

# West Monmouth School



## Assessment Policy

Date Approved by Governors: Sept. 2023

## Rationale

The promotion of pupils' involvement in their learning and the development of their self-esteem and confidence are at the core of our school ethos. Assessment for Learning lies at the heart of this aim, and so is incorporated into planning, teaching strategies and review processes throughout the school.

Based on research, high-quality formative assessment has been shown to be a very effective method of improving outcomes. It increases pupil participation and overall performance. (Black and William 1998). In accordance with Curriculum for Wales, the 3 aims of assessment at West Monmouth School are:

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice.

## Supporting individual learners on an ongoing, day-to-day basis

### 'Every Lesson, Every Day'

As well as adhering to the specific marking and feedback processes outlined below, all faculties are required to incorporate a wide range of formative assessment strategies into their schemes of work and lesson plans. The list below is not exhaustive but highlights key approaches which should regularly be used. Further guidance, can be found in the training resources accessed via the link below:

<https://hwbwave15.sharepoint.com/:p/s/WestmonAllStaff/EdNpZWQCvBdMj4PsRSqUudUBb7R7-9nXmfKVRAGqMTYNug?e=kdMcM6>

- **Sharing Learning Objectives**- the learning objectives of each lesson should be displayed and explained to pupils. These learning objectives should have a clear link to the 'big picture' and incorporate skills as well as subject specific content. Where possible pupils should have an involvement in the setting of learning objectives.
- **Shared Success Criteria**- pupils should have a clear understanding of what is required in order to complete a given task successfully. Success criteria may be generic or task specific and should usually be differentiated according to the levels or grades expected. Pupils should have access to 'pupil friendly' level and grade descriptors written in language which is accessible to them. Where possible, pupils should be given the opportunity to be involved in the setting of success criteria. The use of modelling and shared marking activities should be used to clarify the success criteria.
- **Effective Questioning**- a mix of open and closed questions should be used and thinking time should be given to encourage more in-depth answers. 'Think-pair-share' can be used to help pupils feel more confident about their answers; and 'show me boards' or answer cards can be used to encourage wider pupil participation in Q&A sessions. Use of pre-planned multiple-choice or 'hinge' questions should be used to judge progress, identify misconceptions and inform teaching as the lesson progresses.
- **Feedback**- expectations for written feedback are outlined below but pupils should also receive frequent verbal feedback in lessons both individually and as a group. This feedback should help pupils to identify what they are doing well and also how they can improve their work. It should be kind, specific and helpful.
- **Self & Peer-Assessment** – the opportunity to mark their own work and that of others promotes better understanding of success criteria; and encourages pupils to take greater ownership of

their learning. Self/peer-assessment should always be carried out with reference to clear success criteria and can be an effective way of re-drafting pupils' work. Self and peer assessment should always be completed in green pen.

- **Reflection** – pupils should be given time to reflect on their learning and progress during plenary sessions and at opportune points within the lesson. They should be encouraged to make explicit links between what they have learned and the learning objectives and success criteria.

## Formative book marking:

- All pupil books in core subjects should be marked at least every **4 weeks**;
- All pupil books in foundation subjects should be marked at least every **6 weeks / half term**;
- At these intervals a whole class or individual Progress Checker sheet like the one shown below should be used:
- \* **'Concern'** should be circled when a pupil's work is significantly below target (2 or more grades/levels), there is

Identify the things which pupils are doing well in the class in general as evidenced in their books and in lessons. **Not confined to one task** – highlight the ones particularly relevant to that pupil.

Identify how pupils could improve their work as evidenced in their books and in lessons – highlight the ones particularly relevant to that pupil.

Circle the 'best fit' for **individual** pupil's current progress against their target. \*

Identify literacy, numeracy or digital skills that pupils are doing well – highlight the ones that particularly relevant to that pupil.

Identify literacy, numeracy or digital skills that pupils need to improve – highlight the ones that particularly relevant to that pupil.

Identify and illustrate any common errors / misconceptions being made.

A 'WELL' (what excellent looks like) could be included here

Signpost the DIRT tasks pupils will be completing **in the lesson**. These could include:  
Directed corrections, directed re-drafting, further practice exercises, further teaching or instruction.

**It is unlikely DIRT will be the same for all pupils.**

QR codes /links could be used to support esp. if work is digital.

