



CHS South

C002

Assessment Policy

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Prosperre Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
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The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

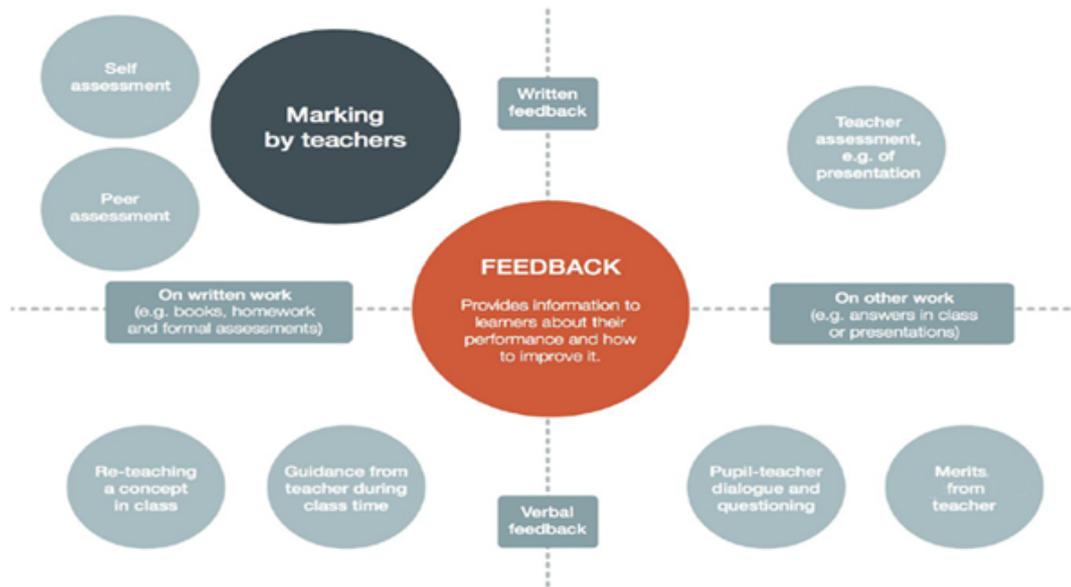
- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. Introduction:

- 1.1. CHS South recognises that teachers' assessment and monitoring of students' progress and attainment, and students' assessment of their own progress and attainment are central functions in the learning process.
- 1.2. Evidence from research into effective assessment shows that consistently high quality marking and constructive feedback from teachers can ensure that students make rapid gains. For this to happen it is vital that there are regular learning conversations in lessons and effective written dialogue in books, between teachers and students, that stems from an efficient system of marking using a shared CHS model. These learning conversations show students how well they are doing, asks them questions to move their learning forward and sets new targets for them.
- 1.3. This policy reflects the principles and recommendations of the Department for Education (DfE) Teacher Workload Reviews in 2016 to ensure that assessment, both marking and data collection, is consistently reviewed to ensure that strategies used have the most effective impact on students' progress, whilst not creating unnecessary workload for teachers.

2. Aims:

- 2.1. Effective marking is an essential part of the education process. It is the bridge between teaching and learning - an interaction between teacher and student; a way of acknowledging students' work, checking what has been learned and making decisions about what teachers and students need to do next. Students should be able to diagnose their strengths and areas for development. They should be equipped to address the gaps in their knowledge and/or skills.
- 2.2. The principles of effective marking should ensure that it is:
 - **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching
 - **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of teachers
 - **Motivating:** Marking should help to motivate pupils to progress. It should be a recipe for action and pupils need to engage with it and use it to improve their learning.
- 2.3. Marking is part of **feedback**. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback.



Examples of different forms of feedback.

Source: A marked Improvement: a review of the evidence on written marking, EEF (2019)

3. The CHS South Assessment Framework:

At CHS South we have adopted an Assessment Framework that looks at assessment over four stages in line with effective Assessment for Learning (AfL) practice.

