



# Parklands Academy: Whole School Assessment Policy



## Overarching principles

- Effective assessment is vitally important to successful teaching. It allows students to understand the relative strengths and weaknesses in their work, recognise where they are/are not making progress and the specific actions that they must implement to improve their work. The Sutton Trust Report highlights that it is **the single most important factor in raising student achievement and progress within our classrooms.**
- Assessment is a vital tool to be used in planning and personalising learning.
- Effective assessment: particularly Formative assessment is **not** just about recording marks or proving progression or about spreadsheets or teachers' planners. Its core purpose is to help students to improve, by providing specific improvement-linked feedback. All assessment must create a cumulative picture of a child's progress in learning.
- Formative assessment should be an integral part of every teacher's normal classroom practice, and can be provided in both written and verbal form.
- Summative assessment is the product of cumulative assessments including terminal assessments.
- Individual curriculum areas at Parklands have the autonomy to add a personalised appendix to this document in line with the particular needs of their subject. Curriculum Leaders have a Departmental Assessment policy (*by adding their own contextual paragraph to the end of this document, thereby creating a departmental version of this policy.*)
- Teachers must follow the specific additional guidelines outlined by their Curriculum Leader to enable consistency across the department. Curriculum Leaders must monitor that all teachers within the department are adopting the guidelines consistently and regularly.
- The Parklands' Assessment System has replaced National Curriculum levels, and a specific system of recording progress, attitudes and behaviours towards learning is used instead. This system is explained in this policy.
- At Parklands, teachers use target GCSE/BTEC grades at both Key Stage 3 and Key Stage 4. Formative assessment is used alongside those grades at too.

## What does formative assessment look like at Parklands?

- Formative feedback must be regular (see department statements), and must be evident in students' work. Formative assessment must include evidence of a dialogue between student and teacher. This means that, where a teacher poses a question to a student, or suggests an action, within a piece of work, there should be evidence of the student replying via a considered response.
  - Pupils should receive regular feedback (see department statements) from their teacher in the form of WWW (what went well) and EBI (even better if [ what are the next steps for improvement ]) or an equivalent indicated in the department statement. EBI is more important than WWW in terms of student development. *When using EBI, the intention should be to encourage reflection and refinement for this and future pieces of work.*
  - WWW and EBI may be complemented by teacher overall comments and questions. Peer feedback and self assessment may be used in addition where appropriate.
  - Teachers use DIT (Dedicated Improvement Time) following the return of written formative assessment to a class. This DIT should allow students to genuinely demonstrate reflection on their teacher's feedback, in the manner that the teacher feels appropriate. DIT must therefore be allocated appropriate time in units of work, and in lessons. DIT should be purposeful and have impact on the progress of pupils; it is essentially a dialogue that requires clear action from the pupil.

It is essential that the teacher acknowledges a pupil's response to DIT; this may simply be initialed.

- Verbal feedback is an appropriate form of feedback, and valued by our pupils. In some subjects – such as Physical Education or Music – verbal feedback may predominate. In such instances, students must be in a position where they are able to verbally articulate the specific learning areas in which they have been successful within their current (and previous) topic, and also the specific areas where they can improve their performance. Stamps may be used to indicate verbal feedback clearly.

