



Bebington High Sports College Assessment Policy

1 Mission

In line with the school's mission statement the aims of this policy are to empower everyone to have high expectations and encourage high level performance, are to encourage and guide our pupils, striving always for success and improvement so that pupils will be able to achieve their full potential, enabling them to achieve their potential as lifelong learned citizens.

2 Aims

This policy and associated procedures for implementation outlines the school's strategy to ensure the highest quality in assessment. The policy recognises the importance of assessment, identifies responsibilities of staff at all levels and incorporates procedures in implementing assessment.

The purpose of assessment is:

- To identify the positive achievements of each student and the areas of their work that needs to be improved. It involves both formative and summative assessment. Formative assessment is aimed at recognising the positive achievements of each student and identifying the areas of their work that need to be improved . Summative assessment, which takes place at least once a term, enables the tutor and student to know how the quality of a student's work relates to the standards of external awarding bodies and help students to set their targets.
- To further identify learning and additional support needs so that appropriate help and guidance can be provided. Assessment can also identify which students would benefit from more challenging work.
- To enable the tutor and student to know how the quality of a student's work relates to the standards of external awarding bodies.
- To inform the process by which students targets are set for attainment.
- To allow tutors to evaluate students' understanding and progress and decide whether the way courses are taught and managed needs refinement or modification.

In particular we aim:

- To help students understand how they will be assessed and how their overall progress will be monitored and to encourage them to evaluate their own performance in order to achieve their personal targets.
- To provide a framework which both allows students to take responsibility for their own work and at the same time underlines the importance of meeting deadlines and fulfilling commitments.
- To ensure that central records are kept of the standard to which each student is working each term, and to enable this to be compared to a guideline grade for each student based on previous achievement.
- To ensure that assessment, internal verification and moderation procedures and practice follow regulatory body requirements.

- To do our best to ensure that students' work is free from plagiarism and that bad practice is avoided.
- To ensure that those with a legitimate interest, such as parents, are informed clearly and regularly of students' progress.
- To support tutors and teams by making available appropriate staff development and resources, and by encouraging shared good practice across curriculum areas.
- To obtain feedback from students to check how the policy is working as part of the quality assurance system.

~~This policy represents a radical move from the existing one and looks to put into practice the principles introduced by assessment for learning. In particular, implementation of this policy would put key foci on pupil success and improvement. For the policy to be met successfully it is essential that curricula are developed with clear assessment criteria and opportunities. In other words significant thought about the role, placement and nature of assessments must have taken place before the delivery of those curricula.~~

~~It is incumbent upon every teacher to ensure that they are always aware of exactly what criteria they wish to assess for every piece of work that they deliver to pupils. These criteria need to be shared with pupils and provide a structure wherein teachers can give advice for improvements. Teachers need to use a range of assessment strategies as set out in the guidance that follows and in the Teaching and Learning Manual. Also they should follow the guidance set out in the subsections of this assessment policy.~~

~~Curriculum leaders should ensure that schemes of work clearly indicate assessment opportunities. They should ensure that over the course of a year, or key stage, that a range of assessments are taken ensuring that teachers can report on all aspects of a pupil's performance in their subject. The criteria for all assessments should be clearly stated. Time should be built into schemes to allow pupils to review and revise work in line with comments and assessments made. Pupils will make the greatest progress only when they are given opportunities to act upon the advice given to them.~~

~~The following three pages provide some guidance on good assessment practices and how they might be used.~~

Assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. (OFSTED 2003)

The purpose of assessment is to improve standards, not merely to measure them. (OFSTED 1998)

In seeking to meet these principles a range of assessment strategies should be employed as appropriate. For means of discussion these will be grouped under two headings:

Assessment for learning—helping to identify the next steps needed to make progress.

Assessment of learning—making judgements based on grades and ranks.

