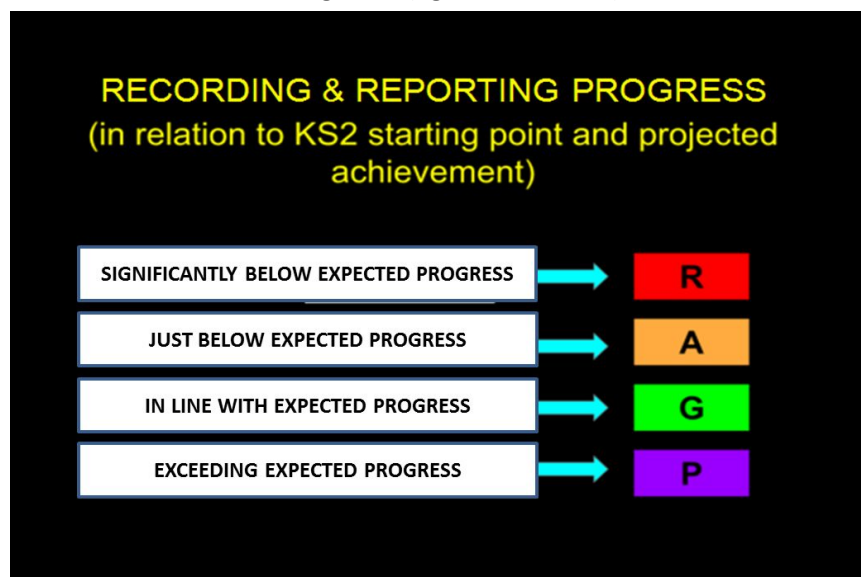


# Parklands Academy: Whole School Assessment Policy

## Overarching principles

- Effective assessment is vitally important to successful teaching. It allows students to understand the relative strengths and weaknesses in their work, recognise where they are/are not making progress and the specific actions that they must implement to improve their work. Wide reaching Educational research, including that of the Sutton Trust, highlights that it is **the single most important factor in raising student achievement and progress within our classrooms.**
- Assessment is a vital tool to be used in planning and personalising learning.
- Effective assessment: particularly formative assessment is **not** just about recording marks or proving progression or about spreadsheets or teachers' planners. Its core purpose is to help students to improve, by providing specific improvement-linked feedback. All assessments must create a cumulative picture of a child's progress in learning.
- Formative assessment should be an integral part of every teacher's normal classroom practice, and can be provided in both written and verbal form.
- Summative assessment is the product of cumulative assessments including terminal assessments.
- Individual curriculum areas at Parklands have the autonomy to add a personalised appendix to this document in line with the particular needs of their subject. Curriculum Leaders have a Departmental Assessment policy (*by adding their own contextual paragraph to the end of this document, thereby creating a departmental version of this policy.*)
- Teachers must follow the specific additional guidelines outlined by their Curriculum Leader to enable consistency across the department. Curriculum Leaders must monitor that all teachers within the department are adopting the guidelines consistently and regularly.
- The Parklands Assessment System uses a specific system of recording progress, attitudes and behaviours towards learning. Progress in subjects is rated using PARG. The Behaviour for Learning ratings given every lesson support the development of a full picture of each child's progress.
- In KS4 teachers use GCSE or alternative grades (eg BTEC or NCFE) to assess work.



## What does formative assessment look like at Parklands?

- Formative feedback must be regular (see department appendices), and must be evident in students' work. Formative assessment is established through a dialogue between student and teacher. It should be evident that a student has responded to feedback, this response will take a variety of forms dependent on the delivery and subject.
- Pupils should receive regular feedback (see department statements) from their teacher
- Teachers use DIT (Dedicated Improvement Time) following formative or summative assessment.

This DIT should allow students to genuinely demonstrate reflection on their teacher's feedback, in the manner that the teacher feels appropriate. DIT must therefore be allocated appropriate time in units of work and in lessons. DIT should be purposeful and have impact on the progress of pupils; it is essentially a dialogue that requires clear action from the pupil.

- The use of digital feedback systems is appropriate practice at the discretion of individual teachers or departments. This is indicated in pupils' books (see departmental appendices).
- **Teacher feedback is recorded in green pen, DIT is completed in purple pen and peer feedback or assessment in red pen.**

### How do teachers build formative assessment into their teaching?

- Teachers will ensure that formative assessment is built into each unit of work, including prior learning reviews to consolidate understanding and inform progression through each unit. This should follow the department's guidelines, and should always have student development as its core purpose, rather than simply teacher recording of marks.
- At Key Stage 4 predicted grades are made clear to pupils and reported to parents.
- Where appropriate teachers should provide pupils with a summative indicator. This could be reported in the context of the unit as a whole, but is more usefully focused on progress towards expected standards indicated by 'cumulative assessment'.
- All summative assessments must be carefully designed to clearly identify learning progress; the style of the summative assessment is at the discretion of the individual department but must be clearly reflective and progressive towards the developing expectations of end of KS4 formal assessments, be they GCSE, Btec or other terminal exams/assessments.
- All summative assessments must assess what has been taught and the application of that knowledge.

