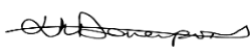



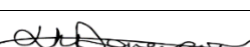

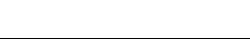
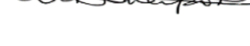





# New Aiming High Assessment Policy

Author	Date Adopted by Gov Body	Signed by Chair of Gov	Review Date
SMP	14/7/13		May 2014
SMP	9/7/14		July 2015
JEM	21/10/15		Oct 2016
JEM	20/12/17		Dec 2018
JEM	19/12/18		Dec 2019
AIB	25/9/19		Sept 2020
AIB	23/9/2020		Sept 2021
AIB	22/9/2021		Sept 2022
AIB	21/9/2022		Sept 2023

The Prestatyn High School assessment policy is called 'Aiming High'. Assessment is designed to identify progress against objective external criteria such as KS3 levels, GCSE grades, BTEC levels and GCE grades (summative assessment) as well as supporting teaching and learning (formative assessment). Assessment should support teaching and learning by identifying what learners already know and can do and what they need to do to move to the next level/grade.

### **Generating the summative end of Key stage Targets**

Every pupil will be generated a target for each of their subjects. The targets will be based on an aspirational four levels of progress. In some exceptional circumstances heads of department will have the opportunity to revise those targets in consultation with their SLT link.

### **The Target Setting Process**

- Targets for years 7,8,9,10 and KS5 are agreed in as soon as data is available.
- Targets are discussed by staff and any requests for amendments given to the department's SLT link.
- Targets issued to pupils via the front sheets in their books.

### **Collecting the data**

**At the APP assessment points** staff must

- Decide the level/grade a pupil is currently working at for that piece of work.
- Give pupils specific feedback on how to improve.
- Complete the APP assessment column on the marksheet with a full grade or level.
- HoD to put a copy of the APP and markscheme in the standards file.

### **At summative assessment points**

At each deadline the attainment, homework, and engagement data will be entered electronically into 'Marksheets' using SIMs assessment manager software. No other grades or marks are required centrally and the format and content of teachers' markbooks is a matter to be considered by each department.

- Summative assessments should be blind, heads of department need to keep copies of tasks with markschemes in their standards file.
- Assessments must be moderated prior to grades being entered onto marksheets.
- On the marksheets enter a subdivided attainment level/grade, an engagement grade and a homework grade.
- Teachers inform pupils of their level/grade, what they have done well, what they need to improve and set an improvement task. This is to done on pink paper.

**Attainment** will be based on National Curriculum levels at KS3 and the various exam/course syllabus grades at KS4 & KS5. The convention agreed within the cluster/consortium allows for subdivisions of KS3 and KS4 & KS5 levels/grades. This is to show progression when tracking and monitoring progress and to avoid a pupil staying at the same level/grade all year. There will however be no sub-divisions for an A\* grade.

For example, at Key Stage 3

- 5a** High Level 5 – work shows some characteristics of Level 6 or above but not secure enough for higher award.
- 5b** Solid Level 5 – most characteristics at Level 5.
- 5c** Lower Level 5 – enough for award of best-fit Level 5 but only just as work shows some characteristics of Level 4.

and similarly at Key Stage 4/5

- Ca** High Grade C – work shows some characteristics of Grade C or above but not secure enough for higher award.
- Cb** Solid Grade C – most characteristics at Grade C.
- Cc** Lower Grade C – enough for award of best-fit Level C but only just as work shows some characteristics of Grade D.

**Engagement** will be assessed according to the criteria below:

- 1- Outstanding:** attitude is exemplary and tasks are always completed to the best of the pupil's ability.
- 2- Good:** attitude is good and work is almost always completed to the best of the pupil's ability.
- 3- Satisfactory:** attitude and the completion of work is inconsistent and needs to improve
- 4- Unsatisfactory:** attitude and the standard of engagement is a cause for concern

### **Homework/coursework**

Similarly, homework will be assessed according to the criteria below.

