supported by evidence. Evidence will be required:

- To substantiate teacher assessment judgements.
- To assist with standardisation within departments and across schools as necessary.
- To aid discussion with learners and parents about progress

- Must reflect the key knowledge, skills and understanding for the subject.
- Demonstrate attainment in relation to those attainment targets identified as having been addressed within the work.
- Include teacher annotations or highlighting as to where attainment targets were met

In order to build up evidence of assessment practices, teachers and Heads of Departments should use a range of assessment practices; eg use of feedback grids, criteria scales, target setting, assessing pupil progress statements and assessment ladders.

9.8 Marking

See Appendix 5, Approaches to Marking and Feedback.

Marking must follow the principle that it is done to move learners' learning on. Marking should:

- be completed to a set criteria or outcome which the learners have access to, which enables them to understand the marks they receive;
- be regular and frequent;
- be predominantly constructive rather than negative;
- be diagnostic in identifying strengths and weaknesses; and where appropriate identify strategies for pupil improvement
- be consistent across the department in terms of standards and procedures;
- encourage motivation, act as a check on completion of work and provide the teacher with the necessary information on which to base judgement.;
- reflect progress against targets set in the last assessment cycle.

Marking must, as often as possible, lead to feedback to the student on how to improve next time, and reflect previous assessments, progress, targets and IPM.

9.9 Peer/Self-Assessment

Learners must be involved in their own assessment; in reviewing their work and progress and in negotiating future targets for learning. It is helpful that a student is aware of the learning objectives involved in a scheme of work topic or an individual exercise. A student should also be aware of the criteria by which the work being set will be marked to allow for self-evaluation.

Purposes of Self-Assessment are to:

- 1) enable learners to understand assessment criteria of a topic or unit of work
- 2) learners identify their own strengths and weaknesses
- 3) provides opportunities for recognition of experience and achievement
- 4) increase motivation and personal development

- 5) provide feedback on suitability of curriculum, teaching and organisation for each teacher
- 6) increase student responsibility for their own learning and behaviour and create a sense of ownership

All departments should pursue some form of self-assessment from year 7. Some subjects lend themselves more readily to self-assessment than others in terms of subject specific aspects. In helping learners to assess themselves, they must:

- 1) learn how to develop critical vocabulary e.g “did I include this?”, “how can I ensure that I do not make the same mistake again?”, “What do I need to know / do in order to improve?”
- 2) criteria of marking needs to be translated into accessible language;
- 3) be involved in general class discussions on how to improve work;
- 4) be prepared to assess each other using previously devised shared criteria;
- 5) be prepared to give group or individual presentations and for that to be evaluated by the rest of the class, using agreed criteria

All self-assessments must ultimately enable learners not only to identify weaknesses but then to do something to remedy this area.

10 MONITORING AND EVALUATION OF THIS POLICY

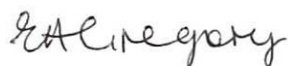
The effectiveness of this policy will be monitored through lesson observations, work scrutiny, pupil voice and line management structures.

11 RATIFICATION

This Policy has been approved and ratified by the Headteacher and the Curriculum Committee of the Governing Body in November 2023. The Policy will be reviewed in November 2024.



Mrs S O'Donovan
Headteacher



Ann Gregory
Chair of Curriculum Committee

APPENDIX 1: ASSESSEMENT FOR LEARNING

These are the 9 principles for learning:

1) Assessment for learning should be part of effective planning of teaching and learning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

2) Assessment for learning should focus on how learners learn

The process of learning has to be in the minds of both student and teacher when assessment is planned and when the evidence is interpreted. Learners should become aware of the 'how' of their learning as they are of the 'what'.

3) Assessment for learning should be regarded as a key professional skill for teachers

Much of what teachers and learners do in the classroom can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes involve both the teacher and learner in reflection, dialogue and decision-making.

4) Assessment for learning should be sensitive and constructive

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible. Comments that focus on the work rather than the person improve both learning and motivation.

5) Assessment should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners.

6) Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For reflective learning to take place learners need to understand what they are trying to achieve – and want to achieve it. Communicating assessment criteria involves discussion with learners using terms they can understand, providing examples of how the criteria can be met and engaging learners in peer and self-assessment.

7) Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pin-point the learners' strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they may be addressed

- provide opportunities for learners to improve upon their work
- follow the whole school approach using the format; what went well/even better if

8) Assessment for learning develops learners' capacity for self-assessment so that they become reflective and self-managing

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and identify next steps in their learning.

9) Assessment for learning should recognise the full range of achievements of all learners

Assessment should enable learners to achieve their best and have their efforts recognised.

