

Assessment (including Homework) Policy

Updates in red following 12 months reflections February 2019

Updates in green made July 2019 following reflections during Spring Term

AIM OF THE POLICY

A well-planned assessment routine that is exceptional in its use of assessment to support learning promotes higher educational standards and eases teacher workload.

This policy gives cognisance to latest research evidence on the ways in which marking and feedback can contribute effectively to student progress and achievement. It also intends to be consistent with the findings of the Department for Education's Marking Policy Review Group report which seeks to reduce teacher workload associated with marking.

At KS4 and 5, this policy (and the associated assessment planning schedules) allows for flexibility with regards to the nature of courses delivered at OBA and their associated assessment requirements.

This policy is intended to emphasise the *sequencing and quality* of assessment, marking and feedback, rather than focussing on the *quantity* of marking. Our overarching aim is that students' are regularly and consistently assessed, however whilst meeting this aim, assessment at OBA is manageable, meaningful and motivating.

'Manageable' means efficient and achievable for teachers with a sensible expectation of workload.

'Meaningful' means that assessments allow valid and reliable inferences to be drawn about what students know or can do, and what their next steps should be.

'Motivating' means that assessments should provide opportunities for a sense of accomplishment and challenge, and ensure that students benefit from the positive impact motivation which comes from genuine learning and achievement.

RATIONALE FOR ASSESSMENT

Assessment is required because it:

- Ensures that teachers, students and parents can evaluate a student's learning, benchmark progress and inform everyone involved what the student needs to do to improve further;
- Praises and encourages students so that they appreciate that we value their work thus motivating students to produce quality work to further enhance their progress;
- Demonstrates to students what they know, what they need to do to improve and how they can the required improvements **therefore helping them to embed knowledge and use it fluently;**
- Makes an effective contribution to the teaching and learning process;
- Allows staff to be sure that students have gained the sufficient knowledge and/or skills to move on;
- Informs teachers in respect of future planning of effective sequences of lessons and the interventions needed to make sure that a student's progress is on track;
- Supports teachers to have a proxy to provide predicted grades to enable staff, middle leaders, senior leaders, Governors, parents and students to have an indication of school, departmental and student progress towards Minimum Expected Grades.

METHODOLOGY

The model used at Ormiston Bolingbroke Academy to guide our work on assessment design and marking is CRAFT. The model will make assessment manageable for staff (manageable means efficient and achievable– look to plan CRAFT cycles across KS4 and 5 to spread the load of assessment and prevent excessive workload for staff who teach a majority of classes in KS4 and 5), and clearly understood by parents and students.

In some subjects, the notion of 'RAFT' or 'AFT' will be applicable at times, particularly as practical work can be hard to "condense" and 'reflect' upon. The model is therefore flexible enough to be applied to KS3 and all qualifications in KS4 and 5. It is the Curriculum Leaders role to work with their team on the planning aspect of CRAFT. The assessment planning schedule are where middle leaders can (with their teams) plan, within this policy, the right level and depth of assessment for their subject. These are produced and reviewed annually to ensure that they remain fit for purpose.

The CRAFT of assessment

Condense new learning
Review learning
Assessment & diagnosis
Feed-forward
Target driven improvement

Combined with the careful mapping and sequencing of the curriculum, this approach is designed to support pupils to embed key concepts in their long-term memory and thus enhance learning and progress.

Planning for the language of learning

The CRAFT model also incorporates the planning for the teaching and assessment of the required language for learning. It is essential that the language for students to know and learn is specified, taught and practised at appropriate points in the curriculum. Key word lists for each module should be provided, and assessed at regular points as part of class teaching (planning in column B).

In _____ this will look like:

A -

CR - METHODOLOGY FOR ENSURING CONDENSING AND REVIEWING WORK (see appendix A, COLUMN B) – INCLUDING HOMEWORK POLICY. See appendix B for homework frequency.

The purpose of homework at OBA is for students to learn, memorise, revise and practise the knowledge and skills they are taught in school. Therefore homework activities should be those which require students to think deeply about the knowledge and skills they have been taught.

Homework will involve students condensing their notes, and reviewing their work with a view to them being prepared for class tests. Suitable activities include revising through creating revisions cards or notes, practice of a taught skills or employing strategies to commit learning to memory. ***It is not suitable for students to simply be set a homework to 'revise their notes'; there must a structured and resourced activity associated with this.*** These homework should be followed up in class to ensure that:

- a) Students are doing the activity set
- b) There is an impact on their knowledge and learning from the activity

With regards to a, teachers should check homework activity for completion. This does not require deep marking but does require checking for completion, accuracy and appropriate use of language and SPaG. It is also required that this is acknowledged in the teacher's mark book.

