



Hayle Academy



Assessment POLICY

Date policy approved by Governors: 12.10.2022

Date policy becomes effective: Immediately

Review date: October 2025

Person responsible for Implementation and Monitoring: Head of School with Assistant Headteacher

Links to other relevant policies: Curriculum Policy, Homework Policy

Section 1: Introduction

The purpose of assessment is, ultimately, to help students to learn more and remember more. Assessment achieves this by:

1. Providing information to teachers about what students know, understand and can do, so that teachers can systematically plan the next stages of teaching and learning
2. Provide information to curriculum leaders about the effectiveness of the curriculum and teaching, so that adaptations can be made where needed, to improve learning
3. Assist students to embed their knowledge and use it fluently
4. Provide information to students (and parents) about the progress that has been made and about the next steps for learning.

Fundamentally, assessment enables us to understand if children are learning what we planned to teach them. Assessment evidences how well students have learnt knowledge which has been taught recently, and how well knowledge has been remembered from previous units, years or phases.

Our approaches to assessment draw on practice which has been shown to be effective and includes evidence from the Education Endowment Foundation. In doing so, we aim to be clear about what is effective assessment and its limitations, and to avoid both misuse and overuse. All subjects implement our Assessment Policy, adapting pedagogical approaches to align with their subject curriculum and 'what works best'.

Our common principles for assessment are:

1. It must be frequent and timely
2. It must be aligned with the curriculum, and must relate to the intended learning objectives
3. It must be time-efficient and purposeful so that precious learning time is used productively
4. It must be time-efficient for teachers: so that their precious work time is used productively
5. It must be used: to inform curriculum review, future teaching, and to repair student misconceptions.
6. It must be integrated with our wider approaches to teaching e.g. metacognition, retrieval and homework

7. It must be fair and accessible to all students.

Section 2: Assessment Strategies

Our selected assessment strategies can be separated into four strands:

Strand 1: 'Live' assessment

Assessment which happens as an integral part of teaching is termed 'Live Assessment'. Our live assessments happen in-class and provides instant feedback to teachers (and students) about what students know, understand and can do. Live assessment provides instant feedback to the teacher and student about the success of instruction and informs the next steps within the lesson, or sequence of lessons. We use the following approaches which have been shown to be effective through secure educational research:

1. **Bell Tasks** are used to begin every lesson. These are pre-planned and structured to elicit understanding and recall of learning from previous lessons (last lesson, last week, last year) and always include a question which checks knowledge and understanding of building blocks for the lesson to come.
2. **Verbal Questioning:** Our preferred strategies are
 - Providing 'think time' for all questions so that students have an opportunity to develop their answers and to consider how to explain this in their response.
 - No opt out: using either strategies such as Cold Calling and mini white boards to ensure all students participate and there is no 'opt out'
 - Extending answers by asking for more detail, examples, key words etc or by bouncing questions to other students to expand on.
3. **Circulating during the lesson.** Teachers actively and frequently monitor and review students' work, check understanding and advise on next steps during the lesson. Where appropriate, teachers will use this as an opportunity to 'live mark' students' work. Teachers prioritise spending time with disadvantaged students, and those with SEND as part of our wider strategies to raise achievement.
4. **Low-stakes Quizzing.** Low-stakes quizzes are an important tool in assessment, both for teacher understanding of what has been learnt, and to assist students to be able to memorise and use key facts and knowledge. Low-stakes quizzes are characterised by:
 - Targeted questions closely matched to the learning objectives and acquisition of key knowledge and facts, so that teacher can diagnose specific misconceptions or problems
 - Low-stakes language "I want to find out how successful my teaching has been" which relieves unnecessary anxiety for students and creates a climate in which students are able to participate without fear of failure
 - Short: making maximum use of precious learning time and designed to be both quick to answer, and quick to mark
 - Done in silence so that teachers understand what each student can do, and understand independently.

Low-stakes quizzing is commonly used for plenaries both at 'hinge points' within lessons and at the end of a lesson.

Strand 2: Marking

Marking students' work plays an important role in a teacher understanding what learning is taking place, and what students have understood. For further details about the school's approaches see 'Feedback and Response' (Appendix 1).

Strand 3: Termly Assessments (TAs)

Students in Years 7-10* complete a structured assessment each term in Maths, English, Science, Geography, History, and MFL, except in Year 7 Autumn term*. The TAs taken at the end of the summer term will be adapted into an end of year assessment.

