



BYRCHALL HIGH SCHOOL

Assessment Policy

Rationale

Assessment is always carried out for a purpose. There are a variety of assessment purposes for which assessment is used. Assessment that is valid and reliable is invaluable in offering rigorous, systematic information to teachers to inform action. Formative assessment collects information about performance **before** a task is complete and provides feedback showing students how to progress.

Diagnostic assessment **identifies** the nature of a problem in achieving expected/desirable outcomes.

Summative assessment collects feedback about the quality or quantity of any performance and is used when **the act of learning is complete** and the standard of achievement is to be assessed.

All teachers are responsible for the effective use of Assessment which should:-

Aims

- Be part of effective planning of teaching and learning
- Focus on how students learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive as any assessment has an emotional impact
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Ensure that learners receive constructive guidance about how to improve
- Develop learners' capacity for self assessment so they can become reflective and self-managing
- Recognise the full range of achievements of all learners

Guidelines for effective practice

To incorporate common assessment principles to improve the quality of teaching and learning, all staff will:-

- Use plans which:
 - provide opportunities for both learner and teacher to obtain and use information about progress towards goals
 - include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
 - indicate how learners will receive feedback, how they will self-assess their learning and how they will be helped to make further progress
- When marking students' work, adhere to the Whole School Marking Policy (attached)
- Ensure that learners are as aware of 'how' they learn as well as 'what' they learn
- Provide tasks and questions in class which prompt learners to demonstrate their knowledge, understanding and skills and ensure assessment is part of every lesson
- Observe and interpret what learners say and do to make judgements about how learning can be improved
- Plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers will be supported in developing these skills through continual professional development
- Be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and be as constructive as possible in the feedback given
- Foster motivation by emphasising progress and achievement rather than failure
- Share learning goals with students and identify criteria for assessing progress – using language students can understand
- Provide examples of how assessment criteria can be met and engage learners in peer and self assessment
- Pinpoint learners' strengths in order to plan the next steps into their learning; be clear and constructive about weaknesses and how they might be addressed and provide opportunities for them to improve upon their work.



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Marking and Presentation Policy

Rationale

The purpose of marking is to help the student create better work and understand how to improve. Marking must cover content, structure, style and highlight errors but is not to be simply proof reading with blanket corrections of all mistakes. Marking must be targeted at specific features within a given piece of work.

Aims

To incorporate common cross-curricular strategies to improve the quality of teaching and learning via marking, all staff will:

- Ensure work is marked diagnostically identifying areas for praise and next steps. The school promotes 'PEN' approach to feedback Praise, Evidence, Next Steps.
- Ensure work is marked regularly
- Ensure that written comments are made on students' work. Avoid using marks out of ten, grades or levels as the sole written mark. (see Assessment Policy)
- Mark for literacy i.e. spelling, punctuation and grammar (See Literacy Policy)
- Ensure students receive encouragement e.g. by using praise.
- Ensure students receive an opportunity to respond to feedback and show they are making progress.

Guidelines

All teachers will:

- Ensure work is marked on a weekly basis where practical
- Ensure that classwork and homework pieces are identified clearly in students' books by use of headings
- Ensure that completed work reflects a variety of teaching and learning styles
- Ensure all written pieces are dated
- Endeavour to ensure students' work is presented neatly and as far as possible, is presented to the best of their ability, e.g. headings underlined, completed pieces ruled off etc.
- Ensure students' work is completed in blue or black pen
- Ensure that comments specifically relate to skills displayed in students' work and offer guidelines and clear targets for improvement
 - Marking must be an on-going dialogue clearly referencing progress.
- Ensure subject specific spellings are correctly amended when errors are made.
- All teachers to ensure the guidance on completing electronic work is followed.