

## **Tavistock College Assessment Policy**

### **Rationale**

This policy will outline how assessment of students is used in order to support student progress, both other time and within a lesson.

This policy will set out:

- The principles of assessment
- Assessment in the classroom
- In school formal assessment
- How assessment is used to track progress
- How student progress is communicated to parents
- How targets are set
- Roles and responsibilities

### **The Principles of Assessment**

Assessment is an integral part of teaching and learning. It gives students a base line for learning and appreciation of what they are to do next. Broadfoot et al, (2002) state that assessment for learning should:

- Be part of effective planning
- Focus on how students
- Be central to classroom practice
- Be a key professional skill
- Be sensitive and constructive
- Foster motivation
- Promote understanding of goals and criteria
- Help learners know how to improve
- Develop the capacity for self-assessment
- Recognise all educational achievement

### **Assessment in the Classroom**

The majority of assessment is done informally in the classroom and when marking books. Summative assessment only makes up a small proportion of the way that students are assessed. Teachers should be seeing how students are progressing with their learning using expert questioning and discussions. This can help to identify misconceptions and then to put support in place to help remedy these. Teachers also need to set clear objectives in every lesson and then assess students in lessons on how they have made progress towards these objectives. Teachers also need to share clear success criteria on what progress students are going to make in lessons. These are often written in 'End Point Tasks' or 'Big Questions'.

By using techniques of self and peer assessment students can take much more ownership of their learning. It can encourage students to become more resourceful and reflective learners. However, these techniques are used cautiously and sparingly.

When giving feedback to students it is important to not grade the work, but offer constructive feedback on how to improve. If a grade is offered then students will focus on this and not on the next steps offered for improvement. Only pieces of summative work are to be graded.

Teachers adhere to the marking policy when marking pupils work.

### **How Assessment is used to Track Progress**

At KS4 and 5 students have current and forecast grades entered by teachers 3 times a year excluding PPEs. This grade is based on a test conducted in lesson time and also contains a proportion of any completed controlled assessments. These grades are current and forecast to be what the student is likely to achieve when they receive their final results. These grades are 'fine graded' to make it clear to parents and students how secure they are at each grade. A 1 after the grade indicates that a student is certain to achieve at least that grade, a 2 after the grade indicates that a student has a good chance of achieving that grade and a 3 after the grade indicates that a student is vulnerable on that grade and is equally as likely to achieve the grade below. When analysing the data we do 2 analyses; current and forecast predicted. This helps us to have a clear indication on how students are likely to achieve at the end of their course. All KS4 and 5 data must be entered by teachers in pairs so that accuracy can be assured. Also all tests and controlled assessments should be moderated, and cross marked where appropriate, to assure accuracy. In KS4 students are set milestones based on FFT20.

At KS3 students also have grades entered by teachers 3 times a year. These are national curriculum levels and are also based on a test conducted in lessons. Students' levels are fine graded with a .8 after level indicating that they are secure at this level and close to achieving the next one; a 0.5 indicates that students are working at that level, and a 0.2 indicates that students are vulnerable at that level. Levels are being phased out from the 2016-17 academic year for KS3 students, starting with year 7 and working through KS3. The current life after levels assessment framework is being piloted this year. See below.



Tavistock COLLEGE  
Principal: Mrs Sarah Jones BSc (Hons), PGDip, M.Ed  
Crowndale Road, Tavistock, Devon PL19 8DD  
Tel: 01822 614231, Fax: 01822 612030  
E-mail: office@tavistockcollege.devon.sch.uk  
Website: www.tavistockcollege.devon.sch.uk



## English

**Teacher:** Mrs S. Swinburne

**Class:** 07X/En2

**Green-** Trystan has mastered these objectives

- When writing, uses basic language techniques which show some awareness of an appropriate form, purpose and audience
- Beginning to use a variety of sentence structures
- Basic punctuation is used accurately when writing sentences
- Uses wider vocabulary choices in particular word classes, with most spelt accurately
- Can express and structure ideas, with an understanding of purpose and audience
- Identifies language features with a brief explanation of effect on reader. Uses some subject terminology
- Able to make inferences from a text, choose relevant quotes and give a brief explanation.
- Attitude to learning
- Homework
- Independent learning

**Amber-** Trystan is developing these objectives

- Can identify genre conventions
- Mentions social and historical context of a text with some comment on writer's ideas
- Can recall information about texts and contexts, and memorise some quotes

**Red-** Trystan needs to develop these objectives

**Yet to study-** Trystan is yet to study these objectives

- Some awareness of similarities and differences between texts

### **How Student Progress is communicated to Parents**

Parents have 3 reports sent home throughout the year. All reports contain a student's targets, current or forecast grades and their classroom skills. The classroom skills are 'E' –Excellent, 'G'–Good. 'N' – Needs improving and 'C' – Cause for concern on a student's attitude, behaviour and homework. Parents also receive once a year a full written report for all subjects. Student progress is also communicated to parents via feedback in students' books.