- 1 - Outstanding:** all homework/coursework is up to date and completed to a high standard.
- 2 - Good:** all homework/coursework is up to date and is mostly completed to a high standard.
- 3 - Satisfactory:** the majority of homework/coursework is up to date and completed to satisfactory standard.
- 4 - Unsatisfactory:** homework/coursework is not up to date and is not completed to an acceptable standard or is not done at all.

## **Marking**

- Pupil work needs to be monitored, assessed and marked regularly the frequency will depend on the number of contact periods the teacher has with the class. Work should be marked by the teacher at least once every six lessons or every four weeks, whichever is the shorter.
- Assessments and homework should be marked within a week of completion.
- Assessment points should be clearly indicated in Learning Plans and deadlines highlighted on the calendar must be adhered to.
- Mark what matters, APPs and summative assessments need to be marked in detail using the three step marking method.
- Other work needs to be checked for basic errors and where needed brief feedback on how to improve given however it does not need to be marked in detail.
- Support basic literacy and numeracy progress by correcting errors where applicable.

## **All books should have evidence of**

- The PHS front sheet.
- Learning plans on blue paper.
- Homework on yellow paper.
- Summative assessment sheets on pink paper/highlighted in pink.
- Regular teacher marking and the use of the three-step method at APP and summative assessment points.
- Pupils correcting their own spelling errors using the agreed PHS format.
- Incidental Welsh; for example the date in Welsh.

## **Most books should have evidence of**

- Literacy and numeracy work.
- Learners applying their ICT skills.
- Learners referencing their work, for example where they have used ICT and information from other sources.

## Marking for Literacy and Numeracy

To help to achieve our aims teachers should draw attention to frequent basic errors using the “Marking for Literacy and Numeracy” codes and give pupils the opportunity to correct their work. The following symbols are suggested as shorthand to indicate errors:-

Formative comments, sometimes based on statements from the framework, can be used to advise pupils on how to correct errors.

**f** - letter or number not clearly formed  
**sp** - spelling error  
**c** - capital letter misplaced or missing  
**p** - punctuation misplaced or missing  
**exp.** - idea not clearly expressed  
**g** - grammar error  
**^** - missing word or phrase  
**w** - show working out  
**u** - state units in answer

## A common approach to the improvement and correction of spelling

Spelling is learnt best if taught. Pupils need to look at words and write them down. In this way they become familiar both visually and kinaesthetically with the patterns of letter which characterise written language. It helps to

- Display subject related words in the classroom.
- Provide words at the start of new topics or units of work and get pupils to write them down.
- Refer to spelling strategies – the ‘Let’s Look at Literacy’ guide to punctuation, spelling and grammar.
- Teachers should identify spelling errors of some key words, write the correct spelling and 1,2,3. Pupils then are given time to correct the spelling 3 times.

## Quality Assurance

### 1. Book Reviews:

Book reviews are a cyclical part of departmental and school self-evaluation;

- Subject leaders/key stage co-ordinators/SLT will review books in line with the published book review schedules.
- SLT will carry out 360 book reviews and staff will be given a weeks’ notice.
- The book review pro forma should be completed for each colleague when reviewing books.
- When reviewing books, a judgment of excellent, good, adequate or unsatisfactory should be made.
- Copies of completed book review pro forma need to be given to AIB to aid whole school self-evaluation.
- The book review sample should represent a cross section of ability.
- Book reviews will be an agenda item during SLT links meetings.
- Departments should utilise departmental time to share good assessment practices.

### 2. Lesson observations

Lessons will be observed in line with the current performance management policy.

Each member of staff will be observed once during the course of the year by a member of the SLT.

### **3. Student voice**

Student voice will be consulted in line with the current student voice policy.

### **The Types of Assessment**

Prestatyn 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:

- Verbal feedback.
- Self-assessment.
- Peer-assessment.
- Group/whole class assessment.
- Written marking of work.
- Teacher/learner questioning.
- Assessment of exemplar work of different grades/levels.
- Use of assessment criteria and examination materials.

### **Reporting to parents**

Reports are now generated electronically using SIMS Assessment manager

- The statutory requirement to report annually to parents will be unchanged.
- Reports have some data entered centrally so marksheets for reports must be completed prior to a reporting session.
- Termly/half-termly Progress Checks Reports will be issued from SIMS and sent home to parents.