With regards to B, short tests such as starter quizzes will allow teachers to easily establish if the activity is being complete.

If the Condense and Review is not completed by students, then it should be followed up with parents and through the detention system to ensure that students are keeping up to date with their Condensing and Review work. It is each student's responsibility to do this, however it is responsibility of the class teacher, with the assistance of their Curriculum Leader, to manage this process and challenge non engagement or completion.

In _____ the approach to this is:

B -

A - METHODOLOGY FOR MEANINGFUL ASSESSMENT AND DIAGNOSIS (see appendix A, COLUMN C)

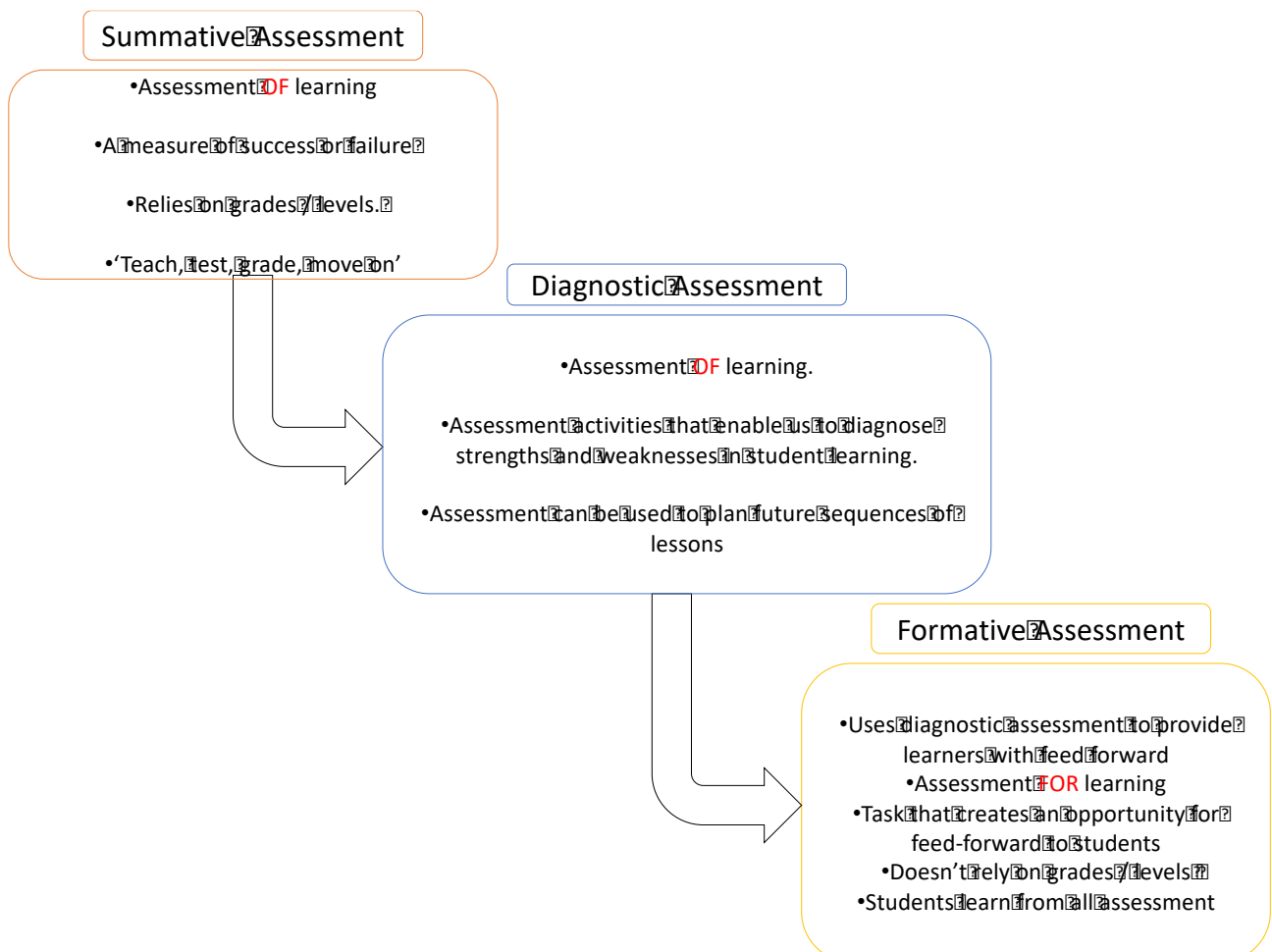
Effective teaching uses assessment and feedback constantly and fluidly in the classroom, through discussion, questioning and activities which require students to demonstrate learning. In some subjects, particularly practical ones, this is very much the dominant form through which assessment takes place.