3.1. STAGE 1: In Every Lesson: Day-to-Day Assessment for Learning

- In every lesson it is expected that teachers systematically and effectively check students' understanding throughout the lesson. This enables them to intervene to ensure students develop, extend and improve their own learning.
- The school has developed the 'CHS Model for Learning'/ CHS Lesson Planning proforma to support teachers in planning effective lessons. This proforma supports the use of objectives, the clarity of outcomes and success criteria, the checking of progress and the effective differentiation of lessons.
- The 'CHS Exercise Book' is designed to encourage students to take responsibility for their learning and to maximise the effectiveness of feedback. At CHS South we are committed to developing students as independent learners so it is important we teach students how to use their books as learning tools.
- All students will be encouraged to have a personal pride in their work. This needs to be encouraged and guided by staff, especially when it comes to the presentation of written work and using the CHS Exercise Book as a tool for promoting learning. To develop a consistency of high expectation all students' work will follow the same model of presentation across the school. This model will be explained to all students in their first lessons in September and is printed on the cover of the CHS Exercise Book entitled 'Steps to Success' (See Appendix 2).

3.2. STAGE 2: Effective marking - Feedback loops

- Evidence of students' work (written and practical) is assessed regularly through effective marking and feedback. This gives a clear profile of students' achievement across a piece of work.
- For the student, this ensures that they know what they have done well and what they need to do to improve.
- For the teacher this informs and shapes future planning and targets for improvement.
- In addition to teacher marking the use of peer and self-assessment can also provide effective feedback.

3.3. STAGE 3: Formal Teacher Assessment and Progress Tests: 'End Points'

- Formal Teacher Assessment periods are built into the school calendar to ensure that students are making consistent and timely progress.
- In Years 7 to 9 termly Progress Tests will be taken in each subject to support Teacher Assessment judgements. The Progress Tests are a form of valid, comparative, summative assessment. These tests will enable students, teachers and parents to analyse a student's learning security and to check they are on track to make expected progress. Where possible, progress tests will be externally standardised through work with other schools or departments.
- In Years 10 and 11 Teacher Assessments will be based on course specific assessment tasks and teachers' professional judgement / insight.
- Teacher Assessments should reflect the current performance of a student and are to be recorded by teachers via the SIMs system.

For Years 7, 8 & 9 all subject teachers will enter:	For Years 10 & 11 all subject teachers will enter:
<ul style="list-style-type: none"> • Raw Marks on Progress tests to generate Progress Statements • Classroom effort grade • Home Learning effort grade 	<ul style="list-style-type: none"> • Current GCSE subgrade • Classroom effort grade • Home Learning effort grade • Coursework (Controlled Assessment) status, where applicable.

- Frequency of data collection:
 - In Years 7 to 10 Teacher Assessments will be collected TERMLY.
 - In Year 11 Teacher Assessments will be collected HALF TERMLY.

3.4 STAGE 4: Feedback Fortnight and Progress Week - Periodic Review of Progress

- The weeks after a Progress Test cycle will be dedicated to reflection on the feedback received from the Progress Test and the students will respond to this. This is organised through

dedicated time during Feedback Fortnight and a student 'Progress Week'. This enables students and subject teachers to hold a learning conversation about the progress they are making in the subject and what they need to do to move forward.