These TAs contain questions

- From within the current unit (approx. 60%)
- From past learning from the wider curriculum with a focus on knowledge associated with repeat concepts (high impact knowledge, approx. 40%)
- Of a range of difficulty, typically building in complexity as students progress through the test. Where appropriate, end of unit assessments are tiered (F and H) to ensure students are not over-faced by questions which are too complex for them, nor wasting time on questions which are overly simplistic and do not therefore assess their ability to respond to challenging concepts
- Are carefully designed to support teachers to be able to identify misconceptions and direct repair and intervention.

Preparation for TAs is standardised as follows:

1. Students (and parents) are given notice of the date of the Unit Assessment, to support point 2 below.
2. The use of pre-test material. This material is designed to give revision practice of key topic areas within the unit assessment, both recent ones, and those which are being assessed at 'distance'. Pre-test material is broader than that within the TA. The use of pre-test material supports teachers to diagnose gaps and misunderstandings before the unit assessment, and to be able to correct these before the unit assessment is done. Pre-test material is typically provided for students during a lesson which is around 1 week before the test.
3. Supported preparation of revision notes, in a suitable format. Students are taught how to summarise their learning in the form of revision notes using dual coding and wider strategies such as flash cards. Students are supported to build up their own bank of revision resources, and provided with the resources to do this e.g. coloured card, highlighters etc as needed.
4. Knowledge Organisers are available for each Unit and used as a key resource to support revision. Our Knowledge Organisers summarise the key facts and knowledge which students need to memorise for each Unit.
5. Revision tasks via homework: students will be expected, via their homework, to undertake appropriate revision for an appropriate time period prior to the TA. The quantity of revision expected shall be in line with the expectations of the homework policy. Revision will take place for a number of weeks which aligns with the age and stage of the students: For years 7 and 8, one week; for year 9, two weeks, for years 10 and 11, three weeks.

Teachers will not expect students to take formal assessments more frequently than once per term. To do so would create unnecessary workload and pressure for both students and teachers and does not represent good value in terms of the investment of lesson time in preparing for, taking and reviewing the assessment.

Students with special educational needs will be supported to be able to access TAs in line with their IEPs (Passports). Where students have been granted Access Arrangements (from Year 10 onwards), teachers will make every effort to provide this support for TAs. This may include, for example, extra time, a reader or scribe, rest breaks, a laptop.

TAs increase in length and complexity as students progress through the Key Stages. In Years 7 and 8 unit assessments are typically 45 minutes. In Year 9 assessments may be up to 60 minutes. In Years 10 and 11 unit assessments may increase in length, in line with the written assessment structure for the subject's qualification.

TAs in core subjects will be made up of different styles of questions: short answer, multiple choice, structured answer and longer answer/ essay-type questions as appropriate to the topics being assessed. Questions may be created by teachers or be drawn from past GCSE papers.

TAs are marked by teachers outside of lesson time following a set mark-scheme. Where more than one teacher is delivering a subject, the subject team will standardise a sample of assessments, selecting questions where answers are more likely to vary and require teacher judgement.

Teachers will provide class feedback on the TA: identifying misconceptions and re-teaching topics where students have not yet understood the key knowledge. Where appropriate, teachers will adapt future plans e.g. by including target topics in bell tasks or homework tasks.

Student's marks will be collated and recorded within department systems so that they can be used to inform

- Curriculum review: adapting teaching plans where topics have been challenging for students to learn e.g. by adapting the modelling, examples used or length of time dedicated to teaching
- Reporting e.g. progress reviews, targeted parents' evenings (please refer to Appendix Two for further details on assessment cycles and reporting)
- Predicted grades for students in Year 11
- Planning for teacher training including training for developing subject knowledge

NB. Students do not do TAs in Core PE, Global Values, or in KS3 in Art, Performing Arts, Music, Computer Science, DT or Food Technology. Their progress in these subjects is assessed in other ways, best suited to the subjects. For further details about assessment in these subjects, see Subject Assessment Protocols.

**Students in Year 11 take mock exams at the end of the Autumn Term that replace the TA. Additional mock exams take place during the Spring Term depending on the subject. For more details, see Subject Assessment Protocols.*

** Students in Year 7 Autumn term will only complete structured assessments in English, Maths and Science. This decision has carefully considered the proportion of curriculum and learning time when students start at our school. It also provides support with transition. For Year 8 Geography and Year 9 Spanish, due to relative lower contact time, students will*

complete structured assessments in these subjects in the Spring and Summer terms, not the Autumn term. This decision has been carefully considered and is based on relative proportion compared to other year groups and subject.