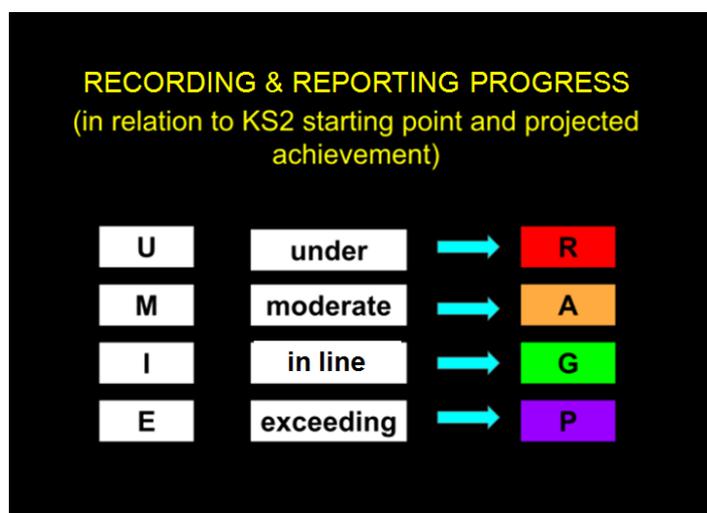
- An observer entering any lesson should be able to quickly and easily find consistent formative assessment, in line with other teachers in the department. An observer should find:
  - The 'Learning Journey' and individual lesson Learning Objectives should be clear. Pupils need to have a clear understanding of the intention and purpose of their learning (why are we learning this, how does this fit into the 'bigger picture', where do I need to improve?).
  - Regular (see department statements) feedback in the form of WWW and EBI (or equivalent terms) should be evident in students' books.
  - Evidence of the student responding in a written dialogue with their teacher, relative to the EBI comments, actions and/or questions posed by teachers.
  - Evidence of specific learning concept statements and unit reviews, as outlined below.
  - The use of digital feedback systems is appropriate practice at the discretion of individual teachers or departments. This is indicated in pupils' books (see departmental appendices).
  - **Teacher feedback is recorded in green pen, DIT is completed in purple pen and peer feedback or assessment in red pen.** It is then essential that the teacher acknowledges the pupils' responses to DIT with an initial or tick.
  - Peer assessment will **not** be corrected in line with the expectations of the literacy policy; it should however have a named author. Issues with literacy (SPAG etc) are dealt with in a pupil's own book.

### **How do teachers build formative assessment into their teaching?**

- Every new unit of work must always commence with a "**prior learning review**" for students. This prior learning review should "test" their prior knowledge in two specific ways:
  - **What are the prerequisites that a student must understand, before they can tackle this new topic?** *For example, if the topic deals with uncovering angles in Maths, do they know the angles in a triangle? Do they know that there are 180° in a triangle etc.* The format of this is at the discretion of the teacher, to suit the class eg brainstorm, test etc. There may be no prerequisites to some topics.
  - **What do they already know about the new topic before they start the learning?** *Teachers should establish how much of this topic students may already be aware of: from primary school, other subjects and general knowledge. This is effective AfL and will inform future planning.*
- Teachers will ensure that formative assessment is built into each unit of work, to consolidate understanding and inform progression through each unit. This should follow the department's guidelines, and should always have student development as its core purpose, rather than simply teacher recording of marks.
- Units of work must include opportunities for:
  - The exact details of the formative assessment task may be adapted by teachers to suit the specific needs of a teacher's class, or individual students if appropriate.
  - A period of review at the end of each unit of work, where teacher and student can reflect on the pupil's success – in terms of the depth of learning in each of the learning concept statements
  - Teachers have a clear understanding of the targets for their pupils but Y7&8 pupils are not

given these grades to maximise rather than limit aspiration.

- In formative assessment tasks, teachers should not provide “grades” in any form. Teachers have a clear understanding of the targets for their pupils but Y7&8 pupils are not given these grades to maximise rather than limit aspiration.
- Teacher's' comments should be focused on the quality of the formative WWW/EBI (or an equivalent indicated in departmental statements) feedback rather than the grade. If a grade must be provided (eg in a short test), the grade should be provided only after both the formative assessment and the dedicated improvement time have been completed. If a teacher provides a grade at the same time as formative feedback, the student will only focus on the grade, and the more useful formative feedback will be ineffective.
- Reporting progress to parents and pupils against expected standards indicated by data on prior attainment;
  - no grades or numbers will be reported in Key Stage 3.
- Progress will reported using the following indicators;



- At Key Stage 4 GCSE /Btec predicted grades are made clear to pupils and reported to parents.
- At the end of units of work, teachers should provide pupils with a summative indicator. This could be reported in the context of the unit as a whole, but is more usefully focused on progress towards expected standards indicated by ‘cumulative assessment’.
- All summative assessments must be carefully designed to clearly identify learning progress; the style of the summative assessment is at the discretion of the individual department but must be clearly reflective and progressive towards the developing expectations of end of KS4 formal assessments, be they GCSE, Btec or other terminal exams/assessments.
- All summative assessments must assess what has been taught and the application of that knowledge.

## Departmental Appendices

The following appendices outline any additional Assessment practices that are additional to the whole school Assessment policy with particular reference to frequency of assessment activities in each department, eg. what does regular mean.

