



**Ysgol Uwchradd
Prestatyn
High School**

"Llwyddiant i bawb drwy positifrwydd a chyfrifoldeb"
"Achievement for all through positivity and responsibility"



Polisi Aseiad YUP

PHS Assessment Policy

The Prestatyn High School assessment policy is called 'Aiming High'. Assessment is designed to identify progress against objective external criteria such as Progress Descriptors for Yrs. 7, 8 and 9, 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 pupils already know and can do and what they need to do to move to the next level/grad/descriptor.

Generating the summative end of qualification target

All pupils in Yrs. 13, 12, 11, 10 will receive an end of qualification 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.

Principles of assessment

Assessment reflects the formal and informal judgements made by teachers and pupils about standards of work, and is measured, where appropriate, against nationally agreed criteria. Formative, diagnostic assessment is used throughout the year to inform learning and teaching and identify any areas for improvement. Summative assessment is used to evaluate learning and progress by awarding an attainment mark, grade or outcome to a pupil.

We believe that this policy will enable us to assess pupil progress in a coherent and consistent way and facilitate higher achievement for pupils across all levels of ability. Feedback in all of its forms underpins our assessment policy in order that all of our pupils know and understand the progress they are making and what their next steps are to continue to improve. It will also inform subject staff as to where there are gaps in pupils' knowledge, skills acquisition and understanding.

Our assessments focus on how well our pupils know the skills and key content in each of their subjects. This is key information that each pupil must know, be able to apply, and demonstrate confidently in that subject in order to progress on to KS4 / KS5 and the study towards GCEs / GCSEs or BTECs.

Assessment approaches

At Prestatyn High School, we see assessment in all of its forms as an integral part of learning and teaching, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment:

1. Day-to-day in-school formative assessment;
2. In-school summative assessment;
3. Nationally standardised summative assessment.

All forms of assessment are built to assess the degree to which a pupil has grasped the key knowledge and skill that has been identified as being essential within that subject. Learning Plans summarise the key knowledge and skills required; a copy will be evident in pupils' books. Over time, these will be placed on to the school website.

In-school formative assessment

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.

Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Prestatyn High School, formative assessment takes a range of forms

Lesson recap - is effective in enabling us to gauge whether or not key knowledge and skills from previous lessons have been retained, and where there are any misunderstandings or misconceptions either in the class as or in individual pupils. They take place at the start of lessons, with pupils feeding back to teacher questions. Recapping can also occur at any point in the lesson to enable the teacher to gauge the retention of key knowledge and skills before moving on.

Targeted Questioning

Questioning is a very important part of how we assess the effectiveness of learning in the classroom. Throughout every lesson, teachers will direct carefully constructed questions to individual pupils across the class with responses informing teaching that lesson or next, or highlighting where additional individual support maybe needed. This is especially important when used to complement low-stakes testing, perhaps to check whether misconceptions apparent earlier in a lesson have been addressed.

Peer Marking

This is routine expectation within a sequence of lessons and will enable pupils to review a partner's learning in order to reflect on their own. The process of articulating a concept or skill to a partner supports the transfer of knowledge from the short term to the long-term memory. Again, this is a strategy designed to encourage independent learning and foster a sense of scholastic excellence.

Demonstrate Your Learning (DYL), Learning Progress Assessment (LPA) and Summative Assessment (SA)

During the school term, pupils (see calendar as an appendix) will be assessed in class on learning that has taken place in the immediately preceding period. Marking will be standardised and moderated to ensure consistency across the department. Teacher feedback will consist of:

- what the pupil has done well;
- what the pupil needs to do to improve his / her work / next steps to make progress;
- subject specific task to aid learning and progression.

Research supports our assertion that the effectiveness of any marked work lies with the quality of feedback. Pupils will receive details of how and where they have done well and what they are expected to do as 'next steps' in order to address any areas for development.

Mocks and External Examinations

Years 13, 12, 11 and 10, pupils will sit past examination papers in the hall / gym. This experience replicates GCE / GCSE examinations and prepares them for external examinations; it also builds resilience.

All assessments and tests are quality assured to ensure both consistency in levels of challenge and content across all subjects, and to ensure that all key knowledge taught is tested equitably. Furthermore, a rigorous standardisation and moderation process is undertaken within each subject area to ensure that all tests are marked to the same standard.