Each subject adopts these general assessment principles and clarifies its approach to assessment in a Subject Assessment Protocol.

POLICY

ASSESSMENT POLICY: APPENDIX ONE



Hayle Academy: Effective Feedback and Response

This document aims to ensure a systemic, robust and consistent approach to feedback as a key strand of our whole school assessment policy. Our approach to teacher feedback and student response is one that adopts a blended and sustainable model: it acts to offer clear and meaningful guidance for our learners to support their learning and mastery of the curriculum, whilst also balancing this with the workload of staff.

Evidence shows that good quality feedback has a strong positive impact on student progress. In order for feedback to have a significant **impact on learning**, it must be an integral part of our teaching, ensuring students, as successful reflective learners, know how to 'close the gap' between where they are and where they need to be. Students must respond appropriately and in a sustained way to the feedback given using their **green pen** to enhance and improve their performance. It is essential that this is revisited by the teacher to enhance the impact on learning.

Guidance in this document represents the minimum expectation to ensure progress is supported and to inform effective future planning. Faculties and teachers (in agreement with the Head of Faculty and LINK leader) may use their professional judgement to develop feedback practice in order to accelerate student progress where there is a need and for an appropriate period of time. This will be reflected in the subject assessment protocol.

As part of our blended approach, when reviewing and assessing students' work, teachers are expected to ensure the following:

1. Maximise and exploit opportunities for responsive and immediate 'live' marking within the lesson

- Within the lesson, live marking is a powerful tool that enables the teacher to support the deepening of students' understanding and thinking, addressing any misconceptions that arise, whilst also monitoring standards and providing any further scaffolding that may be required. It enables the teacher to engage in dialogue with the individual student, check their understanding and review their progress. In addition, the teacher can respond to misconceptions quickly and to act immediately if it is identified that the misconception is more wide spread; this enables the teacher to adjust their teaching accordingly, addressing on a whole class basis, and to review the small-step development for the class.
- It is expected that all students will receive live marking *once – as a minimum - across a series of six lessons*. However, *disadvantaged and SEND students will be prioritised* in line with each Faculty's PP and SEND plans.


2. Consistent and effective use of whole class feedback


- As a minimum requirement, it is expected that one whole-class feedback sheet will be used by the teacher for each class* per term after reviewing a set of books/ student work, including home learning. The details of this for each subject will be outlined in the subject assessment protocol to ensure consistency.


- The whole class feedback sheet is expected to be evidenced in the student's book or folder and it is expected that this is tailored to the class. The progression mastery tasks should be pre-populated and students will then be directed to which task(s) they are expected to complete in line with their learning needs.

* For those subjects with lower contact time, there is not the expectation for a whole class feedback sheet, although they may choose to do so. This applies to those subjects who are timetabled with classes once a week, including Core PE.

- This is our whole-class feedback template below along with a teacher-facing version that gives some points for consideration when providing feedback:

 Whole Class Feedback		Date:	Class:
Strengths:		Misconceptions:	
Literacy:	Presentation:	Progression mastery tasks:	
Home learning:			



 Whole Class Feedback		Date:	Class:
Strengths: <i>When considering areas of strength, you may wish to reflect on...</i>		Misconceptions: <i>When considering misconceptions, you may wish to reflect on...</i>	
Literacy: <i>When considering literacy, you should reflect on...</i>	Presentation: <i>When considering presentation, you should...</i>	Progression mastery tasks: <i>When setting these tasks, you should ensure that...</i>	
Home learning: <i>When considering home learning, you should reflect on...</i>			


- A range of evidence, including low stakes quizzing, live marking, formative assessment, home learning, hinge question responses, independent extended responses*
- Effective pedagogical approaches that have been implemented to support with this*

- Whether any small steps need to be re-taught: how and when*
- Regular revisiting and assessment, including through the bell task, low-stakes quizzing, interleaved and spaced practice, hinge questions, use of home learning to consolidate*
- Links to future learning*
- Review of pedagogical approaches used and whether there is a need to adjust*
- The curriculum tracking review and specific areas for curriculum development*