### Dept; Science

- Assessing skills: Practical skills, application of logical method and critical analysis of data are key skills which are assessed heavily in Science at GCSE and Further Education. As a result, EBI factors might include improvements to a graph, table, set of data, an aspect of practical performance, ability to debate an issue

from both sides of an argument etc. These are difficult to evidence in written form (and it would be inappropriate to complete them in purple pen!) but pupils will be able to explain how they are improving in these areas, and they may be referenced on their 'topic trackers'.

- You may also see stickers and rubrics that will highlight the expected learning. These include literacy, numeracy, graph skills, data handling skills, as well as key word application rubrics.
- Frequency: Each class may have 2 Science teachers. Each member of staff teaches a different discipline (Biology, Physics, Chemistry) within a topic, and can teach a different number of lessons per fortnight. As a result 'frequency' can't be measured in a time interval, it is instead measured in a number of opportunities per topic. There are 8 topics per year and 3 assessment opportunities in each topic. These may be a test, a big write or a practical piece. You will be able to track this frequency in pupils books. In KS3 staff will be able to provide summative data showing pupil progress after 3 topics are complete if requested, so you can get a clear picture of progress in each discipline. In KS4 staff will send summative data home after each topic is complete.

### Dept; Maths

It is the aim of the mathematics department to use precise questioning in class to test conceptual and procedural knowledge and assess pupils to identify those requiring intervention so that all pupils keep up. Classwork will generally be self or peer marked and misconceptions discussed. Incorrect answers are valued and all teachers aim to create a climate in which students are comfortable sharing incorrect answers in order to get immediate feedback and identify misconceptions.

- The majority of feedback will be verbal. This will be evidenced in exercise books by the fact that corrections have been made, followed by evidence that similar questions have been completed successfully.
- Students work should be checked by the teacher at least once per topic and *where appropriate* feedback may be written in the form of EBI. For instance where students have correctly found the probability of events but have not simplified their final answers, the teacher might give a comment, "EBI: You give all fractions in their simplest form". The evidence of this would be students adding the simplified form in purple pen. However, where a student has successfully answered all questions correctly, it would not be necessary to give any extension questions or topics, unless the DIT is to be completed in lesson time, in which case a suitable task should be set. Where videos have been used to explain a common misconception, or for future reference, this will be indicated by a statement, QR code or link to where this would be found.
- At the end of each topic in KS3 students will answer a series of questions of increasing complexity to assess how well they have learned the new skills (skills check), can apply the skills in context (fluency) and how well they can link it to other areas of the curriculum (mastery). This will be marked by the class teacher and students will be expected to make corrections and complete similar style questions following intervention. This intervention may be in class, or personalised, depending upon the outcomes of the group. These assessments will not give a grade but the complexity of the questions will enable teachers to make a judgement about how the student is progressing and inform their grade on the tracker.
- In KS4 the end of unit review may be set as a homework tasks.
- All students sit termly assessments to ensure they are retaining skills and can apply them.

### Dept; English

- The English department will make personalised comments to each student and will endeavour to always use the student's name when giving feedback.
- At Key Stage 3 all end of topic assessment pieces should be written on either left or right hand side of the exercise book only to make space for teacher / peer feedback and DIT.
- Teacher will use professional judgement when marking SPAG errors in a pupil's work. The literacy symbols

will be used

- Screencasts and videos may be used to give feedback to pupils. Where this has been done there will be a clear indication of this on the work. There will be a link or reference to where to find the feedback itself. DIT will still be carried out on the work itself.
- At Key Stage 3, pupils will be given a skills list at the start of the unit. This will be ticked summatively, at the end of the unit, by the teacher. This list can also be used for peer/self assessment.
- At both key stages only formative / summative pieces of work will be marked by the teacher. Day to day classwork notes will not usually be marked. End of unit summative assessments will be marked.
- Teachers may choose to use sticker grids for formative assessment. Pupil feedback will, in these cases, be ticked to make it clear to the pupil which piece of feedback applies to them.
- Teachers may choose to use numbers to provide students with feedback. Where this is the case, DIT will follow so that it is clear what the feedback was.