If we are to make marking meaningful and motivational, some key questions in relation to marking are at play:

- Is my feedback causing my students to think?
- Is my feedback more work for my students than it is me?
- Does my assessment design, marking for improvement and feedback close learning gaps, create progress and inform my planning?

If the answer is 'no' to any of these questions, reflection is needed on how the response can become 'yes'.

There are two methods of assessment within CRAFT. There are interim formative assessments (IFA), and standardised diagnostic assessments (SDA) at the end of each unit of work. Our aim is that all assessment in the school moves from summative to diagnostic to formative. The model below explains this in more detail.



The Curriculum Leader is responsible to ensure that all assessments are suitable in terms of their breadth to test the learning that went before, and their depth in terms of tiering and challenging students to achieve their Minimum Expected Grade. **There should also be careful consideration to the mapping and matching of assessment to the curriculum maps. This is done through the use of assessment planning schedules (see appendix A). Both the interim formative assessments and standardised diagnostic assessments in**

KS4 and 5 should be in the style of the terminal examination, with the ‘look and feel’ of a question, or a paper.

Interim Formative Assessments (IFAs) are short formative assessments that assess the building of knowledge and skills towards the agreed end points. IFAs repeat and build over a unit of work, becoming larger in scope to support pupils embedding key concepts in their long-term memory and being able to apply them fluently. IFAs are a mechanism for teachers to check pupils’ understanding and identify and correct misunderstandings through alternating future teaching. High quality questioning in each lesson is also key in this regard.

Standard Diagnostic Assessments (SDAs) are mapped to the end points of the curriculum and assess the whole topic in terms of what pupils are expected to be able to know and do at a given end point. These are also used formatively to inform a Personal Learning Checklist that is shared with students and parents.

In _____ our approach is:

F& T - USING ASSESSMENT TO SUPPORT PLANNING, AND TEACHING AND LEARNING (COLUMN B)

As stated, there will be no marks or grades on assessments, just formative comments from which students can respond. Creativity in how feedback is given to students (primarily to reduce the amount of time teacher’s spend on the writing of feedback) is very much encouraged and the school will operate best practice sharing sessions based on our Quality Assurance work. One of the aims of this sharing of practice is to support colleagues to be as time efficient as possible when providing formative written feedback.

Students must be given time to respond to teacher marking in a meaningful way. This Assessment Led Improvement (ALI) is structured as:

- ALI 1 – whole class teaching of gaps
- ALI 2 – individual students or groups of students working on closing gaps in class time
- ALI 3 – additional support outside of class to close the gaps

The outcomes of the regular interim assessments in lessons will be used to subsequently plan and teach lessons.

METHODOLOGY FOR CHECKING CLASS WORK (see appendix A, COLUMN B)

The checking and marking of notes and class work is key. **Under no circumstances should a pupil's main source of notes/written work have significant sections of work left un-acknowledged.** Up to 3 weeks of unmarked work in classbooks would be the upper limit for this. Over a three-week cycle, to make routine marking manageable, teachers should employ a live marking approach, working with students to check their classwork. 'Live marking' involves the teacher working with pupils in class.

Some guidance in this regard:

- Avoid 'big tick' marking.
- Make sure that some aspect of the work is praised, no matter how small. Stamps and stickers will reduce teacher workload in this regard and prove to be motivating for students.
- Use the school presentation policy to challenge students whose work is incomplete or untidy.
- Selective peer and self-marking by students is acceptable providing its accuracy is checked. These activities must also have a formative aspect to ensure learning and progress. They should not simply be a student marking their own or another student's work as this is considered assessment of learning.
- Verbal feedback is a very valid method of feedback. If it is appropriate, encourage students to capture your verbal feedback as you give it. There is not an expectation that verbal feedback is captured routinely, or annotated with a symbol.
- To make live marking easier, we will use a consistent set of symbols **in the margin of the work:**
 - Sp (circled) - incorrect spelling & technical vocabulary for subjects
 - Gr (circled) – grammatical error
 - CC (circled) – incorrect use of capital letters
 - ○ - to highlight missing punctuation points.
 - Num (circled) is there is a numeracy improvement required.
- We will avoid correcting student work for them; we should use these symbols to show that there are areas for improvement and students are expected to respond in their classbooks using a purple pen.
- In terms of errors (and numeracy errors if the work contains an element of numeracy) students should be directed to find the correct spelling or method and write the word three times or re-draft the method.