- SPAG corrections, particularly tier 2 and 3 vocabulary*
- Upvelling vocabulary for ambition*
- Structure and organisation of the student's response, e.g. paragraphs, line of development*
- Opportunities to link to VIPERS CAVES*
- Links to further reading opportunities*

- Address any inconsistencies in line with the Gold Standards*

- They are learning focused and academically challenging*
- They move the students' learning forward, deepen their understanding and support their mastery of the curriculum through their degree of complexity*
- They should be pre-populated and students will then be directed to which task(s) they are expected to complete in line with their learning needs*



- If there is a shared class with a shared book, the responsibility for whole class feedback should be made clear through the Faculty split class policy.
- Clear and ambitious steps for improvement in learning should be set through the mastery progression tasks. These tasks must be learning focused and ambitious; they must be designed to move the students' learning forward, deepening their understanding and supporting their mastery of the curriculum through their degree of complexity. Each task is allocated to relevant students in the lesson.
- The feedback to students will include a review of home learning for those subjects where homework applies (please refer to the Homework Policy for more information).

3. Regular and effective use of self and peer assessment

- All other independently completed work will be assessed in some way. For example, an extended piece of writing completed in lesson or for homework. It should take the form of self or peer-assessment.
- As part of our 'Hayle Way', our expectation is that peer and self-assessment is clearly evidenced in students' books and work **within each lesson** as it is an important learning tool. This will be closely linked to success criteria and students may require some scaffolding to ensure that this is completed purposefully and meaningfully, appropriate to the stage and age of the students.
- Teachers will mark in **RED** pen. Students will use **GREEN** pen for self/peer assessment as well as when addressing the progression mastery tasks.
- Sufficient time must be planned in each lesson for high-quality and sustained student responses to take place in light of feedback to further deepen and extend students' understanding and/or to address any misconceptions and to correct literacy errors.
- Visualisers are also an effective way of sharing student work and for providing feedback, which supports our whole-school metacognition focus.

4. Individual, high-quality feedback following termly assessments

- The expectation is that after each termly assessment there will be an individualised student feedback sheet that will include the progression matrix. This will be built into the exam wrapper for that assessment. It will consist of the areas of strength, the areas to develop and the progression mastery tasks closely linked to the small-steps covered in that assessment. Students must have responded to the feedback using their **green pen** to help demonstrate their progress, knowledge and understanding.
- Please refer to the modelled template for an example of the structure.
- For those subjects that are assessing cumulatively for their termly assessment, there remains the expectation for this individual feedback including the progression matrix.

5. Consistent use of whole-school expectations

- The following corrections are to be used to ensure consistency for self and peer assessment:

_SP	A line under the whole/ part of a word means the spelling is incorrect. 'SP' will be written in the margin for the student to correct. The correct spelling will be copied out 3 times by the student in green pen. <i>As a guideline, five spelling errors will be identified but this depends on the prior attainment of the student and will be subject to teacher discretion.</i>
P	Errors in punctuation and/ or grammar will be underlined or circled and P will be placed in the margin.
^	This means that a word or words have been missed out.
WW	Wrong word used. The spelling is correct but the word is misused in context, e.g. there/their/they're. The word will be circled and WW placed in the margin.
?	Meaning is unclear; it doesn't make sense.
//	New paragraph needed.
VF	Verbal feedback has been given. The student will record briefly the VF at that point in the work.

- Our 'Gold Standards for Presentation' support students in demonstrating a strong sense of pride in their work:



Gold Standards for Presentation

HA

Label if homework

Always write down the learning aim (LA).

Homework

Monday 7th September 2020

Describe the Effects of Changing Pressure on Reaction Rates

Date in full and underlined with a ruler.

Include the LA as the title – underlined with a ruler.

- ★ Take **pride** in your work and keep it well presented; all work must be completely free from graffiti, inside and out.
- ★ Write in a **black** or **blue** pen. Always use your neatest handwriting.
- ★ Use a **green** pen to make corrections and to respond to feedback.
- ★ All work must have a title and date and these need to be underlined with a ruler.
- ★ Always draw diagrams, graphs, tables and pictures with a pencil and a ruler
- ★ Worksheets and handouts must be stuck neatly in books or filed in folders.
- ★ Cross out a mistake with one ruled line (no scribbling or tippex).

- The student-friendly version of the corrections and Gold Standards must be on display in each classroom.