### **Dept: PE**

#### **Key Stage 3**

##### **The vast majority of feedback in KS3 is to be verbal.**

- Verbal feedback is essential in PE and will be given throughout lessons. Feedback should be not only directed at the performance side of the activity but also the coaching side of the activity, to allow pupils of all abilities to progress.
- This creates ownership, focus, direction which allows strong and clear progress. Feedback should be formative to allow students to reflect on and improve not only their own performance but the performance of others. Differentiation will be built into every lesson giving every student equal opportunities to develop, engage and progress.
- Summative assessments are being trialled with KS3 in the form of three assessments, 1) practical performance in each activity. Pupils will be RAGP rated against their target grade. 2) A PEP written assessment in which pupils have to complete a booklet. This will be marked and again RAGP rated. 3) Another written assessment in which pupils analyse a sport of their choice and complete a written piece on this sport. This will be marked and RAGP rated.

#### **Key Stage 4**

- All assessed pieces of work are to be marked in line with the examination board policies.
- All verbal feedback during practical lessons to follow KS3 model and to have direct link to examination board criteria.
- GCSE booklets are used for each topic. Pupil booklets are used to consolidate learning and provide written feedback. Feedback will be provided by teachers at regular intervals on the completion of the learning units as per the front cover.

### **Dept; Drama**

In addition to the policies outlined above, the Drama department implements the following assessment procedures:

- Explain Everything is used to record verbal teacher feedback for practical tasks at least once per term as evidence of what takes place more frequently formatively and to enable pupil's improvement in DIT on practical tasks, including summative assessments.
- As one of the key skills required at GCSE is evaluation, we focus on verbal peer feedback formatively. This serves the dual purpose of enabling pupils to improve their practical work as well as their evaluative skills.
- Students will be summatively assessed at the end of every SOW, using both written and performance work, and formatively assessed every lesson, usually in the form of performance and evaluation.

### **Dept; RE**

- The Department does not use the WWW/EBI marking method. Staff tailor feedback around areas for improvement and marking often takes the form of annotated comments.

- Self assessment of GCSE questions through highlighting allows pupils to reflect on their responses and instantly shows if the required number have been provided. This also allows staff to ensure that if pupils are giving 'developed' points that this is actually the case.
- Question challenge cards and stickers are used to stretch the more able and develop the less able. Pupils will receive challenge cards after summative assessments and during formative bookmarking and will respond during Dedicated Improvement Time.
- Examination moderation documents are shared across the department to ensure marking is objective by all staff.
- T-Target sheets are used for GCSE assessments based on general errors made by pupils. Pupils will receive a T-Target on their assessment (e.g T8 - On the (d) question you need to include a religious view) and will refer to the target sheet which will give guidance on what the mistake or misconception is. They will then improve the assessment appropriately.

### **Dept; Computing/ICT**

- At Key Stage 3 all work is submitted through electronic portfolios kept on Google drive, formative feedback will be given through peer and self assessments using the comments feature of the drive
- Teacher feedback is in the most part verbal and pupils would be expected to develop their work after this feedback, development is an ongoing process and verbal feedback is essential to help this process, written feedback would impede the flow of this process so the amount of written feedback from teacher may be limited, however pupils should be able to describe how that have improved their work as a result of verbal feedback from teachers
- At Key stage 4 a significant amount of time is devoted to completing controlled assessment tasks. The exam board requires that pupils complete the task independently and specific feedback is not allowed on these occasions feedback will be given inline with the exam board guidelines
- Pupils following BTEC or other vocational courses will receive feedback when completing practice controlled assessment tasks - this could be verbal, written, peer assessment or teacher assessment. In order to stay inline with exam board requirements there will be no formative feedback on live controlled assessment tasks

### **Dept; Geography**

#### **Key Stage 3**

- Pupils work will be marked by staff at least twice per unit (formative & summative assessment) and constructive feedback given (WWW & EBI). The frequency may vary slightly depending on assessments set. Peer assessment will also take place according to the schemes of work.
- Summative assessment will take place at the end of each unit with formative assessment and peer assessment mid unit. The teacher will provide adequate EBI questions (in both written and verbal feedback) to guide the students in improving their work. DIT 'codes' will be used for each summative assessment to highlight ways in which students need to improve. E.g. DIT Code 1 = " Explain what caused the earthquake".
- There will be extension DIT codes for those whose work is 'near perfect'.

#### **Key stage 4**

- Pupils will complete practice exam questions throughout the unit and end of unit summative assessments. Classwork and HWK will be marked on a regular basis.
- Currently fieldwork is assessed using the AQA Fieldwork Marking Grid.