Space for pupils to make comment / reflection on their progress **NOT** to complete DIRT

WMS Progress Checker:		Above Expected	Expected	Below Expected	Concern
WWW: (Subject)	EBI: (Subject)				
WWW: (Core Skills)	EBI: (Core Skills)				
		Mistakes & Misconceptions:			
		DIRT Task(s):			
		Pupil Response: <input type="checkbox"/> I have read my teacher comments and completed my DIRT task. <input type="checkbox"/> I have made corrections <i>etc.</i> , spellings. Signed:			

lots of missed / incomplete work, misunderstanding of key ideas, very poor attitude to learning.

Completed examples can be accessed via the following link:

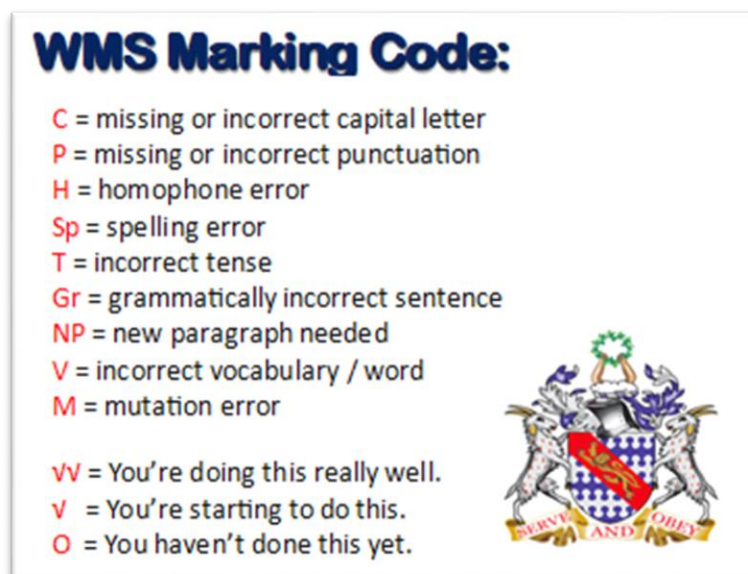
<https://hwbwave15.sharepoint.com/:w:/s/WestmonAllStaff/EZ8bq5zPA3tCqjc0q39CJnEBWy6-AQGYFRUSfeBljtlfw?e=GCPXdk>

- If teachers wish to mark books more frequently it is not necessary to use a Progress Checker sheet each time, simply signing and dating the book is sufficient;
- In addition to completing the Progress Checker, teachers may wish to comment on individual pieces of work – the provision of success-criteria can support workload here.
- The Progress Checker is designed to be formative, helping pupils to improve their performance. It should therefore be completed a reasonable time before an assessment so that pupils have time to act on advice given. **It should not be based on one piece of work or test but should rather be a holistic evaluation of a pupil's work in class and in their books at that point.**

- Every pupil should be provided with a copy of their completed, personalised Progress Checker and this should be stuck into their book / file near the work to which it refers.
- Teachers should display and explain the content of the Progress Checker to pupils to ensure they understand. **Lesson time** should then be provided for pupils to complete DIRT tasks and make required corrections in their books. This should not be set as a homework task. DIRT tasks should provide extension work for any pupil who has already met all expectations.
- Where pupils do not have physical books, the Progress Checker can be completed electronically as part of an e-booklet or portfolio.

## Marking For Literacy & Presentation:

- There is an expectation that all teachers in all subjects mark for literacy and presentation and, when necessary, challenge and support pupils to improve in these areas.
- Basic expectations for presentation include writing in pen, underling headings/date with a ruler, using a pencil for diagrams etc., and presenting work as neatly as possible. Pupils should be regularly reminded of these expectations and failure to meet them addressed via feedback and marking.
- All teachers should mark for literacy using the common marking code opposite – which should be displayed in all pupil books. In literacy-heavy subjects, it may not be possible to mark all work in full detail but identified pieces or sections should be targeted.
- Up to 5 spelling errors should be highlighted in a piece of work with an emphasis on key topic vocabulary. Other frequent errors such as homophones may also be identified. **Teachers should provide the correct spelling of the word and pupils be required to copy it out correctly 3 times during DIRT.**
- The marking code should also be used to support pupils in proof-reading their work or that of peers. Proof-reading is an 'every lesson, everyday' requirement and **pupils should be given time in every lesson to proof-read and correct all or part of their work against the 7 Steps.**



## Assessed Tasks:

- Core subjects and option subjects at KS4 should set at least one assessment task each half term **including** the yearly exam;
- Non-core subjects should set at least one assessment task each term **plus** the yearly exam;
- Assessment tasks may take the form of tests or set pieces of work which target particular knowledge and/or skills.
- Where the assessment is to be a set task, pupils should be provided with clear **success criteria** (see example below) which outline in pupil friendly language what they must do to gain each level/grade;

