

Ormiston Victory Academy Assessment and Marking Policy

Policy version control

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| Policy prepared by | Orla Ballentine |
| Approved by | Naomi Palmer |
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Aims and rationale

Rationale:

Ormiston Victory Academy supports the belief that every child regardless of intellectual ability or social background should have a rewarding educational experience. Our aims are personal excellence and that every student should achieve his or her full potential. Assessment should be meaningful and aim to develop the knowledge and skills of students. With this in mind the majority of assessment should be formative. The core rationale of assessment should be to provide students with sound formative feedback, which leads to students making strong progress and which doesn't limit students' aspirations.

Assessment Definition:

Assessment is the process of obtaining, analysing and interpreting evidence for use by both Students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Indicators of Effective Practice

"The teachers' assessment of the students' work can be considered effective when:

- Assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by students;
- The students' written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by students and their parents;
- The level and nature of the students' prior attainments influence the selection and use of teaching methods and subject content; the Students' strengths are consolidated and their weaknesses addressed;
- The purpose of homework is explained clearly; the work which is set is appropriate to the needs of the Students, reinforces and extends their knowledge and understanding and provides the teachers with the evidence of progress."

Characteristics of Good Practice in Assessment

The assessment policy also recognises that a 'one size fits all' does not allow departments to effectively cater assessment to their own individual subjects. To this end although there are core principles that all department assessment policies must adhere to, departments are free to create their own bespoke assessment policies that will best enable students to make the best progress. They should consider the following characteristics of good Practice in Assessment.

Assessments should:

1. Promotes and Supports Learning

- Identifies what Students know, understand and can do
- Enables consistent monitoring of Students progress
- Identifies individual learning styles
- Identifies individual learning strengths and weaknesses
- Encourages progression in learning

2. Informs Teaching

- Assists lesson planning
- Informs review of content and skills
- Promotes a variety of teaching strategies
- Enables consistent monitoring of teaching progress
- Encourages self reflection

3. Is both formative and summative

- Promotes a shared learning culture
- Provides clear and regular feedback
- Diagnoses learning difficulties
- Measures Student performance
- Identifies clear and shared targets for Student progress
- Promotes differentiation by outcome
- Informs subject choice and career decision making
- Provides effective and progressive Student records
- Informs regular reporting to parents

4. Recognises ALL student progress and achievement

- Rewards progress, effort and achievement
- Fosters motivation and promotes a commitment to learning
- Creates opportunities for self direction
- Fosters self esteem and social development

5. Develops the capacity for self-assessment

- Shares learning outcomes and assessment criteria
- Gives sensitive and constructive feedback
- Supports Students in self and peer assessment activities
- Engages Students in realistic target setting

Types of Assessment

SUMMATIVE is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
- Internal Academy Examinations
- End of Topic/Unit Tests/ Knowledge Organiser Tests
- Standardised Tests

Recording

Consistent record keeping by all teachers allows effective monitoring of student progress.

Good practice includes:

Common Assessment marks recorded in SIMS/ Markbook

Homework marks recorded in SIMS /Markbook

Internal Exams/Tests recorded in SIMS /Markbook

Spiral Assessments

To support effective monitoring we require the following:

- All Knowledge Organisers test results to be recorded in SIM's (6 per Year)
- **At least** three formal assessment points across an academic Year.
- Two additional standardised summative assessments for each Year group. Ideally these would take place in December and in the Summer term.
- Formative assessment to take place at minimum of 1 every 9 lessons at key stage 3 and one every six lessons at key stage 4 and 5.

All other assessments can be recorded on SIM's, but there will be three identified points where data will be monitored by Curriculum Leaders, Heads of Year and SLT links.

The assessments need to be spiral. This is critical as it will give students the opportunity to revisit, and practice standards they have already learnt.

Starters

One out of every five lessons needs to have a starter to include two questions on a previous lesson, two questions on a previous topic and two questions on something taught previously.

FORMATIVE is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- Class work
- Questioning
- Presentation
- Practical Project
- Homework
- Oral Discussion
- Short Recall Test
- Research

SELF ASSESSMENT encourages Students to take responsibility for their own learning by: Evaluating their own achievement against shared learning outcomes;

- Identifying their own strengths and areas for improvement;
- Encouraging individual learning goals and action plans for future progression;
- Fostering a self reflective learning culture;
- Encouraging independence in learning.

Marking:

Marking should be meaningful and manageable. There should be a clear benefit to the learning of students and should not represent a simple tick box exercise. The marking policy has been combined with the assessment policy because the vast majority of marking will take place in assessment. Marking should provide strong feedback with clear targets for improvement. It should also support the development of students' literacy, and provide the opportunity to quality assure students' notes, without putting too great a demand on teacher workload.

Assessment and Marking overview

Below are the basic principles that all assessment is based upon in school. Whilst departments have the ability to make their marking and assessment policies bespoke to their subject they are expected to follow the guidance below.

Given the relationship between assessment and marking policies they have been combined into one document. This can be accessed below.

Link to department marking and assessment policies:

<https://docs.google.com/spreadsheets/d/1qrbwS4NpINeQIk5PvtI4I6yczfg3bBBNlizRay1JUUC/edit?usp=sharing>

Assessment outline:

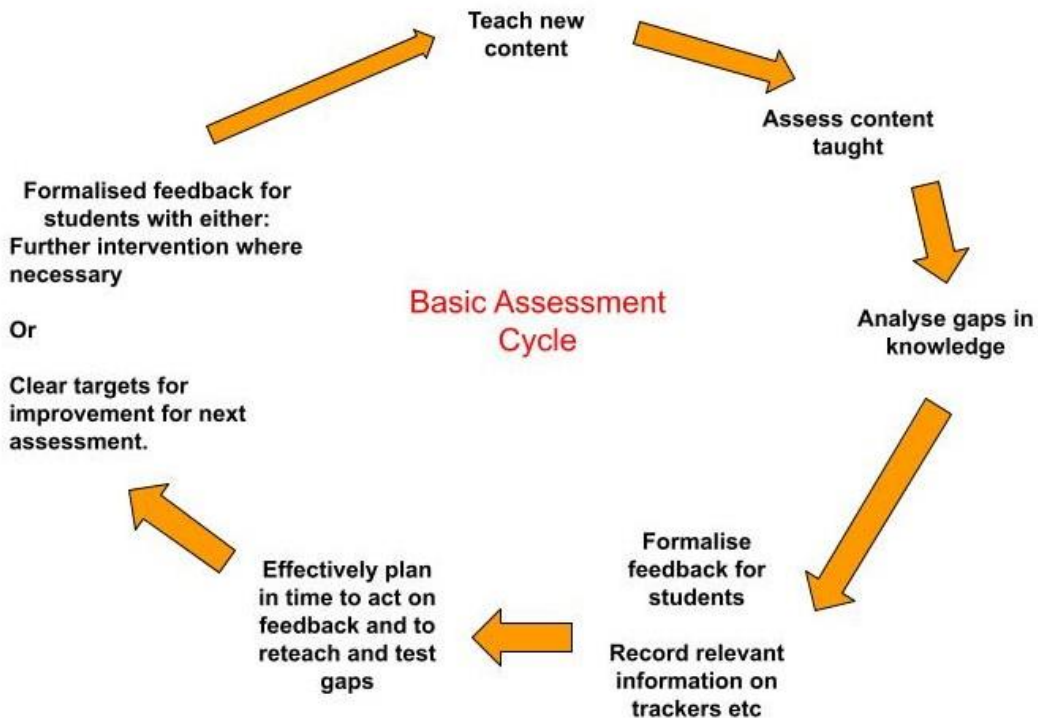
| Year | Key stage 3 | Key stage 4 | Key stage 5 |
|----------------------------------|---|---|---|
| Formative Assessment | | | |
| Description and Frequency | Frequent assessment in lessons (at least once every 9 lessons)*. Half termly knowledge tests | Frequent assessment in lessons (at least once every 6 lessons)*. Half termly knowledge tests | Frequent assessment in lessons (at least once every 6 lessons). |
| Summative assessment | | | |
| Description and Frequency | Year 7 only: Whole school and department Baseline testing. Three formal spiral assessment points throughout the year. End of year exam included. | At least three spiral formal assessment points throughout the year End of year exam. Year 11 only: January and March mock exams End of year mock exam. | Six formal spiral assessment points throughout the year. End of year mock exam. January and March mock exams for Year 13. |
| Interventions and support | Curriculum support sessions. | Curriculum support sessions. Period 6 intervention Holiday interventions | Curriculum support sessions. Holiday interventions |

*This is a guide. Assessment should fit organically with what is being taught. With this in mind it may well be that periods between assessments may differ.

