

# **Kings International College for Business & the Arts**

## **Assessment Policy**

This policy document is in two distinct sections:

Section A 'Assessment' section, the overall assessment model which operates within Kings International College

Section B 'Marking' section, some of the principles that underpin the Assessment policy into classroom implementation.

### **Section A**

#### **Assessment for Learning**

##### **The Purpose of Assessment:**

To ensure that students, teachers and parents are provided with accurate information regarding achievements. The reason for an assessment may be formative, diagnostic or summative but should aim to inform, motivate and build self-esteem.

The data can then be used to plan future learning, for the individual and on a group basis. It is a continuous process which identifies capability and progress, and recognises achievement.

##### **Effective Assessment requires:**

- That all students (regardless of age, ability or background) have the opportunity to demonstrate, independently, what they know, understand and can do.
- Student involvement in their own assessment and learning
- Student analysis of their work, including the process
- Clear, transparent assessment criteria
- Students and teachers to use the assessments to modify teaching and learning
- The information to be used to set goals and to motivate students
- Raising of parental awareness of the process
- High expectations
- That poor work is challenged
- That success is recognised and celebrated

##### **Types and Frequency of Assessment:**

If assessment is to be useful it should not rely on grading but on an analysis of the work by the student or the teacher, followed up with corrections or constructive comments made to help improve the quality of the work. This type of regular, frequent, targeted assessment should be an integrated part of the learning programme, evaluating the range of skills used. Homework must be planned to form an essential feature of one of the following lessons, and assessed as part of the lesson, allowing students to annotate their own work. Students will initial and date any self or peer marked work.

Teachers will review the student's work every 2-3 weeks and assess the work, as well as the annotations and corrections. Constructive comments should then be added, to set goals for the next piece of work, as well as comments regarding the quality of the annotation. *Work, at this stage, will not be graded.*

Formal, graded assessments are required for each year group:

**Years 7, 8 and 9** – every half term, a clearly defined, moderated piece of work graded using NC criteria (see Marking Policy). In subject areas/departments where the frequency of

contact at KS3 means the above criteria cannot be met, alternative arrangements may be made upon agreement between the HoD/HoF and Departmental Policy.

**Years 10, 11** - two clearly defined, moderated pieces of work per term, graded using GCSE criteria (see Marking Policy).

**Years 12 and 13** - two clearly defined, moderated pieces of work per term, graded using **IB AND BTEC criteria** (see Marking Policy).

### Examination Programme

Year Group	Examinations	Dates
Year 7	No formal examination period	
Year 8	<b>Internal tests</b>	<b>January</b>
Year 9	<b>Internal tests</b> <b>Humanities mock exam</b>	<b>May</b> <b>February</b>
Year 10	Internal trial exam period External public examinations as required.	June June
Year 11	<b>Internal trial exams</b> <b>External public exams such as functional Skills</b>  <b>GCSEs External</b>	<b>December</b> <b>January</b>  <b>November/May/June</b>
Year 13	Internal trial exams <b>IB &amp; Btec External Modules</b>	December/January June

### Recording and Reporting Assessments:

Teachers are required to keep a record of the grades awarded to students and a record of the homework completed, as evidence may be required for student or parental information. An indication in the student planner should also be given if the homework is not attempted. (ref: Homework Policy)

These records will be required to form the basis of the report to parents.

All students should receive a written report every year, which meets the following criteria:

- The report should be written for parents in a clear, straight forward manner, while being aware that students will also read the report
- The report should be personal to the student
- There should be a clear indication of attainment and progress
- National curriculum levels/GCSE/GCE grades should be used in line with the school's marking policy
- The comment may report on strengths and weaknesses in the learning process and suggestions for improvement.
- There should be a specific comment of how to improve to meet targets

### Target Setting and the use of Value-Added Data

As part of our continued drive to improve standards we use MiDYIS for KS3 students and FFTD, (these are subject-specific targets calculated using non-curricular tests at the beginning of all Key Stages) for KS4 students to set 'challenge targets', so that student progress every 6 weeks can be reviewed.

For KS3 assessments, National Curriculum levels should be entered into assessment manager based on the level the students are currently working to establish whether their current progress is in line with their challenge target. For example, Year 8 students may gain 2 or more mini levels in year.

For KS4 students the GCSE grades entered on assessment manager represent the predicted grades for the end of KS4 given their current trajectory of attainment.

Students should always be encouraged to reach or better their targets. All targets should be displayed in exercises books to ensure the students are aware of these and to evaluate their progress in learning at regular intervals.

### Reporting Schedule

Year Group	Written Report : Date	Parents' Evening: Date	Academic reviews
Year 7	November & June	March	November & July
Year 8	January & May	February	July
Year 9	March July requires KS3 Levels to be reported to parents.	March - regarding Options	March
Year 10	November & May	March	November & July
Year 11	November & February includes trial exam results	January	March
Year 13	December & February	January	November

### Section B Marking for Learning

#### The Purpose of Marking:

To ensure that students, teachers and parents are provided with accurate information regarding achievements. The reason for marking should be diagnostic and should aim to inform, motivate and build self-esteem.

