

## Assessment Policy 2023/24

|  |  |
|--|--|
| <b>SCOPE:</b>                                  | Academy Policy   |
| <b>AUTHOR/ORIGINATOR:</b>                      | Clare Percival   |
| <b>NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:</b> | Nadine Lapskas (Principal) / Jon Webb (Secondary Director) |
| <b>APPROVING COMMITTEE:</b>                    | Jon Webb (Secondary Director)                              |
| <b>STATUTORY BASIS:</b>                        | Non-Statutory Policy                                       |
| <b>REQUIREMENT TO PUBLISH ON WEBSITE:</b>      | No   |
| <b>DATE RATIFIED:</b>                          | November 2023  |
| <b>DATE DISTRIBUTED TO STAFF:</b>              | 23 <sup>rd</sup> November 2023                             |

**Outstanding Achievement for All**

## Contents

|   | Page No. |
|---|----------|
| 1. Aim  | 3        |
| 2. Introduction   | 3        |
| 3. Learning Intentions  | 3        |
| 4. Protocol for our Common Assessments                                | 6        |
| 4.1 At LeAF Studio  | 6        |
| 4.2 Home Learning   | 7        |
| 4.3 Class Attitude, Deadlines, Quality of Work and Technical Training | 7        |
| 4.4 Attendance and Punctuality  | 8        |
| 4.5 Lesson-by-lesson Scoring  | 8        |
| 5. Frequently Asked Questions   | 9        |






## Aim

To create a consistent approach to marking and feedback across the academy which prioritises impactful formative assessment pedagogy, whilst ensuring that workload is sustainable for colleagues.

## Introduction

Planning and assessment at LeAF Studio School is always carried out with the aim of supporting pupils' progress. Accurate and challenging use of assessment in each subject ensures that teachers understand exactly what each pupil needs to do in order to improve.

The aims of assessment are to:

-  Create a dialogue between pupil/teacher/other adults.
-  Ensure continuity and progression for pupils as they move through the academy.
-  Recognise pupils' areas of strength, thereby motivating them to make progress.
-  Identify pupils' areas for development, which will be used in future planning.
-  Raise the achievement and self-esteem of pupils by providing them with regular, high quality, diagnostic feedback about their work.








## Learning Intentions

At the start of each topic or unit of work, teachers will share with pupils the learning intentions. These intentions outline the core learning that will take place and show pupils the main areas of focus in a topic or unit.

At LeAF Studio School, assessment consists of:

### Formative assessment

This is used by teachers on a daily basis to evaluate pupils' key skills and knowledge in a lesson and across a series of lessons. Formative feedback methods include, but are not limited to:

-  Specific praise (what went well) and improvement points (even better if) written into pupils' exercise books.
-  The teacher asking a pupil to improve their work either by redrafting or adding detail to what was submitted for marking.
-  Whole class feedback sheets.
-  Targeted questioning
-  Knowledge and vocabulary quizzes
-  Pupil self-assessment and peer-assessment of work that has been produced in class.
-  Coded reflection and improvement tasks.

Pupils must act on feedback provided by their teacher. One key method for achieving this is through 'Dedicated Improvement and Reflection Time' (DIRT). This provides pupils with an opportunity to review feedback from their teachers and to act upon it. Where possible, pupils should make corrections in different coloured pens so they can see the areas in which they develop their work over time.

Formative assessment is at the centre of our responsive teaching model.

Exercise books / folders and online submissions will be looked at in department time once every half term using an appropriate book monitoring form. Monitoring will take place during lesson visits. Books may be reviewed as part of our evaluation process during external monitoring cycles.

## Corrections

| Mark | Meaning   |
|------|---|
| CL   | Capital letter required   |
| P    | Missing or incorrect punctuation ( <i>circle or underline the error</i> ) |
| SP   | Spelling mistake ( <i>circle or underline the error</i> )                 |
| ?    | Meaning is unclear  |
| SYW  | Show your workings (Maths/Science)  |

## Summative assessment.

These are longer assessments which enable teachers to evaluate the knowledge and skills that pupils have acquired following the completion of a unit, module or scheme of learning.






## Public Examinations and External Assessments.

These include GCSE, A-level and BTEC examinations. External assessments links to both BTEC Level 2 and 3 courses.

## Unit Hand Ins

Sixth Form students as part of their BTEC course will submit unit hand ins at the end of each full unit – this forms part of their progressive grades towards their final qualification grade.

Summative assessment helps us to answer the following questions:

-  How are pupils performing in relation to their starting points?
-  How is your child performing in relation to expected standards?
-  How is your child performing in relation to their peers?
-  Are there any pupils in particular need of attention?
-  Are there any subjects in particular need of attention?