What we expect to see in PHS books:

- the PHS target sheet appropriate to the year group
- Learning Plans on blue paper
- homework recorded in the yellow section of the Learning Plan
- Summative Assessment sheets on pink paper/highlighted in pink
- regular teacher marking and the use of the three-step method at Demonstrate Your Learning and Summative Assessment or Learning Progress Assessment points
- pupils correcting their own spelling errors using the agreed PHS format
- incidental Welsh: for example, the date in Welsh and Gwaith Dosbarth
- evidence of literacy and numeracy
- learners applying their ICT skills
- learners referencing their work (for example: where they have used ICT and information from other sources)

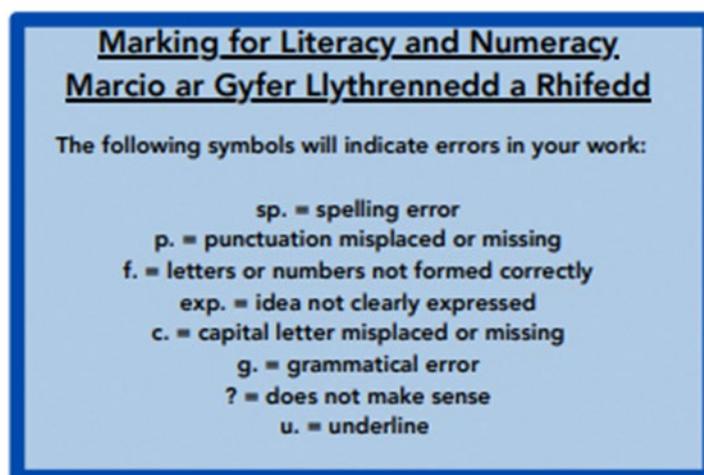
Marking

- 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).
- Assessments and homework should be marked within a week of completion; this includes feedback via Microsoft Teams.
- Assessment points should be clearly indicated in Learning Plans and deadlines highlighted on the calendar must be adhered to.
- Mark what matters. Demonstrate Your Learning 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 should be given. However, it does not need to be marked in detail.
- In some cases, teachers may use the whole-class feedback/marking method for work in between Demonstrate Your Learning and the LPA or SA.
- It should support literacy and numeracy progress by correcting errors (where applicable).

Marking for Literacy, Numeracy and DCF

To help to achieve our aims, teachers should draw attention to 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 exam specifications / framework, should be used to advise pupils on how to correct errors.

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;
- identify spelling errors of some key words, write the correct spelling and 1,2,3. Pupils are then given time to correct the spelling 3 times.

Quality Assurance

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 week's notice.
- The book review proforma should be completed for each colleague when reviewing books.
- Copies of completed book review proformas need to be given to EJD 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 link meetings.
- Departments should utilise departmental time to share good assessment practices.

Lesson Observations

1. 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 (20:20 observation) by a member of the SLT and by their performance manager.

2. Student voice

Student voice will be consulted in line with the current student voice policy. This forms part of the 20:20 process.

Collecting and using data

We will record data from in-class assessments on a central management information system. This data is used for analysing in order to gauge progress and areas for development, and is shared once per term with parents. Workload, and avoiding unnecessary workload, has been a key consideration in the formation of this policy.

Data is collected once onto a mark book which is then managed by the data team to create reports via ALPS and SMID.

Training

Teachers will be kept up to date with developments in assessment practice, and will be able to develop and improve their practice on a regular basis through a coordinated programme of professional learning. This takes place throughout the year and includes:

- initial INSET in September of each year;
- weekly dedicated PL time within departmental meetings;
- fortnightly Middle Leaders' meeting.
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All of our teachers are encouraged to examine externally in order to develop both their awareness of assessment and approaches to teaching and learning.

Ella Davies, Assistant Headteacher, is responsible for ensuring that the annual PL programme reflects developments in assessment theory or practice.

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Headteacher / Deputy / Assistant Headteacher / Middle Leaders

The Headteacher/ Deputy / Assistant Headteacher/ Middle Leaders is / are responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
analysing pupil progress and attainment, including individual pupils and specific groups;
- prioritising key actions to address underachievement;
- reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy.

Reporting to parents

- Reports are generated using SIMS assessment manager which is managed by our Data Manager, Shona Hale.
- An annual statutory written report is provided to parents. This written report comments on strengths and areas for improvement.
- Termly / half-termly progress checks are also issued to parents / carers.