**Assessment Policy**

**1. Rationale**

Assessment lies at the heart of the process of promoting pupils learning. It provides a framework within which educational objectives are set and pupils’ progress expressed and monitored. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teachers’ skills and judgements. This policy outlines the purpose, nature, engagement and management of assessment in the ICT department.

**2. Rights, Responsibilities and Roles**

We will assess all pupils regularly, in a valid and reliable way against consistent exam board standards and in KS3 against the DfE recommended ‘Computing Pathways’ CAS standards in order to inform teaching, help pupils to make progress and to celebrate their achievements. We will involve pupils actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others’ work. We will provide pupils with meaningful regular feedback so they know how much progress they have made and what should they do in order to improve further. We will inform parents and pupils of progress in ways such as school reports, phone calls, postcards home, and feedback on Teams’ Assignments that enables them to support their child’s learning and on Class Notebook where the curriculum has been converted to that format.

Homework should be set once per week for KS4 or every two contact hours and once per fortnight for KS3. All homework set should be relevant to extending pupils’ progress. It is recommended that www.doddlelearn.co.uk and Assignments are used to ensure consistency although where teacher expertise suggests an alternative homework for a task this is acceptable too if of a reasonable length, challenge and stretch relative to the ability of the child.

Maintenance marking should be made each fortnight with end of topic marking and feedback made within two weeks of a topics’ completion. Results of all assessments should be shared with pupils as quickly as possible whilst it is still relevant and makes most impact on a child’s studies.

**Pupils:**

Pupils are expected to be engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment. During formal assessments, including external examinations and coursework assignments, pupils will follow the exam regulations as specified by examination boards, including those regarding plagiarism. They will be regularly shown how to improve their work against the relevant assessment criteria.

**Parents & Carers:**

The department will encourage parents and carers to support their children by

encouraging them to do their best in assessments, assignments, and to make constructive use of the feedback they get. They will help their children prepare for assessments and aid their children to follow all exam and coursework regulations, including those regarding plagiarism.

**3. Conditions for Effective Assessment**

All the activities of the department are geared, directly or indirectly, to effective learning. Assessment policy and practice are a key element in this, together with an appropriate curriculum and good teaching. Pupils will be regularly informed of their progress and targets will be available for pupils to check at any time and within a fortnight time frame.

**Assessment**

**Teaching & Learning Curriculum**

Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each pupil’s abilities, needs, aspirations and how these change as they progress.

**4. Assessing Pupil Progress (APP)**

Research suggests that pupils make the best progress when:

* They know the assessment objectives (we tell them what they are
* going to learn).
* They know how they will be assessed (we tell them what they will have
* to do to meet the assessment criteria).
* They know how they are going to learn (i.e. we tell them what they are
* going to do for the lesson or series of lessons).
* They know how to meet the assessment criteria (i.e. we provide task
* sheets with assessment criteria, exemplars of work at different levels
* etc.)
* They know how their work has been assessed (i.e. we write comments

and marks/levels which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further).

**Marking Guidelines**

APP is a structured approach to personalised assessment, enabling teachers to

make secure judgements about the standard of pupils’ work, refine teachers’

understanding of progression and help pupils understand what they need to do to

improve. This also enables teachers to track pupils’ progress over time, provide

diagnostic information for planning and interventions, support the transfer

between classes and key stages, and inform curriculum planning. As such APP

both provides a framework for assessment practice in lessons and also informs wider departmental planning.

**5. Assessment for Learning (AfL)**

AfL, sometimes referred to as formative assessment, is the process for identifying

what the learner has achieved in order to plan the next steps in teaching and

learning. Feedback is provided to the learner in such a way that either the

teacher adjusts the teaching to help the learner learn more effectively, or the

learner changes her/his approach to the task, or both. Unlike assessment of

learning (see below), AfL can be a joint activity between pupils and teacher which

moves both forward.