APPENDIX 2: QUESTIONS FOR TEACHERS

Here are some questions teachers can use to reflect on their own classroom practice:

- Am I clear about the expected learning objectives and/or outcomes and are these shared with the learners at the start of teaching?
- Do I review learning against the objectives at the end of the lesson?
- Do I show and model what 'good' work looks like, to help illustrate these learning outcomes in practice?
- Does the feedback I provide – both oral and written – relate to these shared objectives?
- When work is 'marked', does the marking suggest how the work can be improved?
- Do I talk with learners about how feedback leads to next steps for learning improvement?
- Are these next steps referred to, as a guide to improving both teaching and learning?
- Do I use an appropriate range of questioning techniques to assess learning and develop thinking skills?
- Do I use what I find out from assessment to adjust my plans?

APPENDIX 3: HEAD OF DEPARTMENT ASSESSMENT CHECKLIST

As a Classroom teacher

- Implement assessment **for** learning within the classroom.
- Enable learners to develop the skills of self-assessment.
- Identify learners in need of support.
- Use agreed range of assessment methods and techniques to gather and use information in line with school policies.
- Record significant progress.
- Review evidence and finalise teacher assessment.
- Implement school based and/or statutory tasks/tests.
- Contribute to departmental discussion on performance data and pupil progress.
- Identify and monitor learners who are underachieving
- Report to parents – learners’ progress, attainment, next steps.
- Ensure information is available to next teacher or school.

Here are some questions you can use to reflect on your own classroom practice:

- Am I clear about the expected learning objectives and/or outcomes and are these shared with the learners at the start of teaching?
- Do I review learning against the objectives at the end of the lesson?
- Do I show and model what ‘good’ work looks like, to help illustrate these learning outcomes in practice?
- Does the feedback I provide – both oral and written – relate to these shared objectives?
- When work is ‘marked’, does the marking suggest how the work can be improved?
- Do I talk with learners about how feedback leads to next steps for learning improvement?
- Are these next steps referred to, as a guide to improving both teaching and learning?
- Do I use an appropriate ranges of questioning techniques to assess learning and develop thinking skills?
- Do I use what I find out from assessment to adjust my plans?

As a HoD

- Develop an assessment policy for the subject in line with school policy.
- Develop, maintain and keep under review coherent and systematic assessment planning for all key stages, including appropriate contingency planning for disruption to public exams at the end of KS4 and KS5.
- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject.
- Ensure the focus within the classroom is upon assessment for learning.

- Check that assessment and marking procedures are implemented effectively.
- Develop consistency of judgements through agreement of standards and generating portfolios of moderated learners' work.
- Analyse and interpret data with the subject team to monitor standards and set appropriately challenging targets.
- Use data to review the curriculum with the subject team.
- Ensure progress towards targets is regularly monitored – using the Live Trackers to check on standards.
- Identify learners who are underachieving within the different teaching groups.
- Report to SLT on standards.

APPENDIX 4: CLASSROOM TEACHER ASSESMENT CHECKLIST

As a Classroom teacher

- Implement assessment for learning within the classroom.
- Enable learners to develop the skills of self-assessment.
- Identify learners in need of support.
- Use agreed range of assessment methods and techniques to gather and use information in line with school policies.
- Record significant progress.
- Review evidence and finalise teacher assessment.
- Implement school based and/or statutory tasks/tests.
- Contribute to departmental discussion on performance data and IPMs.
- Identify and monitor learners who are underachieving
- Report to parents – learners’ progress, attainment, next steps.
- Ensure information is available to next teacher or school.

Here are some questions you can use to reflect on your own classroom practice:

- Am I clear about the expected learning objectives and/or outcomes and are these shared with the learners at the start of teaching?
- Do I review learning against the objectives at the end of the lesson?
- Do I show and model what ‘good’ work looks like, to help illustrate these learning outcomes in practice?
- Does the feedback I provide – both oral and written – relate to these shared objectives?
- When work is ‘marked’, does the marking suggest how the work can be improved?
- Do I talk with learners about how feedback leads to next steps for learning improvement?
- Are these next steps referred to, as a guide to improving both teaching and learning?
- Do I use an appropriate ranges of questioning techniques to assess learning and develop thinking skills?
- Do I use what I find out from assessment to adjust my plans?

APPENDIX 5: APPROACHES TO MARKING AND FEEDBACK

RATIONALE

Sacred Heart High School believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning.

The marking and assessment of learners' work and learning through the process of feedback are key elements of providing outstanding learning opportunities to learners. The policy reflects best practice that should form the basis of other marking completed by staff.