## Departmental Appendices

<b>Maths Department</b>
<p>Throughout years 7, 8, and 9 pupils' progress and retention will be assessed via a number of 20 minute retrieval quizzes as well as termly reviews and a larger end of year assessment. The pupils' performance on these quizzes, reviews and assessments alongside monitoring of classwork, oral responses and homework by the class teacher will be used to inform planning to ensure maximum progress.</p> <p>In years 10 and 11 pupils' progress will be assessed by termly reviews all of which will use exam style questions as well as an end of year assessment in year 10 and two sets of mock examinations in year 11.</p>
<b>English Department</b>
<ul style="list-style-type: none"> <li>• The English department will make personalised comments to each student and will endeavour to always use the student's name when giving feedback.</li> <li>• At Key Stage 3 all end of topic assessment pieces should be written on either the left or right hand side of the exercise book only to make space for teacher / peer feedback and DIT.</li> <li>• Teacher will use professional judgement when marking SPAG errors in a pupil's work. The literacy symbols will be used</li> <li>• Screencasts and videos may be used to give feedback to pupils. Where this has been done there will be a clear indication of this on the work. There will be a link or reference to where to find the feedback itself. DIT will still be carried out on the work itself.</li> </ul>

- At Key Stage 3, pupils will be given a skills list at the start of the unit. This will be ticked summatively, at the end of the unit, by the teacher. This list can also be used for peer/self assessment.
- At both key stages only formative / summative pieces of work will be marked by the teacher. Day to day classwork notes will not usually be marked. End of unit summative assessments will be marked.
- Teachers may choose to use sticker grids for formative assessment. Pupil feedback will, in these cases, be ticked to make it clear to the pupil which piece of feedback applies to them.
- Teachers may choose to use numbers to provide students with feedback. Where this is the case, DIT will follow so that it is clear what the feedback was.

### **Science Department**

- Teachers give personalised feedback around areas for improvement and marking often takes the form of annotated comments. Pupils will complete meaningful DIT which improves their depth of knowledge.
- Practical skills, application of logical method and critical analysis of data are key skills which are assessed heavily in Science.
- Self and peer assessment of GCSE questions allows pupils to reflect on their responses and drive their own progress.
- Teachers may choose to use numbers to provide students with feedback. Where this is the case, DIT will follow so that it is clear what the feedback was.
- At KS3 pupils will complete a Educake online assessment at the end of each topic which is marked electronically. This will identify areas for development. Pupils complete a written block assessment in Autumn 2 and Spring 2 as well as an end of year exam in Summer 2. These assessments are marked by the teacher, question level feedback is given with guidance on how to improve and specific follow-on tasks.
- At KS4 assessments are staggered so that pupils sit their end of topic test following on after the next topic, encouraging them to revisit their learning. Key Stage 4 assessments use GCSE questions and are marked by the teacher, question level feedback is given with guidance on how to improve and specific follow-on tasks.
- At KS4 pupils will also complete an Educake pre-test which is marked electronically. This will identify areas in which the students are weak so that they can focus their revision.
- Day to day classwork notes will be checked for quality and completion.

### **Religious Studies Department**

#### **KS3- General book marking**

- At Key Stage 3 pupils can expect to receive feedback from staff at no longer than once each half term (every 6-7 lessons).
- This feedback will take the form of green pen marking that centres around areas for improvement and comments on presentation and layout of class work, it will also include direction to improve errors with spelling, punctuation and grammar. This type of marking will occur on class work, practice exam questions, research pieces of homework.

#### **Assessed pieces of work**

- Pupils can expect to be assessed on their progress at the mid and end point of a unit of work. This work will be RAGP rated and pupils will receive feedback that centres on improving the piece of work.
- At Key Stage 3 peer assessment might also be used on assessed pieces but this will always be accompanied by staff feedback.
- Grades will not be used on assessed work (or any other). Instead, pupils will receive a red (R), amber (A), green (G) or purple (P) indicator of their progress.

#### **KS4- General book marking:**

- At Key Stage 4/GCSE pupils use notebooks and the notes within these are not genetically marked. However, specific feedback will be given to pupils where required on the quality of class work and presentation and action will be taken by pupils based upon this.

