Rainford High
Assessment Policy

Everyone Matters

We expect our community to be polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Policy Owner	Vice-Principal
Scope of the Policy	This policy applies to all teachers and students at Rainford High School
Last reviewed by trustees	**February 2021**
Next review due	**February 2023**
Summary of key changes	Review and re-write in light of Assessment Working Party 2020

RHS Assessment Policy 2021

Everyone Matters - We expect our community to be polite and respectful

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INTENT:

- Teachers need to be able to understand how students are doing, and if teaching has or has not been effective.
- To provide an important opportunity to enhance the interaction between teacher and student: a way of acknowledging students' work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress.

IMPLEMENTATION: What constitutes assessment?
Assessment falls into different categories that can be simplified as:

1. **Day to Day** – often low stakes testing based on interleaving and retrieval practice, quizzes, knowledge organiser tests, 'hands up', mini whiteboard responses.
2. **Periodic** – typically, mock examinations, formal assessments and assessment windows. Periodic Assessments are usually 'higher-stakes' with important implications for teacher feedback and parental reporting. They must reflect:
   o lesson objectives and learning outcomes from previous teaching;
   o milestones in the student's learning route.

Heads of Faculty should ensure that the appropriate Assessment Objectives reflected from Progress Ladders or SoW are addressed in periodic assessments to ensure that those AOs central to students' outstanding progress are tested in an appropriate format.

3. **Transitional** – typically, end of year or Key Stage, including public examinations in KS4 and 5.

Each form of assessment will require different levels of response from staff; staff written responses should be in green, with students' responses in red. All teacher marking should be governed by the principles of being **meaningful, manageable and motivating.**

Day to Day Assessment

- This 'live marking' or 'assessment at the point of learning' feedback can be verbal or written.
- It must ensure that students' work is well-presented, organised, of appropriate detail and quality and commensurate with the student making outstanding progress.

Periodic Assessment and Transitional Assessment - including Assessment Windows; formal assessments; end of unit/series tests; mock examinations.
Staff responses will reflect formative marking criteria below, which can often be achieved without extensive written dialogue or comments, but should be given promptly to maximise its effectiveness:

- comments are curricular, subject specific and recognizable to the subject;
- the student's positive self-esteem is promoted;
- lesson objectives, progress ladders and learning outcomes are reflected (as appropriate to Key Stage);

- the student's next steps are easy to see;
- further challenges are set;
- uses school agreed literacy codes;
- there is opportunity for students to respond to the comments, including correct and perfect/MRI.

- School will publish an Assessment, Recording and Reporting (ARR) calendar in advance of the academic year, including Assessment Windows for each KS3 year.
- In KS3, there will be formative feedback:
  - once a half-term for non-core subjects;
  - twice a half-term for core subjects.
- In KS4 and KS5, there will be two formatively assessed pieces of work each half-term.
- Each department should ensure that there is an appropriate curriculum plan to match the school ARR calendar.
- Students will sit formal assessments in all subjects. These happen twice yearly in Year 7 and 8 and three times a year in Year 9. The results of these assessments, together with the teacher assessed grade, identified Areas for Improvement (AfIs) with suggested strategies to support those AfIs, will be reported home.
- End of Year, Mock Examinations and Assessment Windows are identified across Years 10-13. The same reporting principles will be applied in KS4 and 5.
- Periodic and Transitional assessments should reflect the rigour and challenge associated with students making outstanding progress.

Impact: How should teachers, students, school, parents/carers and Trustees use the information?

- Teachers will adapt their planning to address gaps in students' skills and knowledge in light of findings from assessments, completing and updating Planning for Progression sheets in line with periodic assessments which will also reflect whole-school priorities.
- Students will engage with teacher feedback through correct and perfect/MRI sessions after feedback and will also complete Progress Reviews in line with the reporting cycle.
- School will use the information submitted from assessments to support students and staff CPD and inform Progress Review Board discussions with HoDs.
- Parents/carers will receive reports in line with the ARR calendar which will include areas for improvement and strategies to support parents and students in addressing the AfIs.
- Trustees will use the information submitted from assessment windows to inform discussion with school leadership as part of the Curriculum and Progress sub-committee

Appendix - Advice and Guidance

Department Checklist/Audit

Criteria	RAG	Notes/Actions
Day to day assessment and live marking:		
are well embedded in department pedagogy ensuring students' work is: • well-presented, organised, of appropriate detail and quality and commensurate with the student making outstanding progress.		
Periodic assessments reflect:		
• lesson objectives and learning outcomes from previous teaching; • milestones in the student's learning route; • the rigour and challenge associated with students making outstanding progress; **KS3** • once per half-term for non-core subjects; • twice per half-term for core subjects. **KS4 & 5** • twice per half-term		
Staff feedback is meaningful, manageable and motivating ensuring:		
• comments are curricular, subject specific and recognizable to the subject; • the student's positive self-esteem is promoted; • lesson objectives, progress ladders and learning outcomes are reflected (as appropriate to Key Stage); • the student's next steps are easy to see; • further challenges are set; • uses school agreed literacy codes; • there is opportunity for students to respond to the comments, including correct and perfect/MRI.		

Live Marking

- Reduces teachers' workload outside of lesson hours.
- Encourages teachers to give feedback that is diagnostic, closing in on specific areas to improve.
- Allows for a dialogue between teacher and student, enabling the teacher to provide immediate feedback and a suggested action there and then that the student has to act upon before moving on to the next phase of learning.
- Does NOT have to be written down
- Gives students concise, regular feedback, making it easier for them to improve their learning.
- Don't spend too much time with 1 individual – use a peer to support weaker students – make sure you 'get round the class', ideally with a green pen in your hand
- **Plan it – share your time equitably amongst those that need it most**

To Correct and To Perfect (including Literacy Codes) – part of formative assessment and MRI

- Draws a distinction between 'errors' and 'mistakes'. We should correct errors which are often the result of carelessness, and 'perfect' work where a mistake or misunderstanding has occurred – to therefore improve the overall quality of the work.
- To correct - 'You have made a careless error here e.g. spelling, punctuation, capital letters. Can you put it right?' See the literacy codes below.
- To perfect – 'You could really improve this part of your answer. Either think hard about what you can do to improve it or respond to the prompts I have suggested. Refer to your WAGOLL and success criteria.'
- Get your green pen ready and the visualiser enabled – you should model an example of work on the screen
- Students should highlight 'corrections' and 'perfections' in their own/partner's work
- Prioritise school AfIs – boys, DA and **Wave 1 students you have identified** – make it **deliberate, obvious, precise and persistent**
- Be realistic about how much you might get done – you could work with a group/pair yourself, and ask the TA to work with another group, if applicable.
- Don't spend too much time with 1 individual – use a peer to support other students
- **Plan it – share your time equitably amongst those that need it most**

Literacy Codes

Sp	a spelling error (usually of a key word) has been identified
C	capital letters are used incorrectly
P	punctuation needs correcting
WW	wrong word e.g. homophone error
WO	word order/syntax is wrong
^	a word is missing
/	start a new sentence
//	start a new paragraph