The data can then be used to plan future learning, for the individual and on a group basis. It is a continuous process of the identification of capability and progress, and recognises achievement.

#### Effective Assessment requires:

- That marking helps to develop independent learning skills and identify student progress.
- Key features:
  - The individual student will mark a larger number of homework tasks as an integrated part of the lesson. Students will be expected to annotate their work as the analysis of the task takes place, developing their understanding of the demands of a piece of work and then completing their own corrections and setting their own targets. Staff will still need to indicate, in their mark book, that the homework has been done.
  - Student books or files will be taken in to check the work and the quality of their annotation and the corrections, every 2 – 3 weeks, ensuring that the quality of the work and annotation is assessed.

- Teachers will not be expected to put grades on work. Instead a comment suggesting ways of improving the work, target setting, annotations or corrections must be given.
- Detailed written feedback should be provided on particular identified pieces of work a minimum of once every half term.
- The feedback should consist of annotation, a positive comment about the work “www” (what went well) and a comment enabling the student to improve the work “ti” (to improve).
- *As a minimum*, twice a term, teachers are expected to grade and record a set piece of work. This should be standardised across the department and be recorded in the form of NC levels, GCSE or GCE grades. The national curriculum levels have been refined to include three stages within a level, a, b, and c, allowing some progression to take place within a level.
- Professional judgement should prevail when deciding how many errors to highlight within one piece of work, with due regard to the Literacy, Numeracy and ICT strategies. Each subject area has a specific responsibility to deliver these strategies through the schemes of work. The needs of the student should be central and differentiated marking will allow individuals to make progress without being de-motivated. Weak students should only be faced with the number of corrections that they can manage and actually do something about. Able students need to be challenged and stretched and may face fine tuning in terms of corrections and comments.

### **Assessing written feedback**

Written feedback will also be assessed regularly against Kings own agreed criteria (see below) through Head of Department and SLT Book Sampling. In both cases the quality of written feedback will be graded.

#### HoD/F Book Sampling

- Each HoD should assess the marking of each member of their department once per term.
- The HoD will review a sample of 5 books/portfolios from a particular class.
- Each audit for each member of staff will be for a different year group.
- Staff will receive at least 24hrs notice that sampling will take place.
- A grade will be assigned based on the Kings International College criteria.

In some cases audits and judgements may be made during Departmental Meetings by colleagues to aid professional development and to improve the consistency of written feedback within departments.

#### SLT Book Sampling

- A selection of books from across the school incorporating KS3 and 4 will be collected for the sample.
- A grade will be assigned based on the Kings International College criteria.
- Staff will receive at least 24hrs notice that sampling will take place.

Grades for written feedback from HoD and SLT Book Sampling will be entered into Lesson Tracker.

### **Controlled Assessment**

In subjects where students carry out continual ongoing controlled assessment and the exam board prohibits the provision of specific written feedback the quality of written feedback will not be graded. In these instances the HoD/HoA should grade written feedback from other classes.

## **Grading Written Feedback - Criteria**

### **Regular**

One piece of work per half term will be marked and the student provided with written feedback in the form of a www and ti comment (see below).

### **www**

A statement indicating if or how a piece of work meets the success criteria.

This is most likely to take the form of a positive constructive comment confirming where the piece of work is correct (www).

### **TI**

A comment which would allow the correction of errors or the improvement of the piece of work or future pieces of work.

- In most cases related directly to success criteria.
- Can take the form of “scaffolding” to support the students’ next steps for learning.

### **Peer and self assessment**

Evidence of peer and self assessment in line with the Assessment for Learning Policy.

### **Dialogue**

Evidence of “dialogue” between the student and teacher through:

- Responses to questions
- Evidence that work has been corrected and/or improved in light of feedback from the teacher.

**Outstanding written feedback** (Grade 1-at least 5 of the success criteria met. To include impact of ‘ti’ later in book)

- Written work marked on a regular basis
- Clear evidence of high quality marking, through annotation of work and use of WWW and TI linked to the learning outcomes.
- Annotations and comments must clearly indicate what is required to improve a piece of work and allow the students to make further progress with their learning.
- From the annotations and comments there is later evidence of impact from the TI target.
- Opportunities for students to reflect and respond to feedback seen via peer and self assessments
- Students actively reflecting on their ‘challenge grades’ (seen in books or hw planners)

**Good written feedback (grade 2- at least 4 of success criteria met)**

- Written work marked on a regular basis
- Clear evidence of detailed marking, with annotation of work and use of WWW and TI.
- Students know how well they are doing and what they need to sustain and further progress in their learning.
- Evidence of peer and self assessment

### **Satisfactory written feedback**

- Evidence of regular marking with limited feedback.
- Some use of WWW and TI but no reference to how the student can move their learning forward and improve their piece of work.
- Students know their challenge targets (seen in books) but limited feedback on how to improve or make further progress.

### **Inadequate written feedback**

- No evidence of regular written feedback.
- No evidence of use of WWW or TI in line with College Policy.
- As written feedback did not meet the criteria for regular, this means the students could not make progress or improve their work.