Practice

Good assessment practice will:

- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Enable the active involvement of pupils in their own learning providing effective feedback (and feedforward) which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Guide and support the teacher as planner, provider and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information for teachers and managers as they plan for individual pupils and cohorts
- Provide information to parents to understand their child's strengths, weaknesses and progress
- Provide information that can be used to evaluate a school's performance against previous standards over time

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Assessment for learning	Assessment of learning
<p>Purposes</p> <p>Assessment for learning will:</p> <ul style="list-style-type: none"> • Provide insight into pupils learning for both teachers and pupils • Promote success for all • Support the target setting process • Enable continuous reflection on what pupils know now and what they need to know next • Measure what is valued • Promote immediate intervention and link judgements to learning intentions <p>Implications for teaching</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Provide continuous oral and written feedback which identifies strengths and the next step for improvement • Promote pupil involvement in self assessment • Act on insights gained to inform curricular targets • Plan against what children know/can do/understand • Make standards and objectives explicit to pupils • Engage pupils in rich questioning and wait time <p>Impact on learning and the learner</p> <p>The pupil will:</p> <ul style="list-style-type: none"> • Know what to do to improve • Know what standards are required • Know what has been achieved against know success criteria and what to do next • Gain confidence, motivation and self-esteem as a learner • Improve own self-evaluation skills • Make progress 	<p>Purposes</p> <p>Assessment of learning will:</p> <ul style="list-style-type: none"> • Provide a summary judgement about what has been learned at a specific point in time • Show what pupils can do without support • Inform the target setting process • Provide a measure of accountability <p>Implications for teaching</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Provide a periodic summary through teacher assessments and tests • Identify gaps in pupils' knowledge and understanding • Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning • Implement strategies to accelerate progress to meet local and national expectations • Mark and measure against grades and levels <p>Impact on learning and the learner</p> <p>The pupil will:</p> <ul style="list-style-type: none"> • Be able to gauge own performance in comparison to others and against previous performance • Be able to measure own performance against externally agreed criteria and standards • Have a measure of performance at specific milestones in life • Know what standards and expectations are required

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Assessment for learning	Assessment of learning
<p>Assessment methods</p> <p>Observation Discussion about work in progress Questioning to prompt new thinking Feedback to:</p> <ul style="list-style-type: none"> •Specify attainment •Identify difficulties •Specify improvement •Construct achievement •Construct a shared way forward •Identify curricular targets 	<p>Assessment methods</p> <p>Testing Explicit test focus Public examination Marking to:</p> <ul style="list-style-type: none"> •Express approval •Grade •Rank <p>Time limited tasks Closed tasks Formulated tasks</p>
<p>Pedagogy</p> <p>Shared learning intentions Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working Qualitative recording Routines for pupil self-evaluation</p>	<p>Pedagogy</p> <p>Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated tasks Tiered tasks/tests Quantitative recording</p>
<p>Evidenced by</p> <p>Reflection Drafting Revisiting Revising Exploration Interaction and collaboration Talk Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem</p>	<p>Evidenced by</p> <p>Finished product, influencing performance Pupil's own work</p>

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3 Feedback and Marking

In order to meet the aims of the assessment policy it is essential that assessments take place to provide quality feedback to pupils and information to teachers. These assessments may be in many forms:

- Written comments from a teacher
- Written comments from the pupil
- Written comments from another pupil
- Discussion between teacher and pupil
- Discussion between pupils
- Exposition from the teacher to a group or class of pupils (see also the assessment policy)

Teachers should follow these guidelines when providing marks or feedback to pupils:

- Attainment feedback – teachers should feedback attainment to pupils with reference to each individual pupil's target level. ~~{for the purpose of discussing this draft policy it should be pointed out that there would need to be a further clarification of the use and setting of targets, but that for the moment it can be assumed that each pupil has a target level for each subject for the end of the year or key stage and that it is this against which judgements are being made.}~~ Teachers should then use their professional judgement to determine whether a piece of work is in line with this target and use one of these marks in circles to indicate this to the pupil:

~~(↑) this work indicates that the pupil will exceed their target~~

~~(=) this work indicates that the pupil will meet their target~~

~~(↓) this work indicates that the pupil will fail to meet their target~~

~~(✓✓) this work indicates the pupil will exceed their target~~

~~(✓) this work indicates the pupil will meet their target~~

~~(**) this work indicates the pupil will fail to meet their target~~

~~(***) this work indicates the pupil will significantly fail to meet their target~~

~~Feedback from management conference was that the symbols used should be different and a suggestion for a 3 point scale (above, on, below target) rather than 4. Any suggestions for symbols?~~

- Attainment grades – the above statement indicates that in the vast majority of cases no individual piece of work should receive a NC level or examination related grade, after all very few pieces of work would actually cover all of the assessment criteria at any one level. Large scale pieces of work such as mock exams or coursework would be exceptions to these and reference could be made to explicit grade levels, however reference should still be made to targets and the indication the result gives to meeting that target. ~~Specific attainment levels will be reported to pupils and parents at the times of reporting and once per term. To enable pupil progress to be tracked by teachers, heads of departments, subject co-ordinators and years,~~

one of the above symbols will be collected electronically and recorded centrally once per term. Additionally one grade/level will be similarly collected once per year.

- Target Minimum Grades: TMGs are used to inform and monitor pupils as they progress through externally accredited courses. Assessed work forms a major part of a teacher's judgement of progress towards Target Minimum Grades. The use of the arrow system described above supports this process.
- Challenge/aspirational grades for pupils on externally accredited courses: teachers refer regularly to aspirational challenge grades above the TMG, which they feel their students are capable of achieving. These are expressed in a commentary, with more long-term, developmental targets, for example "with wider reading and closer detailed analysis, you are capable of achieving...."
- Tests – where an exercise consists of pupils answering a series of equally weighted questions (e.g. a spelling test) then teachers may use their discretion to put a mark out of the total (e.g. 7/10). They should though remember that all feedback should be related to clear assessment criteria and that such a mark clearly does not. Also research shows that pupils will be far more concerned with getting 7/10 than the implications of this. It would therefore be advisable to add a comment relating to the assessment criteria for the test and/or ensure that follow up corrections take place.

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- Effort – no grading should be made of effort on pupils' work as this will distract them from the key focus of learning. Teachers may, however, wish to make their own records of pupil effort in their mark book. Teachers wishing to praise good effort should use the rewards system or verbal praise. Where poor effort is detrimental to a pupil's learning teachers may comment upon this.
- Presentation – unless an aspect of presentation is a clearly stated objective (e.g. the quality with which a freehand graph is drawn for a series of points) no comment should be made as to the presentation of work. Commenting on presentation gives pupils the impression that they should concentrate on this rather than on the quality of the work.
- Where presentation does not conform to school policy and is detrimental to the quality of the work then a teacher may selectively make comment upon this. Teachers should ensure, though, that the overall aim of their comments is focussed on learning.

- All marking and feedback should be against clearly defined assessment objectives that will have been shared with pupils.
- Comments to pupils should try to follow a three point framework (**PIN**) –

Praise of good points within work. This should be related to the assessment criteria (e.g. *paragraph 2 is good as it shows you have empathised with the*

character, rather than good) or to previous suggestions for improvements or next steps.

Improvements that could be made to the current piece of work. These should be fairly immediate and relate to criteria that pupils have already tried to meet, indicating how small improvements in aspects of the work might improve the overall quality. Clearly teachers need to consider how pupils can be given the time to make the improvements suggested. These may be thought of as short term targets.

Next steps to be taken in the longer term. This may be where a pupil has met a set of objectives and a teacher indicates some new objectives for the pupil to consider in the future in similar pieces of work. These may be thought of as medium to longer term targets.

Within the latter two sections the number of comments should be kept small (maybe 2/3) as pupils are unlikely to be able to assimilate large numbers of suggestions.

- Comments to pupils on Improvements and Next steps should be clearly focused, related to assessment criteria and indicate how to make the progress indicated. They should wherever possible be SMART (specific, measurable, achievable, realistic, time limited).