Marking outline:

| | KS3 | KS4 | KS5 |
|---------------------------|---|--|--|
| Assessment marking | | | |
| Frequency | In line with assessment policy (broadly at least once every 9 lessons). To be meaningful, marking of assessments should happen in good time to allow for students to make meaningful reflections about the work. | In line with assessment policy (broadly at least once every 6 lessons). To be meaningful, marking of assessments should happen in good time to allow for students to make meaningful reflections about the work. | |
| Focus | <p>Marking should have a clear formative focus aimed at allowing students to improve their current piece of work, but also allowing them to ensure they make progress in their next assessment.</p> <p>Literacy should be addressed in line with school policy for marking literacy detailed below.</p> | | |
| Book marking | | | |
| Frequency | Once every 6 weeks at least | Once every 3 weeks at least | Folder checks to take place at least once a half term. |
| Focus | Quality of notes and presentation. | Quality of notes - does work meet expectations. Check the presentation of work. Are there any gaps in work that need to be caught up? | Quality of notes. Are notes up to date. |

Method of assessment and marking



The basic assessment cycle is the foundation on which assessment is based.

There should always be a clear route for students to be able to reflect on their work and improve it.

There should also be a clear focus on ensuring those improvements are embedded into their next piece of work.

There should also be a clear opportunity for students to return to skills and knowledge so that they can illustrate improvement. This means that it is important that ideas and skills are not just explored once in the curriculum but frequently returned to. Assessments should not be one of events, but rather part of the ongoing development of a student's knowledge and skills.

Similarly there should be a spiral approach to knowledge tests taken, whereby knowledge is consistently returned to in lesson, but also knowledge tests to support it being embedded into long term memory.

Formative Assessment and marking:

Formative assessment makes up a vast majority of the assessment that takes place. Even end of term/year summative exams should provide formative feedback to allow students to make improvements. Whilst there are many ways that formative feedback can be given, the vast majority of this will take place in written formative comments.

A written formative comment should:

- Be concise and written in language that is easily accessible for students.
- Highlight achievement.
- Be diagnostic, commenting on the work that a student has done and identifying specific development areas, based on that work.
- Indicate how improvement can be achieved, usually consisting of one or two next steps.
- Be personal by using the student's first name.
- Encourage and support the student in a constructive way.
- Encourage students to take ownership of their learning.

Opportunities must be given for students to act upon the guidance, through class or homework. For example:

- A starter or a plenary activity.
- Discussion with the student.
- Peer teaching.
- Re-drafting pieces of work.

There should be further opportunities to illustrate improvements in future assessments. Assessment should aim to develop knowledge and skills over time rather than being a one off assessment.

Peer and self assessment:

Peer and/or self assessment should take place regularly in every subject area. The aim of self assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning. All opportunities for Peer & Self Assessment should be clearly marked in the Scheme of Learning.

These should however not replace regular teacher led assessment. It is important that students are trained to do this effectively in class. Where peer and self assessment takes place on a regular basis, there should be clear examples of students being trained to do this.

Quality assuring assessments - Moderation and standardisation

It is an expectation that all subjects should moderate assessments at all key stages. This should be done to ensure that data is robust and accurate. Where possible it is desirable that there are staff within the department who have current/previous exam marking experience to support and inform moderation.

Moderation and standardisation should take place on a regular basis in department meetings, and certainly no less than once a half term.

KS3 Assessment - Mastery Curriculum

KS3 students follow a mastery curriculum. Students receive mastery statements to illustrate progress with the focus on formative assessment to allow students to constantly reflect and improve.

In addition to this all students will receive victory vitals each half term to revise, and will undertake a knowledge test in each department based on what has been studied that half term. There will also be opportunities to revisit knowledge from previous tests.

