

Including Sandlesford, our Early Years Foundation Stage provision

Assessment for Learning Policy

Authorised by	resolution of the Board of Governors
Date	Autumn 2015
Reviewed	Autumn 2016 Spring 2019 (1-0-1)

Aims and Objectives

- To raise the standards of achievement of each student in all subjects, by sharing clear criteria for success for work set (or in the case of practical and creative subjects; each activity).
- To provide regular, clear and constructive feedback on work against the agreed success criteria.
- To raise each pupil's expectations of their own achievements, by encouraging them to celebrate and build on their successes.
- To help each pupil to develop their ability to critically evaluate their own work, in order to become a resourceful, reflective and effective learner.
- To agree clear objectives for improvement with each pupil.
- To provide support and guidance for each pupil to learn independently and foster an intrinsic motivation to learn.
- To track each pupil's progress over time and help teachers to plan for the next stage in each pupil's development.
- To ensure teaching has a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

In order for pupils to have a stake in their learning, they need to be actively involved in the analysis and presentation of their own work. This is achieved through a variety of means including:

Feedback and Marking

Marking has two purposes. Firstly, as pupils act on feedback, it should facilitate progress. Secondly, it should inform future planning and teaching.

Feedback is integral to the learning process and can be both written and verbal. The aim of feedback is to improve the standard of pupil work through targeted use of self, peer and teacher assessment. It should recognise pupils' effort and progress as it provides an opportunity to encourage pupils to improve.

This policy should be read in conjunction with the relevant departmental handbooks. Departments may further develop marking practice within their specialisms, but this must not detract from this guidance. All pupils should have a copy of the departmental marking policy at the front of their exercise books or folders.

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All members of staff must maintain a record of marks awarded. This can either be within the staff planner or as an electronic mark book.

In the Senior school

- the expectation is that all pupils should receive written formative feedback at least once every two weeks. This may include assessment of homework and class work. Any piece of work which requires knowledge to be applied to a task deserves feedback which should be constructive. Written comments should highlight strengths and weaknesses in a piece of work, closely tied to the aims of the assignment, to allow pupils to see how to improve. Targets or improvements should be clearly displayed and subject specific vocabulary should be corrected.
- At GCSE and A level, work should largely be marked following examination board criteria. These criteria should be explained to the pupils at regular intervals especially when assignments involve exam style questions. When marks/grades are given it must only be in line with GCSE/A level criteria.
- Marking will be monitored through departmental and SLT scrutinies at published times throughout the year. From time to time, HODs may conduct impromptu work scrutinies.

Pupils should be given time to read, understand and discuss comments, whether written or verbal, and they should be encouraged to set targets, in response to teacher feedback.

Regular cross marking/standardisation should be undertaken between staff in each department where more than one member of a department is teaching the same group, or year group, to ensure consistent standards.

Effective marking may include self or peer review but this must be in the context of regular teacher review.

In the Junior School

Teachers provide feedback to pupils using methods appropriate to each pupil's age and development. This includes verbal and written feedback during and after tasks. Feedback and marking comments will primarily relate to the learning objectives of each task and will be constructive, positive and usually prompt a target for the pupil to improve on. Pupils must be allocated sufficient time and opportunity to read and understand marking comments and act upon any teacher prompts.

A marking code is used in Years 1-6 and a copy of this is stuck in English exercise books for pupil reference and displayed in the classrooms. This marking code may also be used for peer assessment.

Verbal feedback to individual pupils is used regularly and this will be indicated with "VF" in line with the marking code. Feedback on any digital work on iPads may be verbal or written.

Marking will be monitored through departmental and JLT scrutinies at published times through the year. From time to time, JLT may also conduct impromptu scrutinies.

Self-Assessment

In the Junior School, self-assessment is achieved by pupil and teacher scrutinising work together and through peer review. Pupil Progress Reviews take place three times a year in Years 3-6 enabling pupils to reflect on their performance and set targets for improvement. In the Senior School, opportunities for self-assessment regularly arise in subject areas during the course of the year and also in one-to-one sessions with form tutors. Self-assessment also takes place formally during 'Academic Monitoring' sessions following the publication of reports.

