

# POLICY DOCUMENT

## ASSESSMENT POLICY



**HIPPERHOLME  
GRAMMAR**

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## Juniors

### *Introduction*

In Juniors, we believe that effective assessment provides information to improve teaching and learning. To do this, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgments at the end of a unit of work, at the end of a key stage or at the end of an academic year.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Involvement in the review process empowers pupils to take action towards improving their own performance and consequently raises standards of achievement generally.

### *Objectives*

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents and carers that enables them to support their child's learning;
- to provide the Head of Juniors and governors with information that allows them to make judgments about the effectiveness of the School.

### *Planning for assessment*

We use our school's long term curriculum plan to guide our teaching. In this plan, we give details of what is to be taught to each year group. To support our teaching, we use a consistent, bespoke scheme of work for each subject, that may include national strategies. We use a range of assessments to help us to identify each child's level of attainment.

We plan our lessons based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. The expected outcomes for each lesson are clear.

Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

### *Recording*

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

We take the objectives for individual lessons from the broad learning objectives within the school's medium term curriculum plans. Our teachers judge the progress of each child against these broad objectives and passes this information on to the next teacher at the end of each year.

### *Reporting to parents and carers*

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

At the start of a term, each teacher gives parents and carers an update that identifies the main areas of study for that particular class. In this update, the teacher may identify how parents and carers can support any elements of the work during the rest of the term.

Each full term we offer parents and carers the opportunity to speak with their child's teacher. In preparation for these meetings we provide an interim report of the child's attainment and attitude to learning. In the meeting, we review the targets that we have identified for their child.

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. We write individual comments on all subjects and reserve a space for parental feedback. In the reports for pupils in Year 1 to 6, we also provide a judgement of whether the pupil is meeting, exceeding or working towards national expectations in English and Maths. In reports for Reception we record the levels achieved in the Early Years Development Matters.

Each term we have a 'book look' where books are sent home to parents to look through with their children.

Each year, every child completes various samples of work for his or her 'Special Book'. This information can be viewed by parents in school at any time.

### *Feedback to pupils*

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed

code for marking, as this ensures that we all mark in the same way, and the children learn to understand it. Our principles and practice are outlined below.

### *Inclusion and assessment for learning*

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgments about how successful we are at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

### *Monitoring and review*

All staff are responsible for the monitoring of pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

Our assessment coordinator is responsible for monitoring the implementation of this policy.

### *Marking and Feedback*

In Juniors, we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers mark work and give feedback as an essential part of the assessment process.

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future; this can be verbal, written or verbal and written feedback.
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;

- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

### *Principles of marking and feedback*

We believe that the following principles should underpin all marking and feedback:

- The process of marking and feedback should be a positive one.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed and as a considered process to feed back to the child in the next session or lesson.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly.
- The marking system should be constructive and formative.
- For feedback to be effective, sufficient mutual trust must be established. Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly.

### *Implementing the marking policy*

The teacher's response to a piece of work is determined by their professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; but, they should not be discouraged from being adventurous for fear of having faults emphasised.

Written comments are more valuable than marks or grades.

Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols are used once their meaning has been explained, e.g. an S through a spelling mistake or T to denote a target for the future.

Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.

When appropriate, children may mark their own or another child's work and the teacher always reviews peer marking.

## **Seniors**

### **Introduction**

In Seniors, we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the pupils will have to be taken into account. However, all pupils are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers mark work and give feedback as an essential part of the assessment process.

### *Aims and objectives*

We mark pupil's work and offer feedback in order to:

- show that we value their work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, The main objective of marking and feedback is not to find fault, but to help children learn. If pupil's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the pupil a clear general picture of how far they have come in their learning, and how they can improve their work in the future; this can be verbal, written or verbal and written feedback.
- offer the pupil specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the pupils recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the pupil's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

## Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and feedback should be a positive one.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed and as a considered process to feed back to the child in the next session or lesson.
- The pupil should be able to read and respond to the comments made, and be given time to do so.
- Comments must be appropriate to the age and ability of the pupil.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote a pupil's self-assessment by linking marking and feedback into a wider process of engaging the pupil in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly.
- The marking system should be constructive and formative.
- For feedback to be effective, sufficient mutual trust must be established. Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a pupil to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers should use errors they identify during marking to inform future planning.
- Marking will always be carried out promptly.

## Implementing the marking policy

- Certain subject areas may alter the implementation of the marking policy to fit the needs of the subject.
- Homework and classwork should always be marked either by the teacher or through peer assessment. This is usually expected to be weekly and the mark scheme used appropriate to the piece of work.
- Written targets should be reviewed by teachers to ensure that pupils are heeding the advice given.

## Formal assessment and Reporting

Parents receive regular and specific feedback on pupil progress through the reporting system. Attitude to Learning is reported three times a year, with pupils receiving descriptors (**Exceptional to Disengaged**) for each of the components (**In the Classroom, Independent Study and Character & Mindset**) in each of their subjects. In each report, parents also receive a summary of the work that has been covered in each subject since

the time of the last report. A **Target** is provided in each subject, offering specific and practical feedback on how the pupil can improve.

In Years 7 and 8, pupils receive an Attainment Grade (**A-D**) in the Spring and Summer Terms. These grades are standardised, and are based loosely on the grade distribution achieved historically at HGS at GCSE level:

- 30% of the cohort receive an A grade (9-7 GCSE equivalent)
- 30% of the cohort receive a B grade (6 GCSE equivalent)
- 30% of the cohort receive a C grade (5-4 GCSE equivalent)
- 10% of the cohort receive a D grade (>4 GCSE equivalent)

Reports make clear that this grade is the explicit product of the formal assessments in January and June, rather than a general Attainment Grade reflecting the standard of work achieved by the pupil outside of an examination setting.

In Years 9 to 11 (other than in the first term of Year 9) pupils and parents receive a **Projected Grade** to accompany every report. This is the grade the teacher believes the pupil would go on to achieve at the end of the GCSE course, based on current work ethic and rate of progress to date. It is not a prediction, as changes in the pupil's work ethic and rate of progress are to be expected over the three years of GCSE study. A specific **Assessment Grade** (9-1) is also reported in the Spring and Summer terms.

In addition to three reports focused on Attitude to Learning and supplemented with Attainment data as outlined above, parents receive a **Tutor Letter** at the end of the academic year. As well as commenting on academic progress, this reports on social and extra-curricular development.