LeAF Studio School is aspirational in the targets that it sets for all pupils. Targets reflect our principle which is that we are aiming for every pupil to perform within the top 20% of pupils nationally for their academic ability.

### **KS3 covers Year 9**

Pupils in KS3 receive two summative assessments each academic year. Summative assessments are given a percentage (out of 100) at KS3. Your child's report will detail how well he/she performed against his/her peers. This comparison is achieved by sharing with you the percentage score your child attained, the QUARTILE (1-5) your child's score is ranked and the MEDIAN score for the year group. Pupils in Year 9 are NOT provided with projected GCSE grades. The purpose of summative assessment at GCSE is to ensure that there is a clear understanding by pupils, parents and teachers, as to what all children have learnt and any support that is required to correct misconceptions.

### **KS4 covers Years 10-11**

Pupils in KS4 complete mock examinations (summative assessments) twice during an academic year. Summative assessments are marked according to examination board specifications using grade boundaries for the academic year the paper was published.

### **KS5 covers Years 12-13**

Within A-level subjects, summative assessments are marked according to examination board specifications using grade boundaries for the academic year the paper was published. For BTEC Level 3 qualifications, units are marked in line with the delivery guidance and assessments criteria. These units of work are sampled and standardised internally and by the examination board annually. Please also see the Vocational Assessment policy for specifics linking to our BTEC Level 3 courses.

We use common assessments in core subjects – English, Maths and Science. Common assessments select from the content that pupils have studied over the course of the year, but not all content will be covered by each assessment. Teachers will be aware of which units of work will be covered, but not the content within each unit.

## Protocol for our Common Assessments

- Teachers should complete the teaching of the content on which each assessment is based for a minimum of one week prior to the assessment so that pupils are able to prepare. In advance of the assessment, home learning should consist of revision for at least two weeks.
- Pupils will sit common assessments in exam conditions.
- A system of moderation is detailed below within FAQ and teachers do not necessarily mark the papers of their own pupils.

In addition to academic data, Year 9 – 11 reports also include information relating to pupils' attitude towards learning.

Pupils are assessed continuously every lesson, with teachers entering a mark from 0-5 to indicate their overall attitude to learning. Every half term this is averaged and reported on in order that a clear pattern of a pupil's attitude to learning is tracked over time in the following way.

- A week-by-week average
- An overall half termly average
- A year group average for comparison
- A subject average for the half term.

### Criteria for lesson-by-lesson scoring can be found below:

| Score | Criteria  |
|-------|---|
| 5     | Arrives on time and is Learning Ready.<br>Listens to and follows all instructions first time.<br>Works to the best of their ability throughout the lesson.<br>Complete and presents their work to a high standard.<br>Is polite and respects everyone's right to learn in a safe environment.<br>Participates fully and works with skill either independently or with others.<br>Has correct equipment. |
| 4     | Arrives on time and is Learning Ready.<br>Listens to and follows instructions first time.<br>Works to the best of their ability throughout the lesson.<br>Completes and presents their work to a good standard.<br>Is polite and respects everyone's rights to learn in a safe environment.<br>Participates and works well independently or with others.<br>Has correct equipment.                      |

- 
- 3 Lateness.
  - Disruption to learning.
  - Insufficient work or lack of effort.
  - Refusal to follow instructions.
  - Lack of politeness.
  - Lack of respect for others and their right to learn in a safe environment.
  - Does not have correct equipment.
  - Support required.
- 

- 1 Continues to require improvement.
  - Removal
- 

- 0 Truancy
- 

## Home learning

---

### Outstanding

Home learning is always completed and the quality of the work goes well beyond the minimum that is expected. Exceptional effort.

---

### Good

Home learning is always completed and meets the standard expected.

---

### Requires Improvement

Home learning whilst usually completed, is often not at the standard that would be expected or is often handed in late. Inconsistent effort.

---

### Inadequate

Home learning is rarely completed on time and is often not at the expected standard. Poor effort.

---

At LeAF Studio Sixth Form, in addition to academic and vocational data, Year 12 – 13 reports also include information relating to pupils' technical training etiquette and their attitude towards learning and attendance/punctuality.

Criteria can be found below.