4. **Effective Marking:**

- 4.1. CHS South supports the principles of marking as laid out in the DfE Teacher Workload: Marking Policy Review Group Report 2016, to ensure that marking is meaningful, manageable and motivating. These principles underpin the school's approach, and the drive through professional development to continually focus on embedding strategies for teacher, peer and student feedback that enables the most effective impact on pupil progress.
- 4.2. 'Significant pieces of work' should be agreed as 'progress checks' across departments. These could be based on in-class learning, home learning or progress tests. They would be quality marked by the teacher ensuring that strengths and areas for development are identified.
- 4.3. High quality feedback and marking is enabled through the '**CHS Learning Model**' and should be used to help students gain a clear understanding of how well they have done in an assessment, how well they have gained knowledge, concepts and skills and then should explain what needs to be done to make the next step in their learning journey.
- 4.4. Staff should ensure that they provide time in lessons for 'Feedback Workshops'. Students should engage with and act upon their feedback – this is known as the feedback loop. Marking should make a visible difference to student knowledge.
- 4.5. Home learning completion rates and effort are reported to parents. Home learning can be electronically marked, self-assessed, peer assessed or any other appropriate feedback mechanism.
- 4.6. Marking should be broadly in line with the frequency outlined in Appendix 1, however this should be flexible to reflect the length of the term.
- 4.7. All members of staff have a responsibility for language development and **promoting high quality Reading, Writing, Communication and Numeracy (RWCN)**. It is important to correct and comment on students' ability to use effective language and written communication specifically related to the subject area where a significant piece of writing has been produced by students.
- 4.8. Each department should have a consistent approach to the correction of work that follows whole school guidance. There are agreed codes across the school to address the issues (Appendix 2) dependent on the approach taken. Important factors to consider here are to what extent spelling and grammar should be corrected and how illegible work is dealt with. Although errors should be pointed out, we must be aware of the demoralising effect of correcting every spelling mistake or grammatical error. A sensitive but challenging approach will need to be adopted across each subject area.
- 4.9. Each department should have a consistent approach to the correction of work that follows whole school guidance. There are agreed codes across the school to address the issues (Appendix 2) dependent on the approach taken. Important factors to consider here are to what extent spelling and grammar should be corrected and how illegible work is dealt with. Although errors should be pointed out, we must be aware of the demoralising effect of correcting every spelling mistake or grammatical error. A sensitive but challenging

approach will need to be adopted across each subject area.

4.10. All members of staff are responsible for ensuring that any Non Examined assessments (NEAs) / Coursework Components are delivered, assessed and marked in line with the Examination Board requirements. The class teacher should tightly manage student completion of such components and any redrafts with guidance from the Curriculum Leader. Feedback and progression evidence based on NEAs should be recorded in exercise books. The class teacher is responsible for putting into place intervention strategies for missing/under target coursework, and Curriculum Leaders should monitor this process. Coursework information/data should be kept up to date on the appropriate Achievement Profiles.

4.11. All NEAs and completed coursework assessments should be stored in a secure area. Further detailed guidance can be referenced in the CHS NEA Policy C004.

5. Assessment Recording & Monitoring Systems:

5.1. Data Systems:

- Each class in the school will have an Achievement Profile (on SIMs), which will be accessible to the Class Teacher and Curriculum Leadership Teams. Each Achievement Profile can include relevant historical performance data, targets, teacher assessment, effort and coursework completion where relevant.
- Data from SIMS will then be uploaded into SISRA so that it can be analysed and manipulated by Teachers, Curriculum Teams and the Senior Leadership Team (SLT). All members of staff should have a good working knowledge of SISRA.

5.2. Setting Targets for all students:

- The CHS target will be the KS4 target that is published to parents and is the target that students should aim to achieve. All students' targets are currently set on the understanding that students should aim to make the progress that is achieved by similar students in the top 20% of schools, therefore we use Fischer Family Trust (FFT) 20 to set appropriately challenging targets for all students. This data will be moderated by a range of National Data, MidYIS Results and individual teacher knowledge of students. We recognise that this is challenging but it is also appropriate for the majority of students.

5.3. Monitoring Student Progress: Learning Pathways:

- With changes to GCSE specifications, KS2 Testing and the move to Numerical GCSE Grades we need a new way of monitoring student progress across the school.
- Students in Years 7-9 will begin or continue their journey through the school on CHS South Learning Pathways. Students are not assigned a specific target level; they are all expected to aspire to excellence (growth mind-set) by following the appropriate 'pathway'.
- These pathways are 'yellow', 'green' and 'blue; students will be placed on an appropriate pathway based on their KS2 attainment or in school testing.

Pathway	Yellow	Green	Blue
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Starting point from KS2	Up to 93	94-105	106+
Probable End Point (GCSE)	Grade 1-4	Grade 4-6	Grade 6-9

- All students will follow the same curriculum model; however, we will expect students to be challenged with an adapted curriculum appropriate to their learning pathway. We will expect them to be constantly challenged to progress to the best possible grade at the end of Year 11.
- In this way assessment will be based on progress made, celebrating the effort of all students. Teachers have already set the high standard of excellence expected. Assessment Rubrics are used to inform planning, teaching and progression rather than just focusing on the outcomes or assigning numbers.
- Students will not be given feedback such as 'you've scored 50 marks', rather they will receive formative feedback as a part of the CHS South Learning Journey which makes them think about how to develop or deepen their understanding.
- Formal assessment tasks and progress tests are calendared to ensure students are secure in their learning at different points of their appropriate pathways.
- Students in Years 10 & 11 will be assessed using new GCSE numerical grades or their vocational equivalent. The assessment judgement will be based on the standard of a student's CURRENT performance.