AfL is not only part of our everyday classroom practice, but also an area of

continuing development. AfL strategies are planned for daily within Teacher/

Teacher Assistant diaries and are in regular use in lessons, where they are

directly linked to the learning objectives. Targets are set with individual pupils through ‘my profile’ in the core subjects. A range of AfL strategies are used to monitor progress towards these targets.

Feedback will include but not be limited to the following forms:

* Verbal assessments to individuals.
* Written comments in both reports and Assignment’s feedback and assessment system
* Self-assessment using various methods including paper based and assessments.
* Peer assessment where a peer measures the pupils learning against
* The lesson objectives, national curriculum requirements or exam board criteria.

**6. Assessment of Learning (summative assessment)**

Assessment of Learning describes retrospective assessment of learning that has

taken place. It includes both internal school tests and assessments and external

exams and controlled assessment tasks.

We assess the progress of pupils with respect to academic targets termly. For

Key stage 3 progress is against Computing Pathway level descriptors highlighted in each lesson presentation and summatively assessed by an end of topic assessment stored within the Scheme of Work folder and Year 7 and 8 folders. For Key Stage 4 progress is assessed against the relevant examination criteria as stated in the BTEC Tech Award Subject Handbook and GCSE Computer Science grading system. Standards across subjects are quality assured by the department discussion and moderation.

(T&L).

For all pupils Assessment data is collected three times a year and is reported to

parents via, ‘my profile’, Annual reviews of Statement, Parents’ consultation

evening and an annual report. Data is requested by the Assistant Headteacher

and will be entered into the SIMS assessment database by the set deadline.

**Use of summative assessment data**

Grades derived from assessments are used to monitor the progress of individuals and groups of pupils. This identifies areas that need improvement or specific development so we can intervene and tackle it. Teachers also use summative data in a formative way with pupils by giving feedback for each assessment exercise to include an explanation of the standard achieved with respect to the relevant criteria and targets for further improvement towards the next level or grade. Pupils should then be given opportunities to improve. In this way summative assessments also serve as an invaluable formative teaching and learning tool. Those underachieving will be added to the Intervention Log and monitored by the head of department and classroom teacher.

**7. Monitoring and Evaluation**

Monitoring of assessment procedures within subject areas will be carried out by

the subject leader. Quality assurance of assessment will be led by the Head of Department and others to ensure work meets the required standards. Monitoring procedures will include Lesson observation using Ofsted Assessment & Progress criteria, work sampling (samples will be kept of a top, middle and bottom sample on the department Share Point, by adding the HoD to selected random samples of classes) and work sampling and data analysis.

**Feedback on Learning**

The feedback of pupils work is an important Assessment tool which is essential for

both progression in pupil learning and effective teaching. Giving specific feedback

helps pupils to understand how they can improve. Good practice is promoted through regular, accurate and consistent marking by all staff as part of a whole department approach to teaching and learning.

**Currently – Interim Policy**

In the wake of current Covid19 changes in school, feedback is currently entirely Teams based. Work should be set on Assignments and files set to ‘Student Can Edit’ to allow ease of monitoring and assessment. Some coursework will be set over a number of lessons inline with exam board GLH. Assessment should be clear, formative and motivational. There will be an absence of the usual verbal feedback given in class but staff will endeavour where possible to deliver ‘Live Lessons’ in line with the agreed schemes of work.

**Sharing Learning Objectives and Success Criteria**

All staff should share learning objectives and success criteria for each individual

lesson. These should be displayed in the classroom as a point of reference for pupils

and staff to enhance assessment opportunities. This enables the class to focus on

the learning that is taking place.

**Oral Feedback**

Teachers and practitioners should ensure that there is a continuous dialogue with pupils throughout the lesson. This enables pupils to reflect upon, improve, refine and ultimately be successful in their learning. The use of open ended questioning is vital to this process.

**Written Feedback**

Marking is specifically linked to the learning objective and success criteria (I can…).

It should identify elements of success and either an area to improve upon or a next

step target. Pupils are given time to read their feedback or have a discussion with a

key member of staff to enable them to carry out any improvements.