High challenge and expectations, clear goal setting with clarity around success criteria and feed up, feedback and feed forward are all essential elements of ensuring that learners maximise their potential. Formative assessment and marking has a greater impact on learning than any other type of assessment or marking, therefore marking and assessment can help teachers diagnose strengths and areas for development in learning programmes and their own pedagogical approaches.

MAIN PRINCIPLES

Teachers must set appropriate tasks and tests in order to expose and make visible learners' thinking and learning to maximise the effectiveness of marking and assessment.

For marking to be effective learners should respond and improve their performance following feedback and time for this must be available in lessons. Marking should require learners to work harder than teachers. Marking should support the development of learners' knowledge, conceptual understanding and the skills for learning.

AIMS

The purpose of marking and feedback is to help:

- actively engage learners within the learning process through identifying areas of strength within their work, areas for improvement and how to make the required learning gains
- learners acquire knowledge, understanding and skills relevant to further academic or vocational study and employment in a world of rapid and discontinuous change
- ensure learners have sound literacy and numeracy skills.
- learners be successful and passport them to future employment, training or further and higher Education

SCHOOL PRACTICE

School and departmental practice should be consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school

- The Marking Policy is linked with the Learning and Teaching Policy;
- The Marking Policy has been discussed with all new members of staff and the practice reflects school policy;
- All work returned to learners should be marked or given verbal feedback;
- The principles of feedback and marking should be shared with parents;
- Feedback and marking must be manageable;
- Feedback and marked work should be quickly returned to the learner.

TYPES OF FEEDBACK AND MARKING

Feedback and Marking for Learning (formative)

When Feedback and Marking for Learning is used:

- A diagnostic or developmental comment is given;
- Feedback is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/support staff about the progress of learners;
- Provides information for other adults.

Feedback and Marking of Learning (summative)

When Feedback and Marking of Learning is used:

- Summative pieces are graded or assessed according to what learners know, understand and can do and feedback relates to this.

Involving Learners in Feedback

We use a variety of strategies to ensure that learners are part of the assessment process such as:

- Verbal feedback – teacher and learner;
- Quality/focused written marking with time for follow-up;
- Self-assessment;
- ‘Critical friend’ feedback – learner and learner;
- Planned opportunities for discussion either as a whole class or in groups.

MARKING KEY EXPECTATIONS

Frequency – Learners should be given feedback on their learning and progress either formative or summative assessment **every two weeks** (subjects which have less than three lessons a week **every three weeks**)

Teachers should use explicit success criteria, for each piece of work assessed that have previously been shared with learners. The success criteria can be in the form of generic descriptors, examination board criteria or mark schemes generated by the teacher or learners for the specific piece of work.

Each piece of formatively assessed work: should have “what went well” (www) comments; “even better if” (ebi) or “in order to improve” comments and the date the work was marked (Format – DD/MM/YY) at the end.

Time for the learner to respond to the comments by improving the work must be found within class time to enable teacher or peer support. (DIRT)

Literacy – Marking should highlight key spelling and punctuation errors and particularly where this occurs in subject specific terminology. Teachers should use the following abbreviations to highlight literacy errors:

Sp = spelling

P = punctuation

NP = new paragraph

SC = sentence construction

Heads of Department should ensure there are standardisation processes in place for key pieces of work that are summatively assessed through the use of shared and consistently used success criteria in the form of generic descriptors, examination board criteria or mark schemes for the specific piece of work.

Heads of Department must ensure the on-going moderation of a sample of learners' work at each key stage

SUMMARY OF WHOLE SCHOOL EXPECTATIONS OF THE PRESENTATION OF LEARNERS' WORK

- All work will have a title and date underlined. Classwork and homework/extension activities should be clear.
- Learners should write in blue/black ink.
- Resource sheets should be stuck in books.
- Any diagrams/drawings should be drawn in pencil and annotated.
- Clear signposting of learning objectives/learning questions/ assessed pieces of work.
- Unfinished classwork activities need to be followed up.
- IPM assessment stuck in/pupil targets completed.
- Learners use green pen to write targets/peer/self - assess.
- Learners given an opportunity/time to respond to feedback/ complete corrections.
- Teachers comment on presentation when appropriate.

MONITORING

Heads of Department must carry out regular work scrutiny as part of the self-evaluation cycle. This may take place with a line manager or other members of the department. Monitoring of marking and feedback is also an integral part of the observation process. A sample of books is three books/portfolios from each of the subject classes in a year group. The term "books" is understood to include other sources of evidence, for example, files, test papers, coursework or on-line marking or assessment. The Head of Department will determine the books to be submitted as the sample from each class. Feedback to staff should be given on an individual and departmental basis.