



# Codsall Community High School

## Assessment & Marking Policy

### **Introduction**

Assessment involves two elements:

- Formative assessment – ongoing feedback used by teachers to improve their teaching and by students to improve their learning;
- Summative assessment – used to evaluate learning at the end of a unit or at a key point by comparing students' learning against agreed standards.

This policy outlines the procedures used at Codsall Community High School to ensure assessment and marking lead to improved progress for all students.

### **Processes**

Using assessment before teaching a unit: Pre-assessment

- Before teaching a new unit of work teachers can carry out a pre-assessment to establish students' previous learning within a topic. This will establish the facts (acquisition and retention), skills (retention and fluency) and understanding (conceptions and misconceptions) students have within a unit.

- Students mark pre-assessment themselves and this is used by teachers to adjust their teaching plans and by students so they know which areas to focus on.

#### Using assessment while teaching a unit: Day to day assessment

- Students are aware of the objectives they are working towards over a series of lessons, the criteria used to judge whether they have reached them and these are illustrated using models, anti-models, exemplars, mark schemes or knowledge organisers (Years 9 and 10).
- Students are given regular opportunities to assess themselves and each other using exemplars or mark schemes, recording their strengths (What Went Well - WWWs), areas for improvement (Even Better If - EBIs) and are given time to improve their work (DIRT).
- Teachers ask questions and circulate during lessons to provide verbal feedback at the point of learning. Where teachers see errors, misconceptions or areas for improvement they let students know who record the feedback they receive and use it to improve their work.
- Effective questioning involves all students (e.g. mini whiteboards) rather than just some (e.g. hands up) and elicits robust evidence of learning (e.g. answers to an exam question) rather than being superficial (e.g. put your thumbs up if you understand).
- Teachers use regular quizzes to check acquisition and retention from knowledge organisers.
- Day to day assessment is used by teachers to pick up gaps in learning so they can adapt their teaching and by students so they can adjust the focus of their learning in lessons.

- Note – There is no requirement for teachers to provide written feedback to students during lessons, but students should mark their work at the point of learning and use feedback to improve.

#### Using assessment after learning a unit: Post-test

- At the end of a unit of work teachers carry out a post-test to establish students' learning of the unit and the progress they have made since the pre-assessment.
- Teachers mark post-tests and give students a score (e.g. 31/45) or a grade (e.g. 1 to 9, A\* to E or P, M, D, D\*). They use the results to adapt the unit of work so it is more effective when it is used by other groups of students in the future.
- Students are given time in class to reflect on the results of their post-test and to record strengths (WWWs – which are the improvements they have made since the pre-assessment) and what they still need to do to get better (EBIs).
- Students who are not on track to reach their target grade complete a significant piece of improvement work (DIRT) in class or for homework to demonstrate they are back on track following a post-test.

#### Using assessment to evaluate a term or year of learning: Milestones

- Students have their work formally assessed before a calendared grade collection point, which typically occurs every term.
- Milestones use up to date externally set test items, which are questions taken from previous, specimen or sample GCSE, BTEC or A level papers.
- Milestones cover all the learning from the units of work students have studied up to that point on a course and not just recent work.

- They use a range of assessment methods and the correct balance between test and controlled assessment marks to give an accurate picture of performance.
- Students who are not in the final year of a Key Stage (i.e. in Years 9, 12 or Year 10 for non-accelerated courses) can be provided with temporary knowledge (facts, skills or understanding) that they have not yet retained, scaffolding or prompts to enable them to complete examination questions successfully.
- Milestone assessments are checked by Lead Teachers before use.
- Students receive detailed written feedback from their teacher after a milestone assessment with a currently working at grade (CWA), on track for grade (OTF), strengths (WWWs) and areas for improvement (EBIs).
- "Currently Working At" is the grade the work would receive at GCSE, BTEC or A level now for the part of the course they have studied so far and "On Track For" is the grade the teacher thinks the student will get at the end of the course if they continue with the same attitude to learning.
- Students are given dedicated improvement and reflection time (DIRT) in lessons, or for homework, to make improvements following a milestone assessment, which should be sufficient for them to demonstrate they are on track to reach their target grade.
- Target grades are the maximum of FFT20 and a student's on track for grade. These can be increased by students, for example, to match the Grade 6 needed to study an A level course in the sixth form or the grades they will need to secure a place at a Russell Group University.
- CWA and OTF grades are recorded on the School Information Management System (SIMS) by Teachers and these are sent home to students and parents through EduLink.
- The accuracy of CWA and OTF grades are checked through faculty moderation and work sampling.

- The overall pitch of grades is also checked by the Deputy Headteacher: Curriculum. Where grades are higher or lower than they should be the Teacher is informed and they adjust grades prior to them being issued to parents.
- Teachers, Development Teachers and Lead Teachers examine strengths and weaknesses from milestones and use these to adapt units of work and the medium-term plan so they are more effective in the future.
- The quality of milestones is evaluated by Lead Teachers looking at the assessments completed by students, the adaptations teachers have made to their units of work and using statistical measures of reliability and validity. They are improved by replacing ineffective test items, providing training in test construction and through moderation.