### **Dept; History**

- Assessment tests and develops a range of skills and key concepts within a topic. It is unlikely that different assessments test the same skills or content.
- Marking will incorporate the use of stickers and coding.
- Extension questions on stickers are used to stretch the most able.
- GCSE marking follows exam board approved format and annotations
- Drafting is actively encouraged. You will find a number of drafts in books. Pupils are encouraged to keep drafts.
- Peer assessment using the peer gallery is encouraged
- Assessments are planned in KS3 via a 'learning journey' grid. As the new KS3 develops and new marking grades are introduced and implemented the department aims to develop the grids. If an assessment has been missed the it is likely for specific circumstances of the group or part of the development of the KS3 curriculum.
- All current GCSE grades are given as A\*-G or numerical marks based on points accrued within a question. The department will not move to 9-1 until the new GCSE curriculum has been started and until greater guidance has been given

### **Dept; Art and Photography**

- At GCSE level, Art and Photography follow the same Art and Design specification set by AQA. 4 key assessment objectives provide the structure of the course, develop ideas, refine ideas, record ideas and present ideas. Assessment specifically targets these areas.
- A new assessment structure has been introduced to KS3. The assessment is structured upon 5 levels of progress that are supported with keywords, 'beginning, developing, able, confident and exceptional.' Within each of the 5 levels there are 3 sub levels to enable more accurate feedback, these are '+, = and -.' These 5 levels are then interlocked with GCSE grades to enable an easier transition when moving to KS4. For example, a level 5 would equate to an A\* or an A depending on the +, = and -.
- Tracing paper is used to strengthen specific feedback. Students and teachers can write comments and illustrate specific areas that require improvements without directly affecting the students work. Assessment logs are used with confidence to record progress and DIT.
- In photography Google drive is used to present and to assess work. Weekly assessment sheets are used linking to the core GCSE assessment objectives as well as personalised target setting. Comment boxes are also attached to slides to identify specific areas that require improvements or celebrating.

### **Dept; Mfl**

- Due to the nature of early MFL teaching and learning, much of the formative assessment is immediate verbal feedback in the classroom for KS3. In this context then, "regular" for KS3 refers to every lesson. It is, however, not usually appropriate to assess this in a written www/ebi format.
- During the year pupils will be tested on their reading, listening, writing, speaking and translation skills. Skills will be assessed using www and ebi - often in relevant TL - where appropriate. Technology including Video/Explain everything/SMH quizzes/QR codes are used for both assessment and feedback.
- Creative written work may be assessed using the Good Green/Think Pink method with either all correct language being highlighted green OR all incorrect language being highlighted in pink OR variations thereof, encouraging students to work out for themselves why work is incorrect. In KS3 this will happen towards the end of the year when pupils have developed the relevant skills and vocabulary.
- Pupils may also be given stickers giving marking symbols specific to the language eg WO = word order. Presentation requirements and DIT instructions are given to all pupils.

- In KS4 Google Documents are used to mark and feedback on pupil work in preparation for controlled assessments. Teachers use a different colour for marking on the document or use “comment/edit” modes to ask and prompt changes to the text. Both methods require the pupils to review their work and employ Dedicated Improvement Time (DIT). The progress through these paragraphs are monitored via a teacher spreadsheet which may be shared with pupils and parents.

#### **Dept: Food**

- Following practical food lessons pupils will use their personal ‘Food Blog’ to highlight and record the skills they have secured, reflect on their successes (What Went Well) and potential improvements (Even Better If) allowing self assessment as a result of their practical lessons. This will then inform future skills targets for their further progression throughout Key Stage 3.
- Each practical will allow pupils the acquisition of different cooking skills at varying levels of difficulty and thereby demonstrate progression in concepts and understanding. Pupils will complete Peer Assessment on the Food Blogs of their peers again assessing and providing feedback on practical skills gained using WWW and EBI. Teacher feedback during year 7 & 8 will also be possible via a student’s Blog using the comments facility. Pupils will upload photographs of their resulting food products allowing teacher assessment to occur following a practical lesson.