### **How Targets are set**

Targets are set based on their KS2 assessments. This generates an aspirational target grade based on all students making at least expected progress and the majority of students making more than expected progress. These KS4 outcomes are then worked backwards to generate KS3 end of year targets to ensure that students are on the right flight path to achieve their targets. These targets have been adjusted for the new 9-1 curriculum. A target can be raised; however they can only be lowered in agreement between the Head of Faculty and the Assistant Principal in charge of assessment.

KS2		KS3					KS4			
Y6	NUMBER OF SUB LEVELS EXPECTED PROGRESS	Y7	NUMBER OF SUB LEVELS EXPECTED PROGRESS	Y8	NUMBER OF SUB LEVELS EXPECTED PROGRESS	Y9	OLD KS4	NEW KS4 (JUST ENGLISH & MATHS 2015.16)	EQUIVALENT KS4 GRADES	BTEC
6.2	2	6.8	2	7.5	2	8.2	A*	9	A**	D*
5.8	2	6.5	2	7.2	2	7.8	A*	8	A*/A	D*
5.5	2	6.2	2	6.8	2	7.5	A	8		D
5.2	2	5.8	2	6.5	2	7.2	B	7	A	D
4.8	2	5.5	2	6.2	2	6.8		6	B	M
4.5	2	5.2	2	5.8	2	6.5		5	B/C	M
4.2	2	4.8	2	5.5	2	6.2	C			P
3.8	2	4.5	2	5.2	2	5.8	D	4	C	P
3.5	2	4.2	2	4.8	2	5.5				P
3.2	2	3.8	2	4.5	2	5.2				L1P
2.8	2	3.5	2	4.2	2	4.8	E	3	D	L1P
2.5	2	3.2	2	3.8	2	4.5	E	2	D/E	L1P
2.2	2	2.8	2	3.5	2	4.2				L1P
1							F	1	G	L1P

## Roles and Responsibilities

### Students

Students have responsibility for trying their hardest in lessons and preparing fully for any assessments. They also need to make sure that they action any points made by teachers to improve their learning in a subject.

### *Teachers*

Teachers are responsible for the quality of formative assessment happening in their classroom. They must ensure that the formative assessment has an impact on their planning and therefore the progress of students within their lessons. Teachers are also responsible for meeting deadlines and entering data correctly. Teachers also must ensure that all reports they write are proof read and all information included in them is accurate.

### *Heads of Year*

Heads of year are responsible for analysing the performance of micro-cohorts of students in their year groups and then for identifying students who are underperforming across multiple subjects. If students are struggling in more than one subjects heads of year will be working with these students to improve performance.

### *Heads of Faculty*

Heads of faculty are accountable for the moderation and accuracy of the data inputted in to the system. They are also responsible for the quality of formative assessment that is happening in their faculties and where this is not happening putting support in place. Heads of faculty should use SISRA/4Matrix after each data drop to analyse how individual students, whole and micro cohorts are performing and preparing analyses for the meeting with the Assistant Principal.

### *Data Manager*

The data manager has responsibility over the collection of data and then entering this into our data packages; Internal Raise, DfE L3VA, ALPS, 4Matrix and SISRA. They are also responsible for providing the Assistant Principal with support with analysing the data. The data manager is also accountable for quickly and accurately getting the information to parents.

### *Assistant Principal in charge of Assessment*

The Assistant Principal has overall accountability of the accuracy of the data inputted across all key stages. They are to analyse the data collected and then feedback to Heads of Faculty and the Senior Leadership team to how particular micro-cohorts of students are performing and which students/subjects are underperforming. They also have the responsibility to meet with each head of faculty to discuss the accuracy of data and also what faculties are doing to support underperforming students and micro-cohorts.