KS3 Mastery Flight Path

| KS2 Standardised Score | Prior Ability Band | Year 7. Expected Level | Year 8 Expected Level | Year 9 Expected Grade | Year 10 Expected Grade | Year 11 Expected Grade | GCSE Target Grade |
|------------------------|--------------------|------------------------|-----------------------|-----------------------|------------------------|------------------------|-------------------|
| | | | | | | 9 | 9 |
| | | | | | | 8 | 8 |
| | | | | | 7 | 7 | 7 |
| | | | | Mastered | | 6 | 6 |
| | | | Mastered | | 5 | 5 | 5 |
| 108 - 120 | HPA | Mastered | | Secure | | 4 | 4 |
| | | | Secure | | 3 | 3 | 3 |
| 96 - 107 | MPA | Secure | | Developing | | 2 | 2 |
| | | | Developing | | 1 | | 1 |
| 80-95 | LPA | Developing | | Emerging | | | WT1 |
| | | | Emerging | | | | |
| | | Emerging | | | | | |

Marking for Literacy

All teachers are teachers of literacy and, as such, all staff and governors at Ormiston Victory Academy are committed to developing skills, because reading is the key to a child's success – academically, socially and economically. All students deserve the very best outcomes – strong literacy skills will aid their resilience in all subject areas.

Every teacher has a pivotal role in raising standards in literacy - this will grow in importance in our academy and be reflected in our performance management objectives.

Staff should assess the literacy level of students' work using Academy literacy levels and identify spelling, punctuation and grammar errors. Particular attention should be drawn to the misspelling of key words and the accuracy of sentencing.

| | Emerging | Developing | Secured | Mastered |
|------------------------------------|--|---|--|--|
| Spelling | High-frequency words are often misspelled; you may be spelling words as they sound (phonetic spelling); you may rely on text-speak | High-frequency words are mostly correct but you may be unsure about homophones (i.e their/they're; to/too; were/where; no/know) | Mostly accurate spelling; some issues with complex subject-specific terms or high-level vocab. | Mostly accurate spelling; some issues with complex subject-specific terms or high-level vocab. |
| End-of-Sentence Punctuation | You may forget to use capital letters and / or full stops. | You sometimes punctuate but often write run-on sentences without full-stops. Occasionally you forget capital letters for proper nouns (places, names). | Accurate marking of sentences with full-stops, exclamation marks, and question marks. | Accurate marking of sentences for a range of sentence types. |
| Other Punctuation | You are not yet using commas or apostrophes correctly, or other forms of punctuation. | You often use commas as 'breaths' incorrectly where full-stops should be used. You try to use apostrophes but you do not always use them accurately, especially to show possession (e.g. Jack's hat). | Accurate use of commas in complex sentences; you can use apostrophes as a contraction (i.e it's, we're, they're); you can use apostrophes to show ownership (i.e Jack's dog, James' hat, the girls' bikes) | Confident use of apostrophes; using advanced punctuation like hyphens and semi-colons. |
| Grammar | You have good ideas but you don't always explain yourself clearly in full that make clear sense. | You sometimes mix up your subject-verb agreement (e.g. you may write "He were" or "they was"). You sometimes use Norfolkisms (i.e "shew" instead of showed)You sometimes write in incomplete sentences (i.e. "When I went to school."). You have good ideas but might mix up your paragraph topics. | Your writing is clear and makes complete sense. In longer pieces of writing, you use paragraphs to organise your work. | You work is clear, fluent, and well-structured. |
| Vocab | Your vocabulary needs to be more ambitious – you need to use more "wow" words | Your vocabulary is not yet ambitious enough or it is too informal or conversational, like you're talking to a friend. Your tone or language might be inappropriate for the task. | Your vocabulary is deliberate and you are clearly choosing words for effect. | Your vocabulary is sophisticated, thoughtful and articulate. |

Students' work is assessed in varying ways, appropriate to the child and the subject area. Staff may annotate diagrams, for example, or discuss work in depth to improve the coherence of the writing/speech. As an academy, teachers and students should use the following symbols when marking for literacy to ensure children have a consistent set of guidance, where possible:

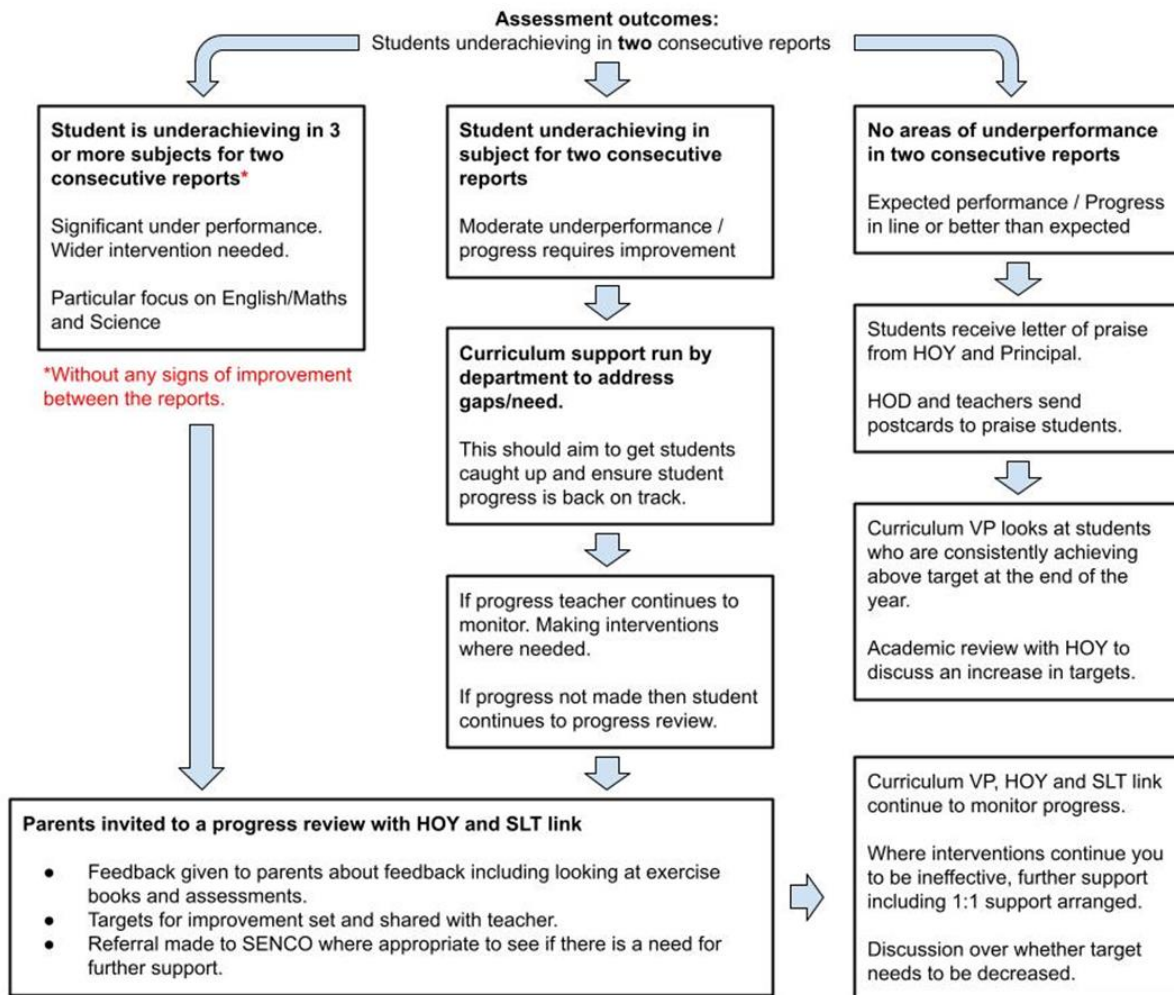
| Mark | Means... |
|----------------|---|
| sp + underline | Try this spelling again |
| p | Punctuation error |
| gr | Grammatical error |
| c | Find the missing or misplaced capital letters |
| // | New paragraph |
| ✓✓ | Exceptional point/use of language. |
| ? | Not clear - rewrite this short section |
| ^ | Something is missing - add it in |

Intervention and re-teaching

It is an expectation that all teachers respond to assessment data and analysis. Teachers should take an adaptive approach to teaching based on assessment analysis. Where there are clear misconceptions or gaps in students' knowledge, teaching should be adapted to address these. This may take the form of whole class, small group or individual interventions. This should be apparent in relation to both knowledge tests, classroom assessments and end point assessments.