- Where pupils meet targets that have been previously set these should be praised and noted.

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~~In order to recognise the amount of assessments that are of a discursive nature (see examples at start of this section) the teacher or pupil should could put a (DI) in a ring at an appropriate place in a written piece of work. This will indicate that feedback has been given but the teacher has determined that it is not appropriate to write it down. This will help departments where assessment is largely verbal and written work might otherwise appear unassessed.~~

- In reviewing a pupil's written work a teacher may determine that further scrutiny would not provide any suitable feedback (PIN) to the pupil against the assessment objectives for the work. This might be because discussion or feedback on the work has already taken place. In such an instance the teacher should acknowledge the work with a single tick.

~~Teachers should provide a quality feedback (incorporating all the PIN elements) to each pupil, on average, about every sixth lesson. This is not to say that work is only marked every sixth lesson — teachers will provide feedback on an ongoing basis, rather this indicates that feedback against a range of objectives is only going to be likely after pupils have had a number of lesson in which to plan, draft, improve and review their work.~~

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- Where written comments are given to a pupil, the teacher should ensure that time is given for the comment to be read and acted upon.
- A teacher's record of assessment data should consist minimally of the attainment marks (↑↘ etc) given to pieces of work. They may, for their

own or departmental purposes, find it useful to record levels or grades for specific pieces of work (bearing in mind comments above). Additionally it should be recognised that most of the assessments will now lie in the possession of the pupils and teachers may seek systems that enable them to have easier access to some of the key comments and assessments made.

4 Roles of key personnel

Teachers will:

- Keep a record of the academic targets of their students
- Record sufficient data of their assessment of each student to enable them to write reports and provide feedback on a student's progress.
- Share assessment criteria with students.
- Ensure time is given to allow students to reflect and respond to feedback given.
- Mark students' work in accordance with the policy, in particular using targets for improvement and measuring progress against academic targets.
- Inform ~~heads of department~~ subject co-ordinators / parents when they have cause for concern about the progress of a student.
- Follow the guidelines in this policy.

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Heads of department Subject co-ordinators will:

- Ensure that members of their department adhere to the policy by periodically sampling the marking of teachers.
- Provide schemes of work that clearly identify key assessment opportunities.
- Through the teachers in their department monitor the progress of students in each year as a whole and work towards meeting departmental academic targets.
- Support teachers -and students in their department when students are underachieving.

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Leadership team will:

- Monitor the adherence of teachers to the policy by periodically sampling the marking of students' work from all departments.
- Through ~~heads of department~~ subject co-ordinators monitor the academic progress of cohorts and work towards meeting whole school academic targets.

5 **Assessment Practices**

Coursework/Portfolio work Issues: Deadlines and standards moderation

Clarity on when coursework deadlines fall in the year and the importance of meeting them benefits all members of the school. For the purpose of this policy, coursework is defined as any piece of work which contributes to the final mark or grade of a course undertaken at the school.

All students must meet coursework deadlines set and published by the school. A calendar of coursework deadlines for the year will be published by the end of September.

For long projects and individual studies, interim deadlines must be built in to help students structure their work and to provide the necessary guidance and supervision. Failure to meet these interim deadlines may be treated in the same way as a failure to meet final deadlines.

In all subjects where there is more than one tutor assessing work internal standardisation must take place involving all involved with that unit. The work of all assessors across the mark range needs to be sampled. There should be an indication on the work sampled that standards moderation has taken place.

Teams must exchange work and discuss standards during the marking process as well as at the end both to support assessors and aid consistency. Internally moderated coursework marks will be provided to students (otherwise students are not sure how well they have performed or whether it is worth doing another assignment where that option exists), however students need to be reminded that all marks are subject to external moderation.

6 Internal Verification Procedures

Internal Verification of BTEC and other vocational programmes

Internal verification will normally be co-ordinated by the subject co-ordinator for the course. Familiarity with the content, structure and assessment requirements of the vocational course is essential.