## Class Attitude, Deadlines, Quality of Work and Technical Training

---

### Outstanding

- Highly motivated and achieves at an outstanding personal level.
  - Highly organised and demonstrates independence.
  - Positive in all aspects of learning
  - Actively engages in all lessons, seeking additional work and guidance.
  - Homework and coursework is completed promptly and to an appropriate level, often completing extra tasks to widen understanding, ensuring deadlines are met.
-

|                             |  |
|-----------------------------|--|
| <b>Good</b>                 | <ul style="list-style-type: none"> <li>Committed to learning and responds positively to most aspects of the lesson.</li> <li>Generally, very well organised and can demonstrate independence.</li> <li>Determined to achieve, demonstrating a keen interest to do well.</li> <li>Completes all homework/coursework to a good standard and usually by the deadline</li> </ul>   |
| <b>Improvement Required</b> | <ul style="list-style-type: none"> <li>Can lack commitment and motivation.</li> <li>Struggles with some organisational skills.</li> <li>At times could be more focused</li> <li>Requires significant prompting to achieve their potential.</li> <li>A number of home learning/coursework tasks have been missed and at times the work produced does not meet expectations.</li> <li>Deadlines may have been missed</li> </ul>          |
| <b>Unsatisfactory</b>       | <ul style="list-style-type: none"> <li>Displays little motivation to learn and underachieves compared to ability.</li> <li>Too often off-task and reluctant to engage in learning activities.</li> <li>Attitude to learning is seriously affecting progress.</li> <li>Homework is rarely completed or inconsistent which affects progress in lessons.</li> <li>Deadlines are likely to have been missed and/or remain unmet</li> </ul> |

### **Attendance and Punctuality**

|                             |   |
|-----------------------------|---|
| <b>Outstanding</b>          | <ul style="list-style-type: none"> <li>Attends every class</li> <li>Is punctual to all lessons</li> <li>Never late / absent</li> </ul>  |
| <b>Good</b>                 | <ul style="list-style-type: none"> <li>Attendance and punctuality is consistent</li> <li>Occasionally late / absent</li> </ul>  |
| <b>Improvement Required</b> | <ul style="list-style-type: none"> <li>Attendance and punctuality is inconsistent and requires an improvement for successful outcomes</li> <li>Regularly late / absent</li> </ul> |
| <b>Unsatisfactory</b>       | <ul style="list-style-type: none"> <li>Attendance and punctuality is of a great concern. A significant improvement is required for successful outcomes</li> </ul>                 |

Attendance and Reading Age is also included within the reports issued to parents/carers. Attendance is a critical indicator of future achievement in assessments and public examinations. We will always include percentage attendance and the total number of days missed. We will also include



information with reports that is useful to parents such as how children can be supported in their learning.

## Frequently Asked Questions

### **Q: How do teachers ensure a consistency of marking?**

A: Each subject has a rigorous moderation process whereby all teachers mark three assessment papers from within a year group and compares marks awarded for consistency, discussing any discrepancy.

### **Q: Will be child change learning groups following a summative assessment?**

A: Potentially, yes, dependent on the mark achieved, their underlying academic potential and any wider context known about by the academy. At KS4 any learning group changes will also be within the context of what tier of paper a pupil is being entered for. (FOUNDATION or HIGHER)

### **Q: What if my child does not complete the assessment with sufficient effort?**

A: Pupils can be asked to re-take the assessment until they achieve a percentage deemed at a department level, satisfactory. Thereby, adding to the gravitas of undertaking assessment more seriously along with a deeper understanding of the implications of it.

### **Q: How many reports will I receive each academic year?**

A: Pupils in Years 9-13 will receive two reports containing academic data every year. These will include data about your child's attitude to learning and completion of home learning.

### **Q: How will my child be supported if he/she has special educational needs?**

A: Support will always be put in place for all pupils to access assessments. Revision lists will be provided well in advance of the assessments, lesson time and home learning will be given to better prepare pupils for assessments and for children in Year 10 and 11, exam access arrangements for those who qualify will be implemented.

### **Q: How can I support my child?**

A: Encourage a positive attitude to learning, ensure your child attends school and arrives every day on time. Keep track of assessments by looking at the revision books provided or speak with your child's teacher. Finally, support your child to build up their resilience for independent learning by creating a quiet space that home learning can be completed.

### **Q: Will my child be rewarded for performing well in assessments.**

A: Yes, absolutely. The academy has a strong ethos of reward and recognition.

### **Q: How many 'mock' GCSE examination series will my child take in Years 10 & 11?**

A: In total, four. However, not every series will cover all subjects and neither will every examination series cover a full set of examination papers, not least because only a certain amount of curriculum content will have been studied at each stage of the key stage.

### **Q: How many 'mock' A-level examination series will my child take in Years 12 & 13?**

A: In total, four. However, not every series will cover all subjects and neither will every examination series cover a full set of examination papers, not least because only a certain amount of curriculum content will have been studied at each stage of the key stage.