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Formal Assessment

A range of assessment types is used across the whole school curriculum, including observation (particularly of Sandleford and Reception children), formative, summative, standardised tests such as MidYIS and Yellis, criterion-referenced, ipsative and diagnostic (*See table below*)

EYFS

Test	Year Group	Time
Baseline assessment	Sandleford	within 1-month of joining
I-Connect Assessment	Sandleford	December/ April/August
2 year old check	Toddlers	2 years 5 months
Tapestry Baseline	Reception	On Entry Baseline (Sept)
EYFS Profile Early Learning Goals	Reception	Continuous. Final EYFS profile results collated June

Junior School

Standardised Spelling Test	1-6	Annually in September
Suffolk Reading Assessment (Standardised)	2-6	Annually in September
Schofield & Sims Mental Arithmetic entry test	1-6	Annually in September
CAT4 (Level B) (GL Assessment)	5 (+ new Year 6 pupils)	September
English Written Assessment	3-6	Autumn and Summer Term
Progress Test English	1-6	Summer Term
Progress Test Mathematics	1-6	Summer Term
Abacus End of Unit Maths Assessments	1-6	Termly
End of Unit science assessments	3-6	Termly

Senior School

Entrance examinations (Ma, Eng, Sc, Verbal reasoning)	6 (Internal and external candidates)	Autumn Term
MidYIS (CEM)	7	Autumn Term
Yellis (CEM)	10	Autumn Term
ALIS (CEM)	12	Autumn Term
Standardised Spelling test	7-9	Autumn Term
Standardised Reading Assessment	7-9	Autumn Term
GCSE mock examinations	11	Spring Term
A2 mock examinations	13	Spring Term
GCSE examinations	11	May/ June
A2 examinations	13	June
End-of-year internal examinations	7-10, 12	Summer Term

Value-added

Each pupil's progress and attainment is tracked throughout their career at St Gabriel's. This is matched against their potential as revealed by baseline testing (*see table above*). Baseline data is available to teaching staff and should be recorded in the teacher's planner.

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Recording

- In Sandleford and Reception, notes from observations are recorded in the child's learning journal and progress trackers completed regularly throughout the year.
- In the Junior School, results from spelling, mental arithmetic and mathematics unit are recorded regularly. This can either be within the teacher's planner or as an electronic mark book. Results from standardised tests are recorded on the Academic Data Spreadsheet.
- In the Senior School, all teachers record the marks and baseline data for their pupils in their teacher's planner/markbook in line with the School policy (*see paragraph above on Marking*).

Differentiation

- All teachers are required to ensure that learners are challenged appropriately according to their ability. This is achieved by differentiating activities, materials and delivery. Pupils of all ages are actively involved in as wide range of activities as possible to develop their abilities.
- Pupils may be grouped or set, as appropriate, to accommodate different learning ability/pace/style. Additional adult support from a classroom assistant may be provided for some pupils.

Summative assessments:

- In Sandleford and Reception, assessments and monitoring are carried out on an on-going basis throughout the year. Observations are recorded. Planned assessments focusing on specific aspects of the Early Years Foundation Stage Curriculum are made at appropriate times during each term.
- In Years 1 to 6, assessment and monitoring is carried out on an on-going basis throughout the year. Assessments are carried out weekly in spelling and an end of unit test is carried out in mathematics. Twice yearly, an unaided sample of written work for each child is annotated and filed and, during the Autumn and Summer Term, standardised progress tests are undertaken in English and Mathematics.
- In the Senior School: each Head of Department is responsible for:
 - a) preparing and providing the examination papers for Years 7-10 and 12 (during the summer term examination period)
 - b) preparing and providing mock examinations for Years 11 and 13 (in the spring term.)
 - c) supplying the Examinations Officer with accurate information for making the public examination entries
 - d) maintaining a record of each pupil's progress throughout the academic year in their subject.
- The relevant Head of School (and the Coordinator of Individual Educational Needs, as appropriate) will monitor each pupil's progress.

Date	Version	Changes
January 2019	1-0-1	Senior School marking policy incorporated. Examination timings changed EYFS assessments updated