#### **Assessed pieces of work:**

- At Key Stage 4/GCSE pupils can expect to regularly complete exam style questions to help them develop effective exam technique.
- At Key Stage 4/GCSE pupils can expect to receive larger assessments at the point and end point of a unit of work. They will receive specific guidance on how to improve this work and an overall mark and grade.
- Year 10 pupils can expect to receive weekly vocabulary tests. These are self assessed or peer assessed and are completed in a separate book.

### **History Department**

- Assessment tests and develops a range of skills and key concepts within a topic and key stage. It is unlikely that different assessments test the same skills or content
- Marking will incorporate the use of DIT codes and comments
- Extension questions on feedback sheets are used to stretch the most able and broaden cultural capital
- GCSE marking follows exam board approved format and annotations
- Drafting is actively encouraged. You will find a number of drafts in books. Pupils are encouraged to keep drafts
- Peer assessment using public critique is encouraged
- If an assessment has been missed, it is likely for specific circumstances of the group or part of the development of the KS3 curriculum
- Although assessment during the Gateway year used GCSE style questions. These are lower scale marks and do not incorporate any KS4 subject matter that will be examined as past of the GCSE
- Tracker assessments are based on holistic views of progress during KS3 and KS4
- All KS4 marking follows a numerical points score attributed to the question style. It is impossible to give grades without sitting full examinations as the combination of scores provide a grade

### **Geography Department**

#### **Key Stage 3**

- Pupils' work will be marked by staff at least twice per unit (formative & summative assessment) and constructive feedback given (WWW & EBI). The frequency may

vary slightly depending on the assessments set. Peer assessment will also take place according to the schemes of work.

- Summative assessment will take place at the end of each unit with formative assessment and peer assessment mid unit. The teacher will provide adequate EBI questions (in both written and verbal feedback) to guide the students in improving their work. DIT 'codes' will be used for each summative assessment to highlight ways in which students need to improve. E.g. DIT Code 1 = " Explain what caused the earthquake".
- There are extension DIT codes for those whose work is 'near perfect'.

#### **Key stage 4**

- Pupils will complete practice exam questions throughout the unit and end of unit summative assessments. Classwork and HWK will be marked on a regular basis.

### **Mfl Department**

#### **Formative assessments**

- All language pupils have separate books for assessment. Only these books are marked by teachers.
- Pupils complete formative assessments throughout the topics that help teachers to understand their progress through the learning journey.
- Formative assessments are varied and can include grammar tests, listening activities, translation activities, speaking activities. This list is not exhaustive. Assessment over the topic normally tests at least 2 skills out of writing, listening, reading and speaking.
- Formative assessment is always DITted by pupils where appropriate.
- Written formative assessment is usually marked by the teacher (or peers) and DIT codes used to aid DIT.

#### **Summative assessment**

- Summative assessment occurs at the end of each topic and at the end of the year.
- KS3 Summative assessment receives a RAGP rating relevant to that child's progress against their potential.
- Year 7 pupils will not be provided with a score but it will normally be collated by the teacher.
- KS4 receives a GCSE grade.
- Summative assessment is always DITted.
- Written assessment is marked by the teacher using DIT codes or suitably peer assessed.

### **Art & Photography Department**

- At GCSE level, Art and Photography follow the same Art and Design specification set by AQA. 4 key assessment objectives provide the structure of the course, develop ideas, refine ideas, record ideas and present ideas. Assessment specifically targets these areas.
- A new assessment structure has been introduced to KS3. The assessment is structured upon 5 levels of progress that are supported with key words, 'beginning, developing, able, confident and exceptional.' Within each of the 5 levels there are 3 sub levels to enable more accurate feedback, these are '+, = and -.' These 5 levels are then interlocked with GCSE grades to enable an easier transition when moving to KS4. For example, a level 5 would equate to an A\* or an A depending on the +, = and -.

- Tracing paper is used to strengthen specific feedback. Students and teachers can write comments and illustrate specific areas that require improvements without directly affecting the students work. Assessment logs are used with confidence to record progress and DIT.
- In photography Google drive is used to present and to assess work. Weekly assessment sheets are used linking to the core GCSE assessment objectives as well as personalised target setting. Comment boxes are also attached to slides to identify specific areas that require improvements or celebrating.