5.4. Progress Statements (reports)

- To ensure that students are on track they will be regularly assessed and the progress that they make will be reported home.
- In Years 7 to 9 this will inform parents of the pathway the student is following and whether the student is making:
 - Above Expected Progress
 - Expected Progress
 - Below Expected Progress
- In Years 10 and 11 this will inform parents of the current GCSE grade that the student is working at.

In Year 7-10 students will receive:	In Year 11 students will receive:
<ul style="list-style-type: none"> • Three (termly) grade reports • One (annual) written report • One Parent's Evening 	<ul style="list-style-type: none"> • Five (1/2 termly) grade reports • One (annual) written report • One Parent's Evening

- Where possible/appropriate for workload reasons the written report will be coordinated to draw the data entry from the termly data collection to eliminate duplication.

6. Progress Monitoring

- The quality assurance of Teacher Assessment judgments and focusing intervention is facilitated through Progress Monitoring, which will be carried out by Curriculum Teams at points throughout the year in line with the Quality Assurance calendar.
- If students do not reach the required standard appropriate to their learning pathway then they are underperforming. These students will be identified by Curriculum Teams and intervention processes will be put into place and monitored.

7. Quality Assurance

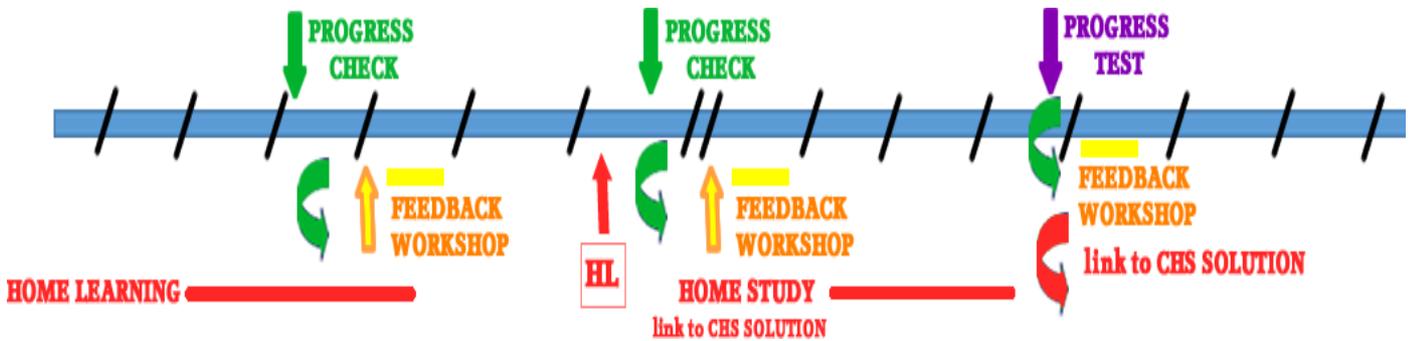
- Best practice in assessment and feedback is captured and shared by the T&L team.
- The consistency of high quality marking and feedback is a clear focus for departmental and teacher development. Assessment is continually prioritised and developed through focused whole school CPD and Curriculum Area planning time.
- Curriculum teams, the T&L team and T&L Coaches complete work scrutiny, pupil voice and 'book looks' regularly, as outlined in the Quality Assurance calendar. This is to ensure the quality of marking, feedback and assessment in the curriculum area is constantly improving and this policy is being implemented effectively by all staff.
- Progress Monitoring and the responding intervention will be quality assured at curriculum level and then through SLT line management.
- Written reports will be quality assured at curriculum level and then SLT level before being sent home.
- Progress Tests will be quality assured at SLT level. Feedback from Progress Tests in exercise books will form part of the Quality Assurance Calendar.
- Progress Test scores are compared with Chorlton High School students in each subject to enable Curriculum Leadership and SLT team to be aware of pupil progress when compared with higher numbers of pupils.