**Peer and Self Assessment**

Peer and Self Assessment are important ways in which pupils are engaged in becoming self-critical and independent. Teacher modelling and whole class marking enable pupils to identify their own successes and improvement needs. A recommended technique within peer assessment would be to give two positive comments and an area to improve upon to create a mutually supportive atmosphere.

**Marking Guidelines**

Written feedback should provide evidence of the following:

 **What has the pupil done well?**

 **Where has an error occurred?**

 **What can the pupil do next to improve their work?**

Staff will use their professional judgment as to the format written feedback will take,

this should allow for variations in ages, learning styles and curricular area. All

formats will address the 3 key questions.

Common symbols are used to indicate how a pupil’s work has been completed:

 I – Independent

 P – Paired work

 G – Group work

 S – Supported

 PA – Peer Assessed

 SA – Self Assessed

If work has been annotated by a Teaching Assistant working with a pupil it will be

Initialled or identified in some way to ensure the helps meets any examboard restriction.

**Intervention**

Underachieving pupils should be identified as quickly as possible. Underachieving pupils will be added to the Intervention list for monitoring and strategies to reduce underachievement identified. The head of department should be notified as soon as possible in order to provide support and advice.

Key Stage 3 ICT Summary:

1. Regularly – minimum once every 2 weeks, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations.
2. Using WWW and EBI
3. Evidence of higher order concepts/activities and WAGOLLs to show rigour and progress
4. Use of low stakes testing to encourage motivation and identify learning gaps each lesson such as Kahoot.
5. Assignments will be summative marked within 2 weeks of a unit completion involving a review of an end of topic final piece of work best representative of a child and an end of topic 20 questions test.
6. Doddle and revision homework will be set, topic specific to work pupils are covering in class, every 2 lessons
7. Peer and self-assessment noted. Underachieving pupils to be added to the HoD’s Intervention log for further action.

Enterprise Summary:

1. Regularly – minimum once every 2 weeks, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations.
2. Using WWW and EBI
3. Evidence of higher order concepts/activities and WAGOLLs to show rigour and progress
4. Marking of coursework will conform to BTEC moderation and standardisation practices
5. Assignments will be summative marked within 2 weeks of a unit completion
6. Doddle and revision homework will be set, topic specific to work pupils are covering in class, every 2 lessons
7. Peer and self-assessment noted
8. Mock exams will be used to assess each of the five areas on the Component 3 curriculum
9. Each lesson on Finance should include at least 2 practice questions taken from the exam board sample questions to check understanding.
10. Underachieving pupils to be added to the HoD’s Intervention log for further action.

Digital Information Technology Summary:

1. Regularly – minimum once every 2 weeks, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations.
2. Using WWW and EBI
3. Evidence of higher order concepts/activities and WAGOLLs to show rigour and progress
4. Marking of coursework will conform to BTEC moderation and standardisation practices
5. Assignments will be summative marked within 2 weeks of a unit completion
6. Doddle and revision homework will be set, topic specific to work pupils are covering in class, every 2 lessons
7. Peer and self-assessment noted
8. Mock exams will be used to assess each of the 3 strands/areas on Component 3.
9. Each lesson on Component 3 should include at least 2 practice questions taken from the exam board sample questions to check understanding.
10. Underachieving pupils to be added to the HoD’s Intervention log for further action.

GCSE Computer Science Summary:

1. Regularly – minimum once every 2 weeks, largely maintenance marking since the detailed assessment of achievement is by coursework evidence and examinations.
2. Using WWW and EBI
3. Evidence of higher order concepts/activities and WAGOLLs to show rigour and progress
4. Marking of coursework will conform to BTEC moderation and standardisation practices
5. Assignments will be summative marked within 2 weeks of a unit completion
6. Doddle and revision homework will be set, topic specific to work pupils are covering in class, every 2 lessons
7. Peer and self-assessment noted
8. Mock exams will be used to assess each of the 3 strands/areas on Component 3.
9. Each lesson on Component 3 should include at least 2 practice questions taken from the exam board sample questions to check understanding.
10. Underachieving pupils to be added to the HoD’s Intervention log for further action.