Whilst it is expected that interventions based on assessment would take place in the course of normal lessons, it may be that students would benefit from after school intervention in the form of curriculum support. In KS4 and KS5 there are also opportunities for further interventions such as period 6s and holiday interventions.

Model for intervention:



Reporting

Reports will be issued to parents, students and form tutors within two school weeks of the assessment deadline. Reports will include:

- Covering letter (parents only)
- Report guidance

| Key Stage 3 | Key Stage 4 | Key Stage 5 |
|--|---|---|
| <p>Report detailing:</p> <ul style="list-style-type: none"> • Current Mastery Level • Mastery Target Level • Attitude to Learning Score • Behaviour for Learning Score • Attendance Percentage | <p>Report detailing:</p> <ul style="list-style-type: none"> • Predicted Grade • Current Grade • Target Grade • Attitude to Learning Score • Attendance Percentage | <p>Report detailing:</p> <ul style="list-style-type: none"> • Predicted Grade • Current Grade • Target Grade • Attitude to Learning Score • Attendance Percentage |

Parents will be encouraged to go through the report carefully with their child, highlighting areas for improvement and considering action points for further progression. Where there is a corresponding parents evening this may be done with the support of class teachers.

Form tutors will ensure that this process is also completed in form time. Attitude to learning scores will be RAG rated. Relevant levels / grades and action points will be formally recorded in planners. These action points will then be reviewed and adjusted halfway through the next reporting cycle.

Students will have a copy of their report which will include Current, Predicted and Target Level / Grades. This will be recorded in their planners.

Formal Assessment Points:

There will be three formal assessment / data collection points a year. Deadlines for these will be shown on the Academy calendar with a two week window to allow for the completion of data prior to each deadline. At each of these points class teachers will ensure the information is entered onto SIMS:

| KS3 | KS4 | KS5 |
|---|--|---|
| <p>Assessment data which will provide a Current Mastery Level.</p> <p>Knowledge Organiser test result will be shared as a percentage 5 times per Year</p> | <p>Year 9 Assessment data which will provide a Current Mastery Level/GCSE level Knowledge Organiser test result will be shared as a percentage</p> <p>Year 10 and 11 Assessment data which will provide a Current Grade and Predicted Grade Knowledge Organiser test result will be shared as a percentage</p> | <p>Assessment data which will provide a Current Grade Level and a Predicted Level</p> |

Attitude to learning and behaviour score guidance:

| Score | Active Learning | Motivation | Homework | Punctuality | Respect | Rewards | Uniform | Equipment |
|---------------------------------|---|---|---|---|---|--------------------------|---|--|
| 1 - Excellent | Always works well with others and is actively engaged and taking part in lessons. | Always acts on teacher's feedback, seeks out ways to improve their learning. | Always completes homework to a high standard. | Never late | Friendly, helpful, polite and responsible at all times. | A large number of visas. | Always in correct uniform | Is always prepared with the correct equipment. |
| 2 - Good | Works well with others and is actively engaged in lessons. | Always acts on teacher's feedback to improve their learning. | Always completes homework. | Very few late marks | Friendly, polite and responsible at all times. | A number of visas. | Mostly in the correct uniform. | Is always prepared for lessons with a pen. |
| 3 - Requires Improvement | Can work well with others and engage in lessons. | Sometimes they act on teacher's feedback to improve their learning. | Sometimes does not complete homework. | Arrives on time the majority of the time. | Usually friendly and polite. | Very few visas. | Sometimes does not meet uniform expectations. | Sometimes is unprepared for learning. |
| 4 - Unacceptable | Has difficulty working with others and engaging in lessons. | Needs regular prompting to act on teacher's feedback or does not act on feedback. | Regularly does not complete homework. | Frequent lateness | Needs to address lack of politeness to staff and students at times. | No visas. | Regularly does not meet uniform expectations. | Regularly unprepared for learning. |
| 5 - Not present | Student has not been in a number of lessons to make a sufficient judgement | | | | | | | |