

CARDINAL NEWMAN CATHOLIC SCHOOL

ASSESSMENT FOR LEARNING POLICY

AIMS OF THE ASSESSMENT POLICY

The aims of the school's assessment policy are to:

- Know students' potential
- Identify the progress a student has made
- Inform teachers' planning
- Communicate to students what standards are expected of them
- Help students understand assessment requirements so they can make judgements about their own work
- Encourage and plan for peer and self-assessment

At the beginning of KS4 and KS5 each student is given a predicted GCSE/A level grade. This is derived from prior attainment. Students in Years 7, 8 and 9 will be given a predicted NC level. This is taken from their KS2 SAT score. All predicted grades can be accessed on the intranet.

Responding to students' work

A KS3 level/GCSE level/A level grade should be given to assignments/end of module tests/projects etc., on a regular basis e.g. approximately once or twice a term when it fits with assessments in the SoW. To differentiate between a high level 4 and a basic level 4 in KS3, staff should award level 4+. At GCSE a simple grade should be recorded.

Between grading and levelling, students' work will be marked in two different ways. This is to support assessment for learning and also to ease the burden of the classroom teacher's workload.

Formative Assessment

1. Respond to students' work with

- a) Oral feedback to the class
- b) a positive or constructive comment on pieces of work written by the teacher
- c) a way forward (2 suggestions maximum)
- d) peer/group feedback by the students

Ideally, a piece of work should follow on from the last piece so the students' response to teacher suggestions can be monitored. Staff should seek to use level descriptors and GCSE/

A level criteria in responding to work so students increase their knowledge of standards.

Also, aspects of literacy could be commented on to promote student awareness of this, for example, references may be made to issues such as paragraphing.

Formative feedback should be given regularly to allow students time to reflect on their work with their teachers.

2. Maintenance marking :

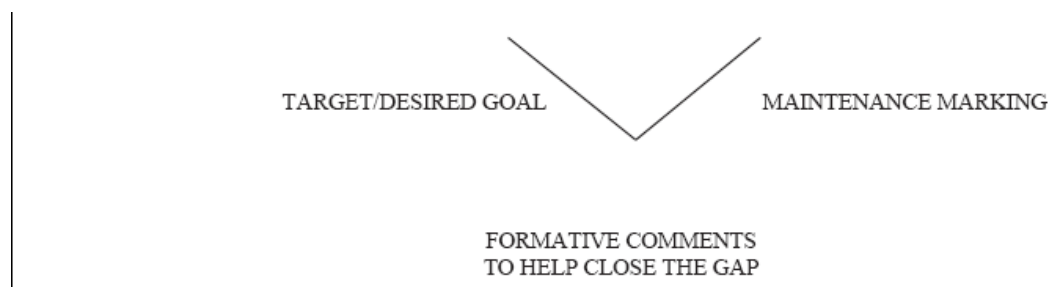
This is for such work as notes made from points in class, preparation summaries, mind maps and exercises. Symbols should be used to show that students are on track , their work is not of an acceptable standard _or their work is beyond your expectation of them _ . The symbols are to be recorded in staff s markbooks and students exercise books. This gives a quick indication of how a student/class is doing. These arrows are not effort grades but refer to a students' achievement in relation to his/her ability.

Three '_' are awarded an ace point. A good letter should be awarded to those students who excel themselves in an individual piece of work or work consistently well.

There are advantages to maintenance marking for students, subject teachers, Heads of Department/Year Heads and parents:

Students

They know in advance at what level they are working and are able to track their progress to the end of their KS3/GCSE/A level target grade by the number of ,_ and _ . The additional formative comments given to assignments help them gain an understanding of how to close any gap between their predicted grades and their current position and progress.



TARGET/DESIRED GOAL MAINTENANCE MARKING FORMATIVE COMMENTS TO HELP CLOSE THE GAP

Subject teachers

They can also see, at a glance, if classes are on track. A large number of would indicate they are.

Subject Leaders/Year Heads

When engaged in the scrutiny of students work they can gauge very quickly the progress of individual students and individual classes.

Parents

Parents are quickly informed of the progress of their children by looking through students exercise books and seeing the regular levelling/GCSE/A level gradings, formative comments and arrows.

Strategies

To support assessment for learning, the following should be encouraged:

- Self and peer assessment are integral to formative feedback. Through the understanding of assessment requirements and how judgements are made about their work, students will develop the skills of self and peer assessment and understand the standards expected of them. This may involve teachers in activities they do not employ at present but should strengthen students' ability to manage their own learning.
- Student assessment should include a variety of methods such as oral presentations, project work, end of module tests and specific assignments or essays. Written work and homework should not be the only methods of assessment.
- Our current rewards system should be used fully. Ace points etc., can be awarded for pieces of work that are given comments, levels and maintenance arrows. Students who consistently fail to produce work of an acceptable standard should go through the usual sanctions system.

