



Eltham Hill SCHOOL

ASSESSMENT & REPORTING POLICY

Governors Committee: Curriculum
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Date of next review: September 2018

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Vision

At Eltham Hill School we aim to equip all students with the skills necessary to be expert learners in the 21st Century. Students are encouraged to be creative and independent with an understanding that learning is a life long process. It is generally accepted that the work of Black and Wiliam (Working Inside the Black Box 2002) on Assessment for Learning (AfL) provides the foundation for good learning and teaching and can considerably improve student motivation and capacity to learn. AfL, therefore, forms the basis of this assessment policy combined with the use of target setting against which student progress is monitored. All students are expected to make a good progress from KS2 as a minimum.

What is Assessment for Learning?

Assessment *for* Learning is **formative** and takes place all the time in the classroom.

AfL has been defined as ‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there’ (Assessment Reform Group 2002)

AfL gets straight to the heart of excellent teaching and learning by:

- helping teachers help students to take the next steps in their learning
- helping students to help each other to take the next steps in their learning
- helping students themselves to take the next steps in their learning

(Please refer to the school’s Teaching & Learning Policy for further details)

How do we assess?

Assessment is an ongoing process and a fundamental part of all lesson planning. It will use AfL techniques such as:

- Sharing lesson objectives / success criteria with students in lessons
- questioning
- peer and self assessment
- formative verbal or written assessment of students work.

In addition, more formal, summative assessments will take place.

How often do we assess?

Frequency of feedback is crucial because it increases student motivation and reflection of their work.

Informal assessment via discussion and observation of work in class is an ongoing and continuous process; it is vital to informing the future planning of learning and teaching for both the teacher and student.

The use of peer and self assessment should be used as appropriate for the subject matter concerned. However it should be built into the departmental schemes and all students should have an opportunity to peer or self assess work during each of the courses of study.

The frequency of formative written assessment will depend on the nature of the subject. For example:

- Science, Maths, English and MFL will do so a minimum of once every two weeks.
- Subjects in the TAD, Business/ICT, Humanities and Performing Arts will do so a minimum of once every half term.

Homework forms a crucial part of assessing student progress.
(Please refer to the school's Home Learning Policy)

Giving feedback to students

For effective feedback to take place the students need to know what the **learning objective was** in the first place.

- Feedback will be targeted, so that the focus of the learning becomes the effort needed to improve.
- Feedback will be formative – “Next you need to...”
- Opportunities for follow-up to act on feedback will be provided. Feedback is useless unless acted on.
- The type of feedback students get on their work will vary according to the subject. In drama, PE, art and music for example, much of the feedback will be oral. In fact much of the best feedback in **all** subjects is oral **whilst** the students are working.
- **Written/oral comments** will highlight what has been done well and a brief indication/target of how the student can improve.
- **No grades** will be given in written feedback to encourage students to work more productively on targets and corrections.

The outcomes of written and verbal feedback will be used by teachers to plan the next steps of learning and pitch the work appropriately for the class.

Assessing Pupil Progress.

In addition to the use of AfL techniques we will also use more formal means of testing student progress including end of topic tests and exam style assignments, to form summative judgements.

Levels/grades will only be used when a **summative** judgement is required eg on a specific piece of work once or twice a term.

The use of grades **will vary** according to the key stage, for example:

- at **KS3 grading** is likely to be done once a half term/term, at the end of a unit/year.
- at **KS4** marking will become more grade/ number specific especially in exam practice work as well as feedback on how to improve controlled assessments (see policy). Use of the exam board grade criteria is crucial here.

The outcomes of all assessments will be used by teachers to plan the next steps of learning and pitch the work appropriately for the class.

Marking.

Frequent marking of students' work will take place, in line with the school's marking policy. This is essential because it increases student motivation and enhances the standard of their work. Time will be built into schemes of work and lesson plans for students to meet targets, correct and learn from mistakes.

It is the responsibility of all teachers to teach and assess **numeracy and literacy** as appropriate and this should be reflected in their feedback to students.

These codes should be used selectively, depending on the focus of the marking.

✓	this is correct
x	this is incorrect
?	means that what has been written does not make sense
∫	means this section does not make sense
^	means something has been left out
*	means that comments are written at the end of the work
//	start a new paragraph here
sp	this indicates a spelling mistake. Write out correct spelling 3 times in the margin or back of book
C	capital letter mistake
gr	grammatical error
P	punctuation
T	target for student to act on.

Key Stage 5

At Eltham Hill, A-Level teaching will encompass the same rationale as all other year groups. In addition to this, at Key Stage 5, we will train students and provide workshops in relation to the consistency of essay references. We will also train students how to write essays and conduct research within the guidelines of our Academic Honesty Policy. This will apply to both A-Level research and written assignments and also for all work completed for the International Baccalaureate. All staff will be trained in the Academic Honesty Policy to promote honesty and fairness.

The following assessments will be part of Key Stage 5:

- A2 and IB PPE (Pre public) and Public Exams
- Individual target setting
- Termly assessment

International Baccalaureate examinations:

Extended Essay for the International Baccalaureate – students will have a dedicated tutor to support them through their Extended Essay. Each tutor will have no more than three students to support to ensure a personalised, focused programme of support. There is a dedicated Extended Essay Co-ordinator in place to oversee the progress of students.

There is a dedicated CAS and TOK Co-ordinator in place in order to ensure that students complete the requirements of the IB course.

(Please see additional time-line for IB for additional assessment information.)

There is a dedicated KS5 Leader for Post-16 who will oversee Further Education application forms.

- Teacher formative and summative assessments throughout the year
- Internal and External Assessments for Speaking and Listening Presentations
- Essay writing for individual subject areas and assignments eg homework and classwork
- Regular feedback to parents at Parents' Evenings and through contact if work is not reaching the standard expected.