8. Monitoring, Evaluation and Review:

- 8.1. The school staff and governors will regularly review the effectiveness of the procedures outlined in this policy to ensure that practice is further developed and refined.
- 8.2. Due to the significant national changes in assessment processes from 2016 onwards this will be on an annual basis.

Appendix 1: Frequency and Rhythm of Marking across a term.

Year 7-9				Year 9-11			
Aspect of Work	Foundation Subjects	SCIENCE	ENGLISH AND MATHS	Aspect of Work	Pathways Subjects	SCIENCE	ENGLISH AND MATHS
Lesson learning/Progress Check <i>Significant pieces of work in books or practical assessment</i>	2 MARKING POINTS + (complex, meaningful task) + FEEDBACK WORKSHOP Year 9 Compulsory Foundation 1 Marking Point and Feedback	3 MARKING POINTS + FEEDBACK WORKSHOP	4 MARKING POINTS + FEEDBACK WORKSHOP	Lesson learning/Progress Check	2 MARKING POINTS + (complex, meaningful task) + FEEDBACK WORKSHOP	3 MARKING POINTS + FEEDBACK WORKSHOP	4 MARKING POINTS + FEEDBACK WORKSHOP
Progress Test	1 x PROGRESS TEST + FEEDBACK WORKSHOP	PT + FEEDBACK WORKSHOP	PT + FEEDBACK WORKSHOP	Progress Test	1 x PROGRESS TEST + FEEDBACK WORKSHOP	PT + FEEDBACK WORKSHOP	PT + FEEDBACK WORKSHOP
Home learning <i>All home learning should be marked online or self/peer marked in lesson as appropriate (ideal vehicle for this would be low stakes testing for recall or good use of research homework).</i>	Minimum once a half term HT 1 = Home Learning tasks: HT 2 = Home study <i>Option of extending learning with research piece etc. after PT</i>	Weekly	Weekly	Home learning	Every 2 weeks HT 1 = Home Learning tasks: HT 2 = Home study	Weekly	Weekly



Appendix 2: Marking for RWCM

Whole school notation:

- It is often more effective to mark selectively, concentrating on only one or two aspects of the student's work at any one time. This may be particularly appropriate for EAL and SEND students.
- Throughout the section of work that is marked, errors should be circled by the teacher using the following notation in the margin to highlight Spelling, Punctuation and Grammar:

S = spelling error. Students should be encouraged to correct their spellings using a dictionary and to copy the correct spelling into their books. It may be appropriate to set aside a dedicated page for spelling corrections

P = to signal missing or inaccurate punctuation

A = to highlight a missing apostrophe

G = grammar error.

// = new paragraph or line

^ = to show a missing word

Cap = to show that a capital letter is missing

? = to show that it doesn't make sense

Appendix 3: Steps to Success

All students will be encouraged to have a personal pride in their work. This needs to be encouraged and guided by staff, especially when it comes to the presentation of written work and using the CHS exercise books as a tool for promoting learning. To develop a consistency of high expectation all students' work will follow the same model of presentation across the school. This model will be explained to all students in their first lessons in September and forms part of the CHS Exercise book.

1. Keep your 'Road to Success' page up to date.
2. All written work will be done in blue or black ink.
3. The date, in full, must be written on the top right hand side of every piece of written work and underlined with a ruler: e.g. Monday 22nd May
4. The title should be written in the centre and underlined with a ruler.
5. Make sure you use the 'Key Learning' box each lesson and the key words list at the back of the book to help you learn.
6. All drawings, diagrams etc. should include a heading, be neatly drawn in pencil, labelled in ink and constructed with a ruler where necessary (e.g. charts, tables etc.)
7. Students should check their work using the checklist. Errors and changes in written work, for example self-corrected spelling mistakes, and changes to whole phrases and sentences will be struck through with ONE ruled line. Correcting fluid will not be used.
8. Loose worksheets are neatly stuck into exercise books and are labelled appropriately.
9. Keep your book tidy and graffiti free
10. Be proud of your work!