#### **Dept; Product Design**

- Throughout Key Stage 3, the pupil’s design folders outline clear milestones along their learning journey. The pupils cannot progress to the next stage until each area has successfully been executed, this will be developed through verbal or written feedback, by their peer & class teacher. Pupils are also encouraged to reflect on the work they produce & modify where needed.
- Designer of the day is awarded during the design section of the pupil’s portfolio; this is to encourage pride and ethic of excellence in the pupils work. Class rewards are given for the level of effort shown by pupils towards a piece of work on hitting or achieving beyond their expected target.
- Summative Assessments take place at two key areas during the design process, the design ideas & development stage and the product outcome. Formative assessment is feedback and monitored along the journey, this is to ensure the pupils are on target and making good progress.
- At Key Stage 4, the AQA Design & Technology Specification is followed; Schemes of work support Unit 1 - Written paper & Unit 2 - Controlled Assessment. Pupils are taught a variety of theory based learning & practical skills and are assessed throughout. A Theory Mini Exam is sat at the end of each terms learning, where the pupils are expected to hit their individual targets, if not further study will take place and a re-sit. Smaller Practise Design & Make assignments are also carried out. Again as with Key Stage 3, pupils cannot progress onto the next stage of their Portfolio until each milestone has successfully been executed.

#### **Dept; Law**

- Marking is focused around exam answers which are stored in pupil folders. Books are generally used for the purpose of note taking at GCSE due to the lack of any fully updated textbook.
- Marking is normally focused around annotation of exam answers, rather than an EBI/WWW system. Where pupils do a class assessment it is normal for pupils to receive their graded paper and a model answer booklet which also includes key misconceptions and an overview of the core knowledge required for the paper

#### **Dept; Dance**

- The most common form of assessment used in BTEC dance, due to the practical nature of the course, is

instant verbal feedback, that students can act on there and then to see instant improvement and progress. This is given by both members of staff and peers in the group. All pupils have been spoken to regarding high quality feedback.

- All dance pupils complete regular self assessments. Lessons are regularly recorded and uploaded to the google drive for pupils to reflect back. Using this they write fortnightly reviews on their progress. These include setting targets for their own improvement and reflecting back on these targets.
- All written assessments are inline with the whole school policy for year 9 and Edexcel BTEC assessment requirements are met in year 10 and 11

## **Dept; Music**

### **KS3; Based on Performing and Composing skills**

- Verbal feedback will be provided in one2one or group conversation students each lesson and focus on '**What Went Well**' and '**Even Better If**'.
- Students may be asked to evaluate their performances as a homework task
- Performances in each lesson may be recorded for students to reflect upon and provide evidence of progress. Recordings will be used as a basis for self assessment and peer assessment. Video/Audio recordings will be catalogued in digital class folders.
- **GarageBand/Sibelius** projects will be kept in Class folders on the Mac Server
- At the end of each unit, following Summative Assessment students will receive brief written feedback in relation to the skills and understanding that have been the focus of learning, and their performance **RAGP** rated.

### **KS4 GCSE Music - Composing**

- students will record their personal targets in a '**Composing Diary/Progress Log**' based on the conversation and feedback from the teacher. The 'Composing Diary' will be kept in their folder which each student is responsible for updating and will be reviewed by the class teacher
- Sibelius/Logic Pro X projects will be saved in Student/Class Folders on the Mac Server
- students will receive formal written feedback, including **areas for development**, which will also include the current point score and grade for their composition.

### **KS4 Music Technology**

- Students have Digital Folder on Google Drive/Server which contains their portfolio of **Video Evidence/Presentations** and details the evidence they have produced and collated for each assessment criteria.
- **Logic Pro X** projects will be saved in Student/Class Folders on the Mac Server
- This will be signed by the **Assessor** (the teacher) and also the **Internal Moderator** (HoD) if the evidence has achieved a **Pass, Merit, or Distinction**.
- Students receive comments focussing on the assessment criteria via Google Docs, depending on how the student has chosen to submit a piece of assessed work
- During each lesson students will have one2one conversations with the teacher which will focus on feedback and questioning relating to the assessment criteria

## **Dept; Creative Media**

- In the Year 9 Foundation year students will receive a large amount of verbal feedback, peer feedback. Pupils are expected to respond to verbal feedback immediately; written feedback may not be appropriate as it may affect pace. Written feedback will be provided for summative assessment activities.
- In Years 10/11, feedback will be provided in line with external exam board guidelines as and when permitted. Controlled coursework assessment does not allow for specific feedback on students' work.