### **Drama Department**

In addition to the policies outlined above, the Drama department implements the following assessment procedures:

- Explain Everything is used to record verbal teacher feedback for practical tasks at least once per term as evidence of what takes place more frequently formatively and to enable pupil's improvement in DIT on practical tasks, including summative assessments.
- As one of the key skills required at GCSE is evaluation, we focus on verbal peer feedback formatively. This serves the dual purpose of enabling pupils to improve their practical work as well as their evaluative skills.
- Students will be summatively assessed at the end of every SOW, using both written and performance work, and formatively assessed every lesson, usually in the form of performance and evaluation.

### **Dance Department**

In addition to the whole school policies, the Dance department implements the following assessment procedures:

One of the key skills required for GCSE Dance is to be able to critically evaluate their own, others and professional performances. With this in mind, peer and self assessments are used regularly as a formative process. Students sometimes complete this live at the time of performance but also reflect back on videoed performances. This both enables pupils to improve their practical work as well as their evaluative skills for the written exam.

### **Music Department**

#### **KS3**

Based on performing and composing skills

- Verbal feedback will be provided in one2one or group conversation with all students each lesson.
- Verbal feedback will also be based on direct questioning with students in relation to the learning objectives.
- Performances in each lesson may be recorded for students to reflect upon and compare to previous performances
- During each unit they will regularly assess their peers against the learning objectives set out in the scheme of work
- All GarageBand work is saved in Class Folders, and Unit Sub Folders on the Mac Server identified with their name and title of work
- All students will complete an Assessment Document during each which will be kept in their individual folders to record Peer Assessment and Teacher Feedback



## **KS4**

**GCSE Music - Composing** - as the majority of students work is carried out using Music Software Sibelius and Logic Pro, their work is kept on the School Mac Network Server in Individually named folder within Class Folders.. Performances are recorded and catalogued on the Studio Mac.

- students will have one2one conversations with the teacher about their composition during each lesson
- student folders include the AQA Mark Scheme for the Composing Component
- the one2one conversations will always refer to the musical elements set by AQA and the mark scheme
- During the coursework process students will receive formal written feedback, including areas for development, which will also include the current point score and grade for their composition.
- Google Classroom is used for the majority of written work including homework.
- Listening Tasks focus on Areas of Study and are kept in student folders

### **Composing/Performance Activities**

- verbal feedback will be continuous and will take the form of whole class verbal feedback and questioning or one2one conversations with students
- any composing exercises will be kept in student folders.

### **Music Technology**

- All students keep a Digital Portfolio of evidence for each unit. This is saved on the Mac Server in individually named folders identifying each Unit.
- Moderation of work is carried out each term once student portfolios are assessed by the Class Teacher. Once assessment has taken place, feedback will be provided in written form to each student in order to make improvements and resubmit work for assessment.
- Once moderation has taken place, marks for work are submitted to NCFE by the Curriculum Leader for External Moderation.
- Work is submitted in the form of Logic Pro Projects and Keynote presentations.
- students are responsible for keeping their own digital folder up to date including recordings, screencast, and keynote presentations
- during each lesson students will have one2one conversations with the teacher which will focus on feedback and questioning relating to the assessment criteria

### **Practical Assessment Units**

- the teacher will have one2one conversations with students during practical activities and will focus on directed questioning referring to the Learning Objectives and assessment criteria
- Students film practical work to provide video evidence as part of their ongoing portfolio. Each video related to each assessment criteria for that unit.

## **PE Department**

### **Key Stage 3**

Verbal feedback is essential in PE and will be given throughout lessons. Feedback should not only be directed at the performance side of the activity but also in relation to the pupils understanding of the rules and tactics of the game or activity. This creates ownership, focus and direction which allows strong and clear progress.

Feedback should be formative to allow students to reflect on and improve not only their own performance but the performance of others. Differentiation will be built into every lesson

giving every student equal opportunities to develop, engage and progress.

Summative assessments are also being used within KS3. At the end of each sporting activity each pupil is graded 1, 2 or 3 for their performance of three separate key skills within that activity. This gives the pupil a total out of 9 for that particular activity. These scores are averaged out and then compared against the pupils target grade.

Video evidence of the summative assessments is collated by the PE staff to ensure moderation and consistent marking.

#### **Key Stage 4**

##### **Core PE**

We assess pupils in KS4 core pe with verbal feedback and question and answer sessions to assess where the pupils progress.

##### **GCSE Practical PE**

In GCSE PE practical lessons pupils are assessed against the OCR GCSE PE practical criteria which means we assess each pupil in the following 4 areas for each sport they study:

- Range of skills
- Quality of skills
- Physical attributes
- Decision making

They get a mark out of 20 for each area and this is divided by four to give the pupils their overall average mark of 20 for that activity.

##### **GCSE Theory**

Pupils written work is regularly marked and assessed for pupils to respond to and improve as stated in the PE marking strategy. Alongside this the pupils complete 13 summative end of unit assessments over the course which allows us to regularly assess and monitor progress towards the exam.

