



Assessment and Marking at Oasis
Academy Silvertown
Draft arrangements
2014-2015

Assessment

Our assessment arrangements are detailed below – but it is important to read them in the light of the Report of the NAHT Commission on Assessment – particularly the following sections:

Report of the NAHT Commission on Assessment – February 2014

Underpinning principles for assessment

The principles, in conjunction with the design checklist that follows, will assist schools as they develop their own assessment systems. Schools will be able to review their own processes to ensure that they are underpinned by these principles and, where this is the case, determine whether the assessment system is fit for purpose.

1. Assessment is at the heart of teaching and learning.

a. Assessment provides evidence to guide teaching and learning.

b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.

a. Assessment is inclusive of all abilities.

b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

a. Assessment outcomes are used in ways that minimise undesirable effects.

b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.

c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

a. Assessment places achievement in context against nationally standardised criteria and expected standards.

b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.

c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

a. The purpose of any assessment process should be clearly stated.

b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).

c. Assessment should draw on a wide range of

evidence to provide a complete picture of student achievement.

d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

5. Assessment is consistent.

a. Judgements are formed according to common principles.

b. The results are readily understandable by third parties.

c. A school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

a. pupils in developing their learning;

b. parents in supporting children with their learning;

c. teachers in planning teaching and learning.

Assessment must provide information that justifies the time spent;

d. school leaders and governors in planning and allocating resources; and

e. government and agents of government.

7. Assessment feedback should inspire greater

effort and a belief that, through hard work and practice, more can be achieved.

Assessment in schools

Design checklist

These statements provide an evaluation checklist for schools seeking to develop or acquire an assessment system. They could also form the seed of a revised assessment policy; there is certainly value in schools using broadly consistent approaches to assessment.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.*
- All staff are regularly trained in our approach to assessment.*
- We have a senior leader who is responsible for assessment.*

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next*

steps in learning.

- *We also use the outcomes of assessment to check and support our teaching standards and help us improve.*
- *Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.*
- *We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.*
- *Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design. (note A)*
- *Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. (note B)*
- *The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. (note C)*
- *Each pupil is assessed as either 'developing', 'meeting' or 'exceeding' each relevant criterion contained in our expectations for that year. (note D)*
- *Where a pupil is assessed as exceeding the*

relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.

- *Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.*
- *Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. (note E)*

Our use of assessment

- *Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.*
- *Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.*
- *The information from assessment is*

communicated to parents and pupils on a termly basis through a structured conversation.

Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.¹*

¹ Report of the NAHT Commission on Assessment, February 2014

Assessment for learning is a crucial element of effective teaching – our students need:

- to know their target, to know where they are now, and to know how to achieve their target;
- high quality, diagnostic marking and feedback;
- dialogue with their teacher so they own their learning journey;
- opportunities to self and peer assess.

It is important to remember that assessment is not just driven by marking. The skilful use of questioning in the classroom enables the teacher to assess the level of understanding and where necessary adapt their teaching.

The academy year will be divided into 6 assessment units (as detailed in the academy development planning cycle). Each unit will be 6-7 weeks in length (adjusted where half terms are longer or shorter). Within each assessment unit, teaching and learning will follow this cycle:

- Curriculum planning;
- Pre-unit assessment – adapt planning based on student learning needs;
- Teach unit – ongoing assessment for learning;
- Post-unit assessment;
- Data entry and analysis;
- Reporting to students and families.

Recording assessment data

Teachers will record the following assessment data at the end of each assessment unit:

- Projected Final Grade (in line with PIXL guidance)
- Current grade

Progress tracking will be based on the PFG.

Attitude to learning score

In addition teachers will record the following qualitative data at the end of each assessment unit:

- Effort
- Behaviour
- Homework

Students will be scored 1-4 for each (1 = outstanding etc)

This will be used to calculate an aggregated score for each student, published and ranked every half term as 'attitude to learning'.

The ranking will be based on quartiles, rather than raw ranking.

Reporting

We will report the following data to students and their families every half term:

- Current grade for each subject
- Projected final grade
- Attitude to learning score

We will use 2 report templates:

- Progress report
- Attitude to learning report

Progress report

Student name	_____
Year group	_____
Home group	_____
Reporting period	Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/Summer 2
Report date	_____

Subject	Start of year level	End of year target level	Level from last unit	Pre-unit assessment	Post-unit assessment	Progress Above On target Just below Concern
CORE						
Language and Communication						
Maths and Computing						
STEM						
NON-CORE						
Arts Insert subject						
Humanities Insert subject						
Modern Foreign Languages Insert subject						
Sport						
ENRICHMENT						

Insert subject						
-----------------------	--	--	--	--	--	--

Attitude to learning report

Student name	_____
Year group	_____
Home group	_____
Reporting period	Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/Summer 2
Report date	_____

Subject	Behaviour 1-4	Effort 1-4	Homework 1-4	Average score = attitude to learning	Rank position for subject (Quartile)
Language and Communication					
Maths and Computing					
STEM					
Arts					
Humanities					
Modern Foreign Languages					
Sport					
Enrichment					

Marking

Marking must be diagnostic, and linked to students' learning targets.

We will develop strategies with staff to ensure that marking is not burdensome, but that the outcome of marking is to provide high quality feedback to our students to help them make progress towards their learning targets.

To this end, marking will be a dialogue between staff (not just teachers) and students. For clarity, we will use the following systems:

- Teacher uses red pen
- Student uses green pen
- Other staff (e.g. LSA) use purple pen

Teachers will use WWW (what went well) and EBI (even better if) to give clear and consistent feedback to students.

Students will respond to the feedback – teachers must build this into their planning so students have time to reflect on the feedback and consider how they will use MAD (make a difference) time to make adjustments and progress towards their learning targets.

Students will be given the opportunity to self and peer assess where this will:

- Deepen their learning and understanding;
- Link to students' MAD objectives;
- Alleviate the marking burden where detailed teacher feedback is not necessary (e.g. vocab tests).

We will monitor the quality of marking in the following ways:

- Weekly book looks as part of our TLAC cycle (detailed in the staff training section);
- Formal book looks as part of the academy review cycle;
- Formal book looks as part of appraisal observations.