We do not expect any OBA books to be untidy, have loose sheets or be poorly presented. Teachers must remain vigilant in this regard. Whilst it maybe occasionally necessary to allow time to enable pupils to keep their books 'tidy', this is much better done through constant reinforcement of the standards required. This

is a pupil responsibility, not a staff one, however staff have to create the conditions for this to happen. **Appendix C shows the academy expectations regarding the approach taken to the presentation of work. A copy of Appendix B must be clearly displayed in each classroom and referred to at the appropriate point in each lesson.**

In _____ our approach is:

Appendix A – Planning Schedule Example

COLUMN A	COLUMN B – THE F AND THE T OF CRAFT; Feedforward and Target Driven improvement after each Assessment	COLUMN C – THE C and R of CRAFT	COLUMN D – THE A of CRAFT	COLUMN E
Week	Teaching & Learning – content to be delivered. Where will key word understanding be assessed?	Homework – a) weekly condensing b) weekly review	IFA - Interim Formative Assessment	Whole school data collection and assessments
1				
2			IFA1	
3	HOLD THE GRADE IFA1– FEED FORWARD TO CLOSE LEARNING GAPS			
4			IFA2	
5	HOLD THE GRADE IFA2– FEED FORWARD TO CLOSE LEARNING GAPS			
6			IFA3	
7	HOLD THE GRADE IFA3 – FEED FORWARD TO CLOSE LEARNING GAPS		STANDARDISED DIAGNOSTIC ASSESSMENT	
HALF TERM				
8	HOLD THE GRADE FEED FORWARD FROM SDA – TEACHING TO CLOSE LEARNING GAPS			
9				
10				
11				
12				
13				
14			STANDARDISED DIAGNOSTIC ASSESSMENT	
CHRISTMAS				
15	HOLD THE GRADE FEED FORWARD FROM SDA – TEACHING TO CLOSE LEARNING GAPS			
16				
17				
18				
19				

20			STANDARDISED DIAGNOSTIC ASSESSMENT	
HALF TERM				
21	HOLD THE GRADE FEED FORWARD FROM SDA – TEACHING TO CLOSE LEARNING GAPS			
22				
23				
24				
25				
26			STANDARDISED DIAGNOSTIC ASSESSMENT	
EASTER				
27	HOLD THE GRADE FEED FORWARD FROM SDA – TEACHING TO CLOSE LEARNING GAPS			
28				
29				
30				
31				
32			STANDARDISED DIAGNOSTIC ASSESSMENT	
HALF TERM				
33	HOLD THE GRADE FEED FORWARD FROM SDA – TEACHING TO CLOSE LEARNING GAPS			
34				
35				
36				
37				
38				
39			STANDARDISED DIAGNOSTIC ASSESSMENT	

Appendix B – homework expectations

Deadlines for all homework should be manageable for students. Teachers will provide clear instructions and deadlines for homework. All students will have at least one lesson between a homework being set and due in to ask for additional support. All homework will be set and monitored using the Go4Schools website and App.

Key Stage 3 (year 7 & 8)

The guided length of each homework is a minimum of 45 minutes.

The following subjects will set homework weekly:

- Mathematics, English, science, history, geography, Spanish

The following subjects will set homework fortnightly:

- Art, technology, physical education, music

Key Stage 4 (years 9-11)

The guided length of each homework is a minimum of 60 minutes.

Each subject will set homework on a weekly basis.

Key Stage 5 (years 12-13)

Students in OBA's Sixth Form will be expected to study outside of lessons. Students will be allocated a timetabled weekly Independent Study Period for each qualification they are studying. This additional study is essential if students are to achieve or exceed their potential. Failure to work outside of lessons is a breach of a student's learner agreement and will disadvantage them in terms of their final grade. In vocational courses, homework may constitute ongoing work on an assignment or assignments. In non-vocational subjects condense and review homework should be set alongside the completion of wider reading/essays and questions.

For a Level 3 subjects (A level, BTEC, Applied) students should be given a minimum of four hours per week outside of lessons.

For a level 2 subject in the Sixth Form students should be given a minimum of two hours a week outside of lessons. Where subjects are a double subject, study time should also be doubled.

APPENDIX C – EXPECTATIONS FOR THE PRESENTATION OF WORK

Taking Pride In Our Work

Mark your work with a CWK for classwork or HWK for homework in the top left corner.

Remember D.U.M.T.U.M

Date

Underline

Miss a line

Title

Underline

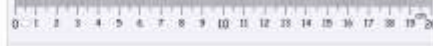
Miss a line

Make sure loose items and work are attached neatly inside your folder and/or workbook.



Always write in **blue** or **black** ink

Always draw in pencil and use a ruler for straight lines.



Cross out ~~mistakes~~ with a single line.

Student corrections and responses are to be done in purple pen

Always respond to teacher feedback.

Do not graffiti or doodle on or in your books.



Nurture • Support • Excellence