We use the combination of practical scores gained and written summative assessments grades to give the pupils an overall predicted grade in accordance with the most recent OCR GCSE PE grade boundaries. The grade is weighted 30% practical and 70% theory.

#### **Design & Technology Department**

##### **Main points**

- In Design and Technology, all books should be marked every 4 lessons.
- This should be one formative assessment carried out every half term.
- Where applicable, all tests should be followed up with DIT tests.
- Pupils should have the opportunity to act on feedback provided for all assessed pieces of literacy.

##### **KS3**

As literacy is massively important in both the D&T examination and the NEA, the D&T assessment policy at KS3 details the need for termly formal assessment on a piece of literacy. This could be in the form of an extended writing piece, or an evaluation of a



project. It is also an expectation that all projects include an evaluation at the end which includes peer assessment. Peer feedback is an important part of D&T at GCSE and this is reflected at KS3. All pieces of literacy should contain diagnostic feedback, with tailored questions for the ability level of the pupils, outline what is required to improve. Feedback should also aim to identify any spelling or grammatical errors. Pupils should then be given the opportunity to act on this feedback, to demonstrate good progress and dialogue with the teacher.

In addition, pupils in year 7 and 8 will complete project tests which will be assessed. All assessment outcomes, including formal literacy assessments will be recorded on a data sheet on SIMS. The data sheet will colour code the outcome as red, amber, green and purple so we have an understanding of the ability level of the pupils, making it easier to identify underperformance or potential gaps in knowledge. There is a formula used to create a mean average of all assessment scores for pupils to provide an overall level of attainment. This will directly be used to inform judgments at data collection points.

#### **KS4**

The year 9 assessment policy is largely in line with the policy applied at KS3. However the testing is replaced with 'GCSE style' 45 minute exam papers which have been produced on 'Exam pro'. These tests will be conducted and assessed every half term and will only assess the theoretical knowledge which has been obtained.

Year 10 pupils will also complete half termly tests as above, however they will complete different tests on the same theory content. This will help to ascertain how much progress has been made from year 9. In year 10 pupils will be completing their practice NEA, the NEA will be assessed in an informal way using feedback sheets. These sheets will not be allowed during the real GCSE and is solely for the purpose of practice.

Year 11 pupils will also complete half termly assessments which are different to those in year 10, but still assessing the same theory content. Year 11 pupils will not receive formal feedback on their NEA.

All KS4 pupils will complete homework using the Seneca learning platform. Seneca shows staff if the homework has been completed and automatically assesses the work. This saves time for the teacher and gives pupils immediate feedback on their performance in the assessment. Staff should monitor this to ensure all pupils are completing the homework set.

#### **Food Department**

Following practical food lessons pupils will use their personal 'Food Blog' to highlight and record the skills they have secured, reflect on their successes (What Went Well) and potential improvements (Even Better If) allowing self assessment as a result of their practical lessons. This will then inform future skills targets for their further progression throughout Key Stage 3.

Each practical will allow pupils the acquisition of different cooking skills at varying levels of difficulty and thereby demonstrate progression in concepts and understanding.

Pupils will complete Peer Assessment on the Food Blogs of their peers again assessing and providing feedback on practical skills gained using WWW and EBI. Teacher feedback

during year 7 & 8 will also be possible via a student's Blog using the comments facility. Pupils will upload photographs of their resulting food products allowing teacher assessment to occur following a practical lesson.

### **Creative Media Department**

In the Year 9 Foundation year students will receive a large amount of verbal feedback, peer feedback.

Pupils are expected to respond to verbal feedback immediately; written feedback may not be appropriate as it may affect pace. Written feedback will be provided for summative assessment activities.

In Years 10/11, feedback will be provided in line with external exam board guidelines as and when permitted. Controlled coursework assessment does not allow for specific feedback on students' work.

### **Computing Department**

Teacher feedback is for the most part verbal and pupils would be expected to develop their work after this feedback, development is an ongoing process and verbal feedback is essential to help this process, written feedback would impede the flow of this process so the amount of written feedback from the teacher may be limited, however pupils should be able to describe how that have improved their work as a result of verbal feedback from teachers.

For skills based projects, students will receive feedback via email and this will highlight what went well and improvements that could be made.

Screencasts and videos may be used to give feedback to pupils. Where this has been done there will be a clear indication of this on the work.

- At Key Stage 4 students will complete assessments each term to ensure they are retaining skills and can apply them.
- At Key Stage 3 students will complete an assessment each term. This may come in the form of a test or