

PINNER

HIGH SCHOOL

Policy	Assessment, Recording and Reporting Policy
Date of Review	November 2020
Reviewed By	Deputy Head
Date of Approval	December 2020
Approved By	LGB
Date of Next Review	Spring 2022
Statutory/Non Statutory	Non Statutory
Website/Non Website	Non Website

Assessment, Recording and Reporting

Rationale

Pinner High School is committed to 'Inspiring Learning'. We believe this is accomplished through, close partnership with parents, students taking responsibility for their own learning, and highly motivated, highly skilled staff. This is embedded in a clear understanding of how responsive teaching supports students' learning.

The Purpose of Assessment

Assessment should support teaching and learning by identifying what students already know and can do, and how they can improve. Assessment, therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning and teaching for progress.
3. For other staff and governors, assessment information will inform an understanding of current and potential student outcomes.
4. For parents, assessment information will inform them of their child's attainment and allow them to understand how their child may maximise achievement.

The Principles of Assessment

Assessment should:

1. recognise and celebrate individual successes in order to encourage and motivate all students;
2. be based on specific assessment objectives and these should be clearly identified by the teacher and understood by the students;
3. allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
4. help shape targets for improvement;
5. allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
6. underpin teaching and learning in order to ensure progress for every child;
7. be accessible for parents and enable them to take an active and informed part in their child's education;
8. value effort as well as attainment.

The Types of Assessment

Pinner High School acknowledges that assessment will be undertaken in a range of different ways for different subjects. However, all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include but is not exhaustive to:

1. oral feedback;
2. self-assessment;
3. peer-assessment;
4. whole class feedback;
5. written marking of work;
6. teacher/student questioning and discussion;
7. assessment of exemplar work of different grades/levels;
8. use of assessment criteria and examination materials;
9. celebration of achievement.

Expectations

The review of the expectations of feedback to students took into consideration the latest pedagogical approaches, student, parental and teacher feedback, and consideration for wellbeing and impact of the techniques used (Appendix 2, 4). The school decided to create clear expectations across all departments and allow subjects to develop and create their own subject specific feedback policies that students, parents and teachers follow (Appendix 1). This is to appreciate the diversity of learning taking place at school and the expertise needed in creating responsive teaching in subject areas.

The whole school expectations of feedback are as follows:

KS3

General feedback to be evident using literacy codes throughout books (Appendix 2)

Core subjects (English, Maths, Science)

- Two green box activities per half term, these can be one individual and one whole class feedback.

Option subjects taught twice a week (History, Geography, Music, Drama, PE, Spanish)

- One green box activity per half term – alternating half terms to have individual green box and whole class feedback.

Options subjects taught once a week (PRE, Computer Science, Mandarin)

- One green box activity per term
- Literacy marking every half term
- Oral feedback

KS4

All subjects:

- Two Green box activities per half term, these can be one individual and one whole class feedback

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

1. ensuring that all teachers know what is expected of them in assessing students;
2. helping teachers make well-founded judgements about students' attainment and progress;
3. monitoring that assessment for learning is a key factor in planning for teaching and learning;
4. monitoring the accuracy of the information provided to parents about their child's attainment and progress;
5. tracking the attainment and progress of individual students and groups of students over time;
6. monitoring practice in assessment and taking appropriate actions;
7. using assessment information when planning training and CPD;
8. comparing the progress made by different groups of students to ensure that no group is disadvantaged;
9. ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
10. ensuring students are supported in making informed curriculum choices;
11. using assessment and monitoring to ensure that the curriculum meets the needs of students;
12. monitoring the role of Subject Leaders in ensuring that good practice in assessment is consistent across all lessons;
13. ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

The Role of Subject Leaders

With the support of the Senior Leadership Team as necessary, Subject Leaders will:

1. ensure that their team understands the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
2. periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observations or otherwise;
3. ensure that assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team as appropriate;
4. ensure that all schemes of learning include assessment for learning as an integral part of teaching and learning;
5. ensure that curriculum plans allow for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment;
6. ensure that all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised;
7. use assessment information, in liaison with the Senior Leadership Team where appropriate, to plan for, or arrange intervention strategies;
8. meet with senior leaders regularly to analyse and plan student assessments.

The Role of Teachers

All Teachers should:

1. adopt a range of methods to ensure that they can assess the progress of all students accurately and follow their subject specific policy;
2. encourage students to actively engage in assessment for learning;
3. ensure that assessment builds students' motivation, confidence and self-esteem;

4. ensure that lessons begin with clear expectations and that students are aware of how progress will be measured;
5. ensure that all students know and understand the learning objectives of the lesson;
6. identify through assessment, and intervene as necessary, with those students at risk of underachievement;
7. ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
8. reward good progress as appropriate;
9. use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process;
10. ensure that opportunities to use assessment to promote the development of students' literacy, numeracy and ICT skills are embraced;
11. ensure that adequate and appropriate assessment is made of student attainment prior to completing the Data Collection Report so that the information recorded is accurate and reliable;
12. encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
13. adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
14. share concerns or praise arising from assessment information with the relevant form tutor as appropriate.

The Role of the Form Tutor

Form Tutors, with the support of Heads of Year, are expected to engage in appropriate conversations with students, teachers and parents in accord with assessment information available in the student reports. Form Tutors also have a responsibility to help students and parents embrace the principles of assessment as outlined in this policy.

The Role of Students

All students should:

1. participate actively in assessment opportunities in lessons;
2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
3. ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
4. support other students constructively when asked to be involved in peer assessment.

The Role of Parents/Carers

All parents/carers should:

1. discuss with their child the reports which are sent home at each data cycle point;
2. liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment.

Appendix 1. Example of Subject Specific Feedback Policy



How will I receive and use feedback in Maths?

Verbal feedback: As part of your Maths lessons, your teacher will provide you with regular verbal feedback to improve your work. This does not need to be recorded but important for you to understand and employ. It certain cases where you cannot immediately react to verbal feedback, your teacher may give you a verbal feedback sticker. **Write down what your teacher has said in the box so you can act upon feedback at a more convenient time.**

Peer-feedback: your partner will look at your work and give you some written feedback (using green pen) about what was good and what could have been improved. Make sure you look at this feedback in your next lesson to improve. Your partner should ensure they write their name or initial the feedback.

Self-feedback/reflection: you will use a green pen to mark your own work (using a mark scheme provided by your teacher) or to reflect on the progress you have demonstrated in a piece of work.

Whole class feedback: once each half term in problem solving, your teacher will read through a piece of work in your exercise book and provide feedback to the whole class. Your teacher will make notes on a whole class feedback sheet and will present this to you in class. You will then be able to use this feedback to complete a green box task in order to improve your work.

Teacher written feedback: once each half term, you will complete a Checkpoint Task for which your teacher will provide written feedback. Your teacher will complete this feedback using purple pen. You will be given a green box task to complete in order to use this feedback to improve your work.

Literacy feedback: It is likely that your Maths teacher will not write in your book. This does not mean your work has not been marked. Once per half term, your Maths teacher will read through your justification response and keywords definition and comment on any Literacy skills you have used and where you can develop. It is then your responsibility to respond to the feedback using green pen to improve literacy in your work. This will often encourage you to use more subject specific vocabulary.

Appendix 2. Sharing of Good Practice

<p>Subject Specific Feedback</p>	<p>Green box</p>	<p>Whole class feedback</p>	<p>Verbal Feedback Stickers</p>	<p>Reflections</p>
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Appendix 3.

Go Green – Literacy Marking Policy

Go Green Marking Policy		
Symbol	This means...	Now what do I do?
Sp	Spelling error	Check the word in a dictionary or your glossary and change it. Is there a pattern in your spelling errors? Write out the correct version and put it in your glossary.
C	Missing or misplaced capital letter	Check your use of capital letters and correct them. Have you got capital letters for proper nouns and after a full stop? Have you put a capital letter where it is not needed?
¶	New paragraph needed	Have you forgotten to include a paragraph? Mark in where the paragraph should be using this symbol. Or, have you put a paragraph in the wrong place?
P	Punctuation error	Have you forgotten to add a punctuation mark? Have you used a punctuation mark incorrectly? Is your sentence too long and needs breaking up with punctuation?
WWW	What Went Well	You should know your strengths and how they fit in with the success criteria, assessment objectives and target grade or level.
EBI	Even Better If	You should know how to improve your work, using the success criteria, so that you achieve or even exceed your target grade or level.
Edit / redraft / add to	You should RESPOND to the marking	In the green area your teacher has highlighted, make the necessary changes or amendments. If you are unsure what to do, it is your responsibility to ask the teacher. No green area should be left blank.

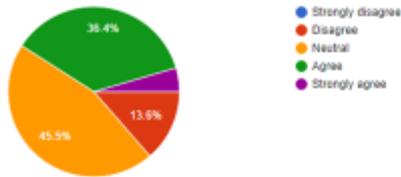


Subject specific Vocab

Appendix 4. Staff and Student Feedback

I feel supported in delivering effective feedback?

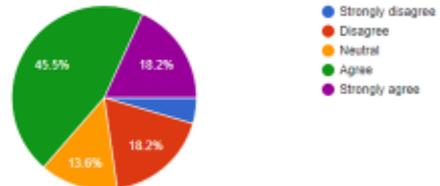
22 responses



Staff Feedback

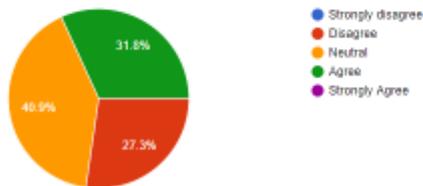
Marking and Feedback has a negative impact on my well-being

22 responses



I am aware of how feedback is given in other subjects

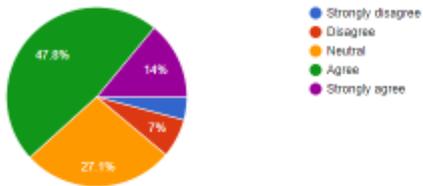
22 responses



Student feedback

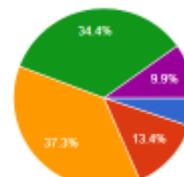
I receive effective feedback from all my subjects

314 responses



I receive feedback regularly in all my subjects

314 responses



I am given the right amount of time to reflect on feedback in all my subjects

I have the correct skills to be able to reflect on feedback given to me by teachers

315 responses