Recording progress information

Markbooks should contain a detailed record of all students taught. Such details will comprise:

- Name, form, set.
- For all subjects in KS3, the KS2 test levels and the predicted KS3 level at the median and upper quartile levels.
- For all subjects in KS4, the KS3 Average Points and the related predicted GCSE grade at the median and upper quartile levels.
- The teacher levels from the school intranet on the " Academic Database Archive" from the previous academic year available from your Head of Department.
- For A-level subjects the subject GCSE grade, the average GCSE points score and the related predicted A-level grade at the median and upper quartile levels.
- The previous KS3 level or KS4/5 grade (from coursework, assignments, common tasks, tests, exams and reports) and CATs results. Set lists with this information will be sent to Subject Leaders. This information can be downloaded from the school intranet.

Central department records will be held in the "Student Academic Data" folder (found within the Staff Shared Folder) on the school intranet. A file will be made available for each year group. Departments will enter student data twice a year at KS3 and KS4. At KS5 it will be more regular.

The files will be subject-based and in sets, where appropriate and will comprise:

For Years 7 – 9

- KS2 scores from the core subjects
- Predicted levels for the core subjects at the median and upper quartile ranges based on the "Autumn Package" calculations
- Year 7 CATS scores

- Interim yearly levels

For Years 10 and 11

- KS3 test results and average point score

- Predicted grades for every subject at the median and upper quartile ranges based on the “Autumn Package” calculations

- Interim yearly grades.

For A-level

- Year 11 average GCSE points

- predicted grades for mean and upper quartile

Departments will be responsible for updating and entering onto these files:

- Levels/grades from progress data and exams

In addition departments will be responsible for maintaining their own desired paper, student folders containing (where appropriate) stored tasks, investigations, common task assessment items, test/exam papers.

Use of Data

Analysis will be made of:

- Information from partner schools to identify initially students of high ability and those with learning difficulties
- Year 9 CAT scores
- NC levels
- Reading tests
- Progress data

Students who are identified as underachieving will be given clear action plans, including the use of IEPs where necessary. These will be circulated to the appropriate staff. The current process will be monitored by the Form Tutor initially leading onto the Head of Year in liaison with the appropriate Subject Leaders and, where appropriate, the Head of Special Needs.

Analysis will be undertaken of predicted KS3 SATs results, GCSE grades and A Level results in order to:

- Provide information for departmental targets to support student progress
 - Identify areas of achievement/underachievement
 - Provide value added information for each student (based on national data) and teaching group
 - Provide information for departmental reports
 - Provide whole school reports
- } assessing progress
} against predictions

This analysis will be included in the annual departmental review along with details of how many students have completed examination courses.

Year 12

For predicting ,A Level performance and for monitoring the progress of students during their time in the Sixth Form, data from the Value Added project is used. The principle underpinning this approach is similar to that used at GCSE in that prior attainment is used to predict future performance across a median and upper quartile range. Thus, from an average GCSE points score for each student and knowledge of the performance of previous (nationwide) cohorts at A level, an expected performance range can be projected. This information is then stored on a central school database.

The information is then given to the student, subject departments, tutors and Heads of Year.

The student will discuss this information with their tutor and with each of their subject teachers at the beginning of the year. The tutor will explain to the student that their own target grade should be at the upper quartile level. This means that the target grade includes a built in challenge. However, in cases where the student may have generally under-achieved at GCSE, the target grade should be set higher than the upper quartile line. The names of students who are felt to be in this category will be given to tutors by BX at the beginning of the Year 12 academic year.

The tracking of student performance will continue to take place throughout the year in a series of tutorials linked to progress data. The progress should be assessed using AS/A2 criteria and grades entered onto the database. These grades will then be measured against the student s target grade (the upper quartile line). The tutor will meet formally with each of their tutees after each progress data entry and agreed targets will be set for maintaining/improving performance in each subject. Copies of these targets will be circulated to subject departments and Heads of Year. Should a student fall below the median performance line then this is a cause for concern. Students in this category would then be interviewed by the Year Head. If it were apparent that under-achievement was as a result of poor attendance, or a failure to complete work, then under-achievement in two consecutive progress data entries may result in the student being asked to leave the course. The rationale behind target setting flowing out of progress data entry is that it enables assessment to be formative, i.e. assessment for learning. The tutor is best placed to conduct these interviews because they have the overview of each tutee s performance.

Year 13

The tracking approach in Year 13 will follow the same procedure as Year 12 although it will begin during the second half of the Year 12 summer term when technically A2 courses start. As Curriculum 2000 is still in its infancy, Value Added performance data does not yet exist for predicting performance between GCSE and AS, only from GCSE to A2. As soon as valid national AS performance data becomes available then this will be incorporated into our Sixth

Form tracking procedure, allowing the possibility of amending A2 target grades in the light of AS results. Each department will need to discuss what for them constitutes an appropriate progress data grade. It is not suggested that it has to be a single exam/test prior to the data being entered. A particular Department may choose to use an extended piece of work such as a project. The key point is that it can be criteria referenced against AS/A2 levels. The average grade taken from a series of weekly essays could be appropriate if each essay has been marked to AS/A2 standards.