

**DISS HIGH SCHOOL**

**ASSESSMENT POLICY**

**Reviewed annually**

## **Contents**

|   | <b>Page</b> |
|---|-------------|
| Introduction                                  | 1           |
| Rationale                                     | 1           |
| Principles                                    | 1           |
| Record Keeping/Student Progress Data          | 1           |
| Regular Assessment                            | 2           |
| Summative Assessments                         | 2           |
| Formative Assessment                          | 3           |
| Whole School Assessment: Minimum Expectations | 3           |
| Marking and Feedback                          | 4           |

In lessons at Diss High School, assessment is completed across a range of activities through which staff ascertain the abilities and achievements of our students, and the extent of their knowledge, skills and understanding. Assessment and feedback are used to advise students, teachers (and others) of their progress, their targets and how to close any achievement gaps that may exist.

### **Rationale**

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria. Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. This includes low stakes testing where a simple test is employed to ascertain the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level. Summative assessment is used to evaluate learning and progress by awarding a grade of attainment to a student. We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability.

Work undertaken deserves feedback (written or verbal) in order to enable students to know and understand the progress they are making, and the next steps needed to inform how they can continue to improve. It will also help inform subject staff where there are gaps in students' knowledge and understanding.

### **Principles**

- The focus of written and verbal feedback is to give students a clear understanding of how well they have gained knowledge, concepts and skills and then explain what needs to be done to enhance and extend their learning.
- Students' assessment of their own and their peers' progress and attainment is a central function in the learning process.
- A variety of marking strategies will be used to ensure teacher workload is minimised.
- Marking is designed to help students make progress in their learning and will be meaningful, manageable and motivating.

### **Record-Keeping/Student Progress Data**

All staff have access to Go4Schools marksheets for their allocated classes. These marksheets will include information regarding prior attainment, SEND, PP and other key aspects of student's data. All staff are responsible for ensuring that the marksheet entries are kept up to date to allow for data snapshots throughout the year. Marksheets will include the following information:

- All assessment titles which have been carried out in the half term, in line with the school policy
- An accurate "Working At Grade." This is the grade the students are currently working at which is updated by staff throughout the year.
- A "Professional Projection" for the end of the Key Stage based primarily on assessment evidence, moderated by professional judgement.

## **Regular Assessment**

- All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of marksheets
- Formal assessments will be signposted in schemes of work
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work and may well include previously taught topics to ensure all areas covered throughout the Key Stage remain fluent in students' memory.
- The school will provide opportunities for formal summative examinations (e.g., mock exams, practical performances) at least once a year for selected subjects, year groups or groups of students.

## **Self and Peer Assessment**

We are aware that Self and Peer-assessment can encourage students to take greater responsibility for their learning. For example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers. Through this, students can learn from their previous mistakes, identify their strengths and weaknesses, and learn to target their learning accordingly. As a result, all teachers will provide regular opportunities for self-assessment and peer assessment.

## **Strategies**

Diss High School has minimum expectations in relation to students receiving feedback across a period of learning. In line with the Department for Education Teachers' Standards, 'teachers must give pupils regular feedback, both orally and through accurate marking' Therefore, colleagues should expect to have their students' books/work/assessments checked during learning walks, observations and as part of a work-scrutiny by the Head of Faculty or the Senior Leadership Team. Data triangulation will take place after each summative assessment cycle.

**Summative Assessments** are given periodically to determine at a particular point in time what students know and do not know, and to identify any gaps in learning, individually or collectively. Examples of summative assessment include:

- GCSE examination papers
- Interim assessments
- End-of-unit tests
- End-of-term exams / assessments
- Practical assessment
- Project work

Summative assessments are a means to measure, at a particular point in time, student learning relative to specification. It is normally, though not always, used towards the end of a term. Summative assessment is used to quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports. Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

**Formative assessment** is an integral part of teaching and learning. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning and will affect what the student and the teacher does next. In this sense, formative assessment informs both teachers and students about a student's knowledge retention and developing skills at a point when timely adjustments can be made. It is acceptable for teachers to move away from schemes of work where it is clear students' learning in a particular area needs to be reinforced or re-visited. These adjustments help to ensure students achieve targeted learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

Examples of formative assessments include:

- Low stakes tests/quizzes
- Diagnostic questions
- Exit tickets
- Short comparative assessments
- Silent polls in lessons
- Creating a visualisation, or doodle map, to demonstrate learning
- Homework
- Essays
- Piece of Artwork
- Practical assessment
- Presentations

#### **Whole school assessment: MINIMUM EXPECTATIONS\***

- Three Summative assessments a year in accordance with the school calendar – one per term.
- Summative assessments completed and kept until the end of key stage
- Individual Departments may decide when assessments take place within each assessment period. Assessments however must be completed, and marks recorded on Go4S ahead of scheduled data captures.

The minimum expectations for student feedback are as follows:

- **Formative and summative assessment** - Written or verbal comments are meaningful, and clearly state what the student needs to do in order to improve their learning
- **Response** – Each student has an opportunity to respond to the teacher's feedback. This could be accomplished by annotating the work, re-doing or improving a piece of work or successfully completing a similar question,
- **Grade** [where appropriate] – the student is aware of how each piece of work is directly contributing to their progress (or lack of progress) and target.

\*In the build up to external exams in KS4 and KS5, teachers should prioritise Year 11 and 13 groups to ensure that regular and high-quality feedback is given during final examination preparation.

## **Marking and Feedback**

All marking should be meaningful, manageable and motivating. Teaching staff should ensure that pupils respond to feedback as part of their marking cycle.

All departments have an agreed protocol for marking and feedback in their subject. Departments may adapt how they apply the school's marking and feedback guidelines, although minimum expectations must be adhered to (listed below). Departments are actively encouraged to share good practice between their faculty and across the whole school.

## **Minimum Expectations**

- Three Summative assessments a year per subject across all year groups in accordance with the school assessment calendar – one per term. Feedback, either individual or whole class, takes place highlighting areas for improvement and offering an opportunity for students to practice any necessary skills.
- Positive feedback is given when responses or work demonstrates excellent understanding.
- All homework set will be reviewed. This may be done through teacher assessment, peer assessment, self-assessment or active verbal feedback.
- 'Active verbal feedback' is given regularly within lessons. This does not have to be recorded but students are expected to act upon the feedback. Verbal feedback should be visible during learning walks and observations where appropriate.
- Working At and Professional Projection grades are to be reviewed and updated following an assessment, if appropriate.