# Success Criteria

In this year 7 assessment we are focusing on the Geography skill of 'features of places'. In the steps below it tells you what you must do to gain each level:

Teacher comment: \_\_\_\_\_


Level attained: \_\_\_\_\_

Target level \_

	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>
<p>You describe and begin to explain the natural and human features of different places within Wales.</p> <p>You recognise how people's actions affect the environment in these Welsh places.</p> <p>You write in paragraphs.</p> <p>You use punctuation within sentences e.g. commas.</p>	<p>You explain the natural and human features of different places within Wales.</p> <p>You describe how people's actions can improve or damage the environment in these Welsh places.</p> <p>You use geographical words.</p> <p>You use paragraphs accurately.</p> <p>A range of punctuation is generally used accurately.</p> <p>You spell simple words correctly.</p>	<p>You explain the natural and human features of different places within Wales.</p> <p>You describe how people's actions can improve or damage the environment in these Welsh places, and how change can be sustainable.</p> <p>You use correct geographical words.</p> <p>You use paragraphs effectively.</p> <p>A range of punctuation is used accurately.</p> <p>You spell complex words correctly.</p>	<p>You explain a range of the natural and human features of different places within Wales.</p> <p>You describe how people's actions can improve or damage the environment in these Welsh places, and understand how change can be sustainable.</p> <p>You accurately use geographical words.</p> <p>You use paragraphs and punctuation accurately for clarity and effect.</p> <p>You spell complex words correctly.</p>	<p><b>You are doing this well ✓✓</b></p> <p><b>You are starting to do this ✓</b></p>

- These success-criteria should then be used by the teacher (or by pupils for peer marking of first drafts) to mark and grade (if appropriate) the piece of work;
- Feedback for all assessed tasks, including tests, should be via the Closing the Gap marking sheet. The basic format of this is shown below but faculties may make small adaptations as required.

## WMS Assessment Point:

	<b>Subject:</b>  <b>Task:</b>  <b>Mark /Grade:</b>	<b>Teacher Progress Comment:</b>  Teachers should make a comment on the pupil's attainment / effort with the task.
<b>What went well?</b>	# Marking or the inclusion of success criteria / topics tested can be used to reduce workload here.	
<b>Even better if .....</b>	Comments should be specific and clearly identify how pupils can improve this work <b>and</b> also future work.	
<b>Core Skills</b>	A WWW/EBI relevant to literacy (7Steps), numeracy, digital skills.	
<b>DIRT Task(s)</b>	DIRT tasks are unlikely to be the same for all pupils and should require pupils to make progress against their EBIs.  <b style="color: red;">They should support pupils to do better on future tasks as well as improving this task.</b>	












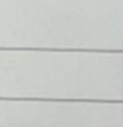












A Completed example can be accessed via the following link:

<https://hwbwave15.sharepoint.com/:b:/s/WestmonAllStaff/ETZiILkdsdlPmd8SYUg0MTEBIhzpHffj2OX6fE2bhuNwWg?e=XFL8Yp>

- **As with the Progress Checker, pupils should be allocated lesson time to complete their DIRT task(s)**

## Progress Tracking:

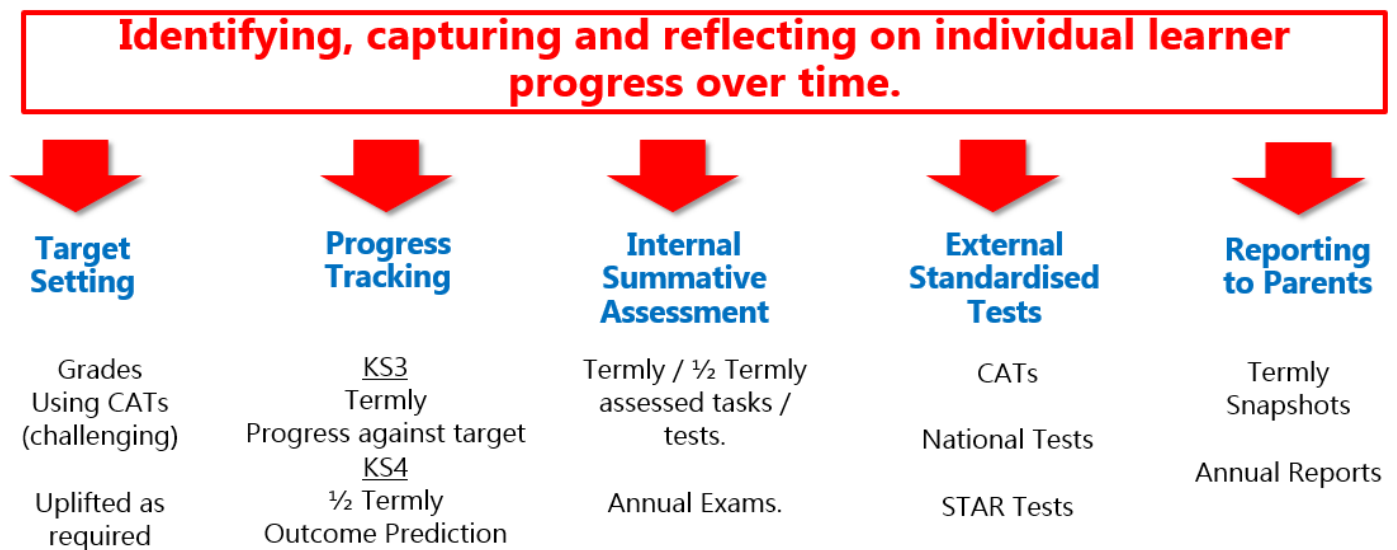
- All pupils should be actively involved in tracking their own progress and understanding. This can be done effectively via the use of topic personalised learning checklists such as the one shown below:

1.2 RESPIRATION AND THE RESPIRATORY SYSTEM IN HUMANS	QR code	RAG	
		Before	After
(a) aerobic respiration as a process that occurs in cells when oxygen is available; respiration as a series of enzyme-controlled reactions within the cell, that use glucose and oxygen to release energy and produce carbon dioxide and water; <b>energy is released in the form of ATP</b> and be able to state the word equation to describe aerobic respiration			
(b) anaerobic respiration as a process that occurs in the absence of oxygen; glucose being broken down to release energy and lactic acid; oxygen debt as a result of anaerobic respiration; anaerobic respiration as a less efficient process than aerobic respiration because of the incomplete breakdown of glucose; less ATP is produced per molecule of glucose in anaerobic respiration than in aerobic respiration and be able to state the word equation for anaerobic respiration in human cells			
(c) the need for and purpose of the respiratory system and be able to label the following structures on a diagram of a vertical section of the human respiratory system: nasal cavity, trachea, bronchi, bronchioles, alveoli, lungs, diaphragm, ribs and intercostal muscles			
(d) the function of mucus and cilia in the respiratory system			
(e) the mechanisms of inspiration and expiration, in terms of changes in thoracic volume and pressure brought about by movements of the diaphragm and rib cage; movement of air takes place due to differences in pressure between the lungs and outside the body			
(f) the use of a bell jar model to illustrate inspiration and expiration and the limitations of this model			
(g) the structure of an alveolus and its blood supply and be able to label the following structures on a diagram: end of bronchiole, wall of alveolus, moist lining of alveolus, wall of capillary, red blood cells and plasma			
(h) the percentage composition of inspired and expired air and the reasons for the differences; how gases diffuse between alveolar air and capillaries; the adaptations of alveoli for gas exchange; the use of lime water to indicate the presence of carbon dioxide			
(i) the effects of smoking on cilia and mucus in the respiratory system and the consequences for the individual; the link between cigarette smoking and lung cancer and emphysema and the consequences of these conditions			

- These resources should be designed in order to be accessible to the age and ability of pupils using them and their use must be directed regularly in order for them to be impactful.
- Signposting to revision / support resources, as done via QR codes in this example, is also advisable.

## Identifying, capturing and reflecting on individual learner progress over time

The school's model for achieving this is summarised in the diagram below:



### Roles & Responsibilities:

#### KS3 & 4 Data Leads will:

- Ensure CATs tests are undertaken and subsequent targets are uploaded to SIMs Marksheets.
- Collate data and make it available to classroom teachers, HoFs and HoLs in a 'user-friendly' format which supports effective analysis.

#### Class Teachers will:

- Review set targets and adjust them upwards if challenge is deemed insufficient.
- Provide a holistic progress judgement at each data capture based on pupils' overall levels of achievement – NOT based on one assessment.
- Utilise data tools provided to monitor the progress of individuals within their classes and to provide / broker additional support as required.

#### HoFs will:

- Oversee the processes described above for class teachers and ensure that they are being carried out effectively.

#### HoLs will:

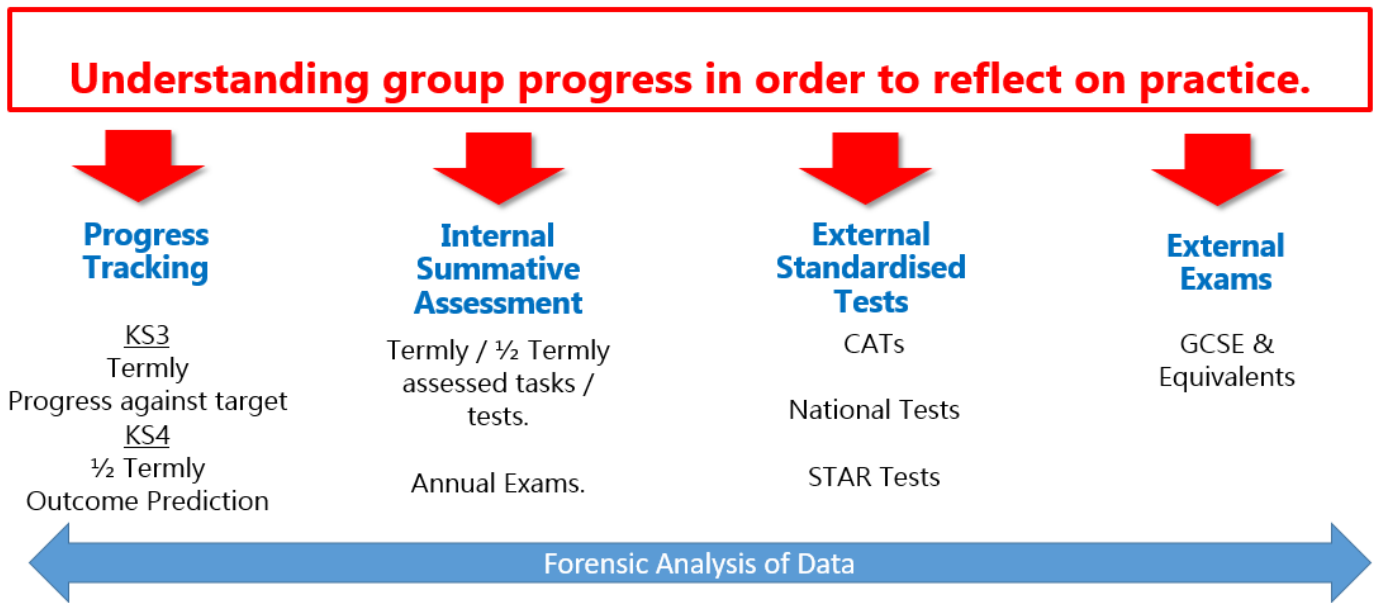
- Utilise data tools provided to monitor the progress of individuals within their year groups and take appropriate actions as required liaising with teachers, HoFs and external agencies.

#### Skills Leads will:

- Review National Test and STAR test data regularly to evaluate standards the progress of individual pupils in literacy & numeracy.
- Use this information to inform the planning and delivery of intervention groups as appropriate.

## Understanding group progress in order to reflect on practice

The school's model for achieving this is summarised in the diagram below:



### Roles & Responsibilities:

#### KS3 & 4 Data Leads will:

- Collate data and make it available to classroom teachers, HoFs and HoLs in a 'user-friendly' format which supports effective analysis.
- Review data at each DC point and 'flag-up' key points / concerns to be raised by line managers.

#### Class Teachers will:

- Utilise data tools provided to monitor the progress of their classes and use information gathered to inform future planning.
- Utilise data tools provided to monitor the progress of groups of pupils within their classes and use information gathered to inform future teaching and learning.

#### HoFs will:

- Utilise data tools provided to review the progress of all year groups, classes and groups of pupils.
- Use the information gathered to inform self-evaluation and improvement planning, particularly with regards to curriculum development, teaching and learning priorities, staffing allocations and professional learning.

#### HoLs will:

- Utilise data tools provided to monitor the progress of individuals within their year groups and take appropriate actions as required liaising with teachers, HoFs and external agencies.

#### Skills Leads will:

- Review National Test and STAR test data regularly to evaluate standards overall and the progress of cohorts, classes and pupil groups in literacy & numeracy.
- Use this information to inform self-evaluation and improvement planning, particularly with regards to intervention planning and professional learning needs.

#### Line Managers will:

- Ensure that the processes described above are being carried out effectively in the faculties they line manage.
- Familiarise themselves with the data for their faculties and raise any points of concern with the HoF during LMMs

#### SLT will:

- Utilise cohort, pupil group and subject progress data to evaluate the impact of provision in curriculum areas.
- Use this information to inform self-evaluation and improvement planning, particularly with regards to curriculum planning, staffing, grant spend, teaching & learning priorities and professional learning.