The internal verifier for the course will support assessors by offering guidance and advice on a regular basis and facilitate ongoing staff development and training for assessors.

Subject teams must meet once each term to standardise marking and time needs to be set aside for this. The deadline dates for submission, assessment and internal verification must be included in the scheme of work.

Internal verifiers must

- establish procedures to develop a common interpretation of standards between assessors;
- sample evidence of assessment decisions made by all assessors to monitor and ensure consistency in the interpretation and application of standards within the team.
- establish record-keeping systems and documentation used for assessment and internal verification;
- co-ordinate, review and agree assessment decisions with the assessors and external verifier.

Where an assessor is also the internal verifier, their work must be internally verified by a different member of staff.

The school's BTEC Quality Nominee will ensure that internal verification has taken place as part of the school's quality assurance programme.

7 Academic misconduct and plagiarism

It is the responsibility of teams to explain to students what constitutes plagiarism in their courses and the seriousness of the issue. Tutors should be on the look out for plagiarism and guard against it. Students need to know that this will be done.

Students need to develop the habit of acknowledging sources through footnotes and bibliographies, lists of sources and acknowledgement of assistance.

Awarding bodies regulations on academic misconduct and plagiarism will be followed. All coursework must be authenticated as original by the student and the tutor. The school cannot authenticate work it does not believe to be original.

If a tutor suspects plagiarism or academic misconduct has taken place it must be acted upon. The subject co-ordinator should be informed who in turn may wish to consult the exam secretary or deputy head curriculum before confronting the student.

If plagiarism or academic misconduct is discovered prior to the date for final entry, the subject co-ordinator should resolve the matter internally and, in consultation with the exam secretary and deputy head curriculum, decide whether or not to submit work for that unit.

Where work leans too heavily on a source but stops short of plagiarism this should be reflected in the mark awarded and the comments made on the work.

If plagiarism is detected early enough it may be possible to submit a replacement assignment, but none of the work which contributed to the misconduct must be submitted.

If plagiarism is discovered at a late stage and the work of a student cannot be authenticated then no mark should be given for that work and no work will be submitted for that unit or part of a unit. Where possible a meeting with the student should take place and the student will be informed of the appeals procedure. A letter will go to the student and to their parents with a copy placed in their file.

Refer also to the Internet usage policy that is signed by all students.

8 Internal Assessment Appeals Process

This process applies to GCSE and GCE coursework, and to internally assessed components of other externally certificated courses (BTEC, DiDA etc.)

Students are to be made aware of the policy in conjunction with information on courses and coursework deadlines, and reminded when coursework authenticity is verified.

Examination candidates with concerns about procedures used in internally assessing their work should firstly raise their concerns with the teacher concerned, or the appropriate course co-ordinator. If this does not resolve the issue the following procedure should be followed:

The candidate should see the Examinations Officer who will make a record of the concerns raised and will refer these on. This should be carried out as early in the exam cycle as possible, and no later than one week before the final written exam in the subject concerned. (where applicable)

The appeal will be brought to the attention of the Headteacher, who will arrange for a senior member of staff and another member of staff not involved in the assessment of the work to conduct an enquiry. The teacher involved in the assessment will be informed of this and asked for their observations in writing. The candidate will be informed in writing of the outcome of this enquiry.

If the candidate is unhappy with this written response they will be given the opportunity of a personal hearing with the staff who have conducted the enquiry. The candidate may be supported in the presentation of their case by a parent or friend.

A written record of all appeals will be kept in the Examinations Office. This will include a record of the outcome, including the reasons for the outcome. A copy will be sent to the candidate.

The school will inform the relevant Examination Board of the outcome of any appeal which has implications for the issue of results.

The form for the appeals process is appended to this policy.



Bebington High Sports College
Internal Assessment Appeals

Student Name:	
Form:	
Subject:	
Level:	
Concerns raised:	
Signatures:	(exams officer)
	(student)
Date:	
Comment on the concerns:	
Result of the appeal:	
Appeal conducted by:	
Signed:	Date: