



# **The Stockwood Park Academy Assessment for Learning Policy KS3, KS4 & KS5 Academic Year 2016-17**

## **The Stockwood Park Academy AFL strategy aims to:**

- raise the profile of assessment amongst staff and students
- provide an insight into learning for both students and staff
- promote success for all
- support the target setting process
- enable continuous reflection on what students know now and what they need to know
- promote student/teacher dialogue and communication
- promote immediate interventions and link judgements to learning intentions.
- encourage student confidence and self-esteem
- improve students' self-evaluation skills
- improve student literacy & Mathematics (Numeracy) levels across the Academy

## **ii Purpose**

The purpose of this document is to support curriculum leaders and their teams in creating an assessment focussed curriculum. Other documents/policies which should be viewed in conjunction with this policy include: TSPA BTEC Assessment Policy; TSPA Homework Policy; TSPA Literacy Policy.

## **iii Management of Assessment for Learning: Roles & Responsibilities**

### **Curriculum Leaders**

- review and evaluate current assessment practice
- create an assessment focussed learning environment and department
- support and develop staff in the assessment process
- seek opportunities to use to a range of assessment practices both in the classroom and when marking
- share ideas and resources to ensure consistent teaching practice

### **All staff**

- be aware of the assessment policy: its aims and objectives
- use agreed universal approaches and strategies in the delivery and promotion of assessment
- contribute to the development and implementation of the whole school strategy
- assist in the monitoring and evaluation of the department's learning and teaching
- encourage learners to develop their use of language and target setting



#### iv Marking Code

In order to provide consistency and ensure every teacher is not only marking the subject content of a student's work, but also their overall literacy, a common marking code needs to be introduced.

The following table details the universal symbols for most writing mistakes and should be adopted by all staff at The Stockwood Park Academy and written in the margin of their books, portfolios and/or essays.

It is expected that members of the Academy teaching staff mark extended writing according to the code in agreement with the Academy's marking policy (see below).

<b>SP</b>	Spelling error
<b>T</b>	Incorrect tense
<b>^</b>	Omission – (missed out a word)
<b>//</b>	Start new paragraph
<b>P</b>	Punctuation error
<b>?</b>	Meaning not clear
<b>(-)</b>	Learner needs to put one line through mistakes
<b>U</b>	Incorrect / no unit
<b>WO</b>	Working out

#### v Types of Marking

There is a choice of 2 methods of marking:

**1:** One AfL sticker (appendix 1) to be completed in the frequency below. All stickers must be personalised and specific to the student they are written for. All work between each sticker must also be diagnostically marked for literacy and accuracy.

#### OR

**2:** Teachers will mark according to the frequency below using the following acronym:

**P:** Praise

**I:** Improvements

**N:** Next Steps

Students must reflect on the improvements and the next steps that have been given to them using the either the sticker in appendix 2 or the pre-printed spaces at the bottom of Ebacc books. When students have completed the target that has been set to them in the following pieces of work a signature/stamp should be used to indicate that this is the case, and this should also be dated (as seen in appendix 4).



Regardless of the method followed, student reflection must be completed in the lesson immediately following marking having taken place by the member of staff. Reflection should seek to evaluate the entire learning experience of the last cycle and should not be confused with the Next Steps element of PIN.

### Frequency:

- **Key Stage 5:** To be completed **every two weeks in all subjects**
- **Key Stage 4:** To be completed **every three weeks in all subjects (with the exception of BTEC subjects – see section vi)**
- **Key Stage 3:** Classes which are seen twice or more a week should be **completed every 3 weeks in all subjects (inclusive of any rotations)**; Classes which are seen once a week **to be completed every 6 weeks**.
- In addition, please note that some form of marking/assessment will be expected to be evident between formative marking, **particularly in the case of KS3 Group 2 subjects**.
- Where classes are shared it is expected that each teacher keeps their own set of books and marks in accordance with the above criteria.

All work requires a grade with respect to the students' attitude to learning. This should be graded on a scale of 1 -5 (1 being outstanding through to 5 being poor).

It is vital that all students are given sufficient time during the next lesson to respond to the teacher's comments and complete the Next Steps and reflections.

### **Performing Arts & KS3 and Core KS4 Sport:**

In these lessons, all feedback to students will take place through verbal feedback to students and rigorous data tracking will be maintained by each teacher.

### **Targets and Grades**

As an academy we no longer use 'Working At Grades'. We do provide students with grades and marks for individual tasks and assignments where applicable. These marks may go up or down across the year, depending on a student's unique abilities and interests in each topic studied, and most importantly, his or her effort.

Subjects also calculate a 'rolling average' of grades for each subject. This is a weighted average of all assessments completed so far. This gives teachers a general indication of students' attainment and progress, but again this may rise or fall during the year, depending on students' performance in each unit. The Rolling Average is not shared with parents or students as a matter of routine.

Each student has End of Year 11 targets and End of Year targets set for each subject. Staff are also asked to make End of Year Predictions for their students, and in Year 10, End of Year 11 Predictions as well.

Students should record assessment marks and grades on students' work and share these with them whenever possible. It is best practice to share marks in particular where appropriate, as grade boundaries may fluctuate.



## vii Methods of assessment

At The Stockwood Park Academy we expect to see a range of assessment strategies adopted in a classroom, in books and written in schemes of learning. Staff should ensure they use and understand the following means of assessment.

**FORMAL:** A planned activity resulting in the award of a grade, level or mark. This should be designed to establish the extent to which learning objectives have been achieved. Results are recorded and shared with pupils.

**INFORMAL:** Teachers regularly check the progress that students are making. It will often be a qualitative judgement shared verbally following observation and/or questioning.

**DIAGNOSTIC:** Students and teachers make judgements about achievement against clear criteria (learning objectives) which highlight gaps in skills, knowledge and understanding and should lead to strategies for closing these gaps.

**FORMATIVE:** Provides information/evidence that will be helpful in determining how learning can be taken forward. Formative assessment must be used to inform future planning and may result in an interim grade, level or mark. It needs to involve the pupil in making judgements about attainment, progress and targets for improvement.

**SUMMATIVE:** Provides information/evidence of what a student knows, understands and can do. This usually results in the award of a grade, level or mark.

**PEER:** Students monitor each other's progress against known criteria and can report to individual students.

## V Monitoring and Review

- Curriculum leaders must review samples of work to monitor standardisation and implementation of this policy.
- During the QA audits and/or Sixth Form diagnostics a focus will be placed on assessment during lesson observations, and work sampling, both students' work and department plans / schemes, will help inform the Academy of the department's focus and commitment to assessment.
- Student pursuits (KS3 & KS4) will be carried out to evaluate the student's assessment for learning experience and develop teaching and learning. Regular questionnaires to students, parents/carers and staff will help measure the impact of initiatives.

The desired outcomes for this policy are improvement in students' learning and greater clarity amongst students and parents/carers concerning achievements and progress.

The performance indicators will be:

- An improvement in student attainment
- Teacher, student and parent/carer testimony concerning the usefulness of the marking
- Consistency in teachers' marking across the Academy
- An awareness on the part of the students of what is expected of them, what their working-at grade, target grades are and how they can develop their overall literacy. This will also be shared with learners through their planners and class books.



**Appendix 1: AFL Sticker (All key stages)**

<b>Date:</b>	Well done for...			
<b>Teacher:</b>				
<b>WAG:</b>	Literacy Target:			
<b>Academy Target :</b>	Learning Targets and next steps	<b>Red</b>	<b>Amber</b>	<b>Green</b>
<b>Attitude to Learning:</b>	1.			
	2.			
<b>Homework completed:</b>	3.			
<b>Yes/No</b>	4.			
	Student Reflection: 😊 😐 😞			
	Teacher Communication (if appropriate):			



## Appendix 2

Date:	Teacher:	WAG:	Academy Target:	Attitude to Learning:	Homework Completed: Yes/No
Student Reflection:					
Teacher Communication (if appropriate):					

## Appendix 3. Feedback for BTEC Students

During stage 1 of the teaching cycle for BTEC student work should be marked following the Academy Policy and should be clearly marked with Stage 1. For Stage 2 & 3 BTEC student feedback sheets should be completed for all assignments (see the TSPA BTEC Assessment policy for further details).



**LEVEL 2 (INSERT COURSE)**  
**FEEDBACK SHEET**

Unit /Task: \_\_\_\_\_

Tutor: \_\_\_\_\_

'I certify that the work submitted for this assignment is my own and research resources are acknowledged'

Signed: \_\_\_\_\_ Learner: \_\_\_\_\_ Date: \_\_\_\_\_

**FEEDBACK**  
**(Well done for...)**

The learner has achieved the following criteria;

PASS									MERIT						DISTINCTION			
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4

Assessors signature: \_\_\_\_\_

Date: \_\_\_\_\_

**RECOMMENDED ACTION TO IMPROVE GRADE**  
**(Include both learning and literacy target)**

Deadline for re submission: \_\_\_\_\_

Student reflection:
---------------------

Extra criteria achieved after re submission;

PASS									MERIT						DISTINCTION			
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4

Assessors signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 4 – Additional suggested forms of diagnostic marking



### Verbal Feedback Summary:

#### Verbal feedback:

To indicate that verbal feedback has been given to the student teachers could use a sticker or a stamp. Students could write this themselves after the feedback has been given, or this could be written by the teacher at the end of the lesson. This will allow students to remember the conversations that they have had with the teacher and to act on them accordingly.

#### Please talk to me about this:

In this strategy, when teachers are marking work and come across an issue that is best discussed with the student, they write 'please talk to me about this' in the margin of the work. As the work is being handed out, any student who has this phrase in the margin is required to sign their name on a pad on the teacher's desk. At some point in the lesson the teacher asks the students to meet for a discussion on the issues. This can be done individually or in small groups who experienced similar issues. Once the students have spoken with the teacher, they are asked to record the feedback themselves next to the place in the work where the issue is. This process gives a greater chance of the students making sense of the feedback and being able to act upon rather than merely writing the comment.

#### Stamps and Stickers:



Using reward stamps and stickers is a good way to indicate to students that you have read and appreciated their work. The purpose of the reward stamp/sticker is to praise positive work. Stamps/stickers can also be used to indicate that a target set previously has now been achieved.





Appendix 5 – Examples of completed AfL stickers

<p><b>Date:</b> 10/2/16</p> <p><b>Teacher:</b> T.Manning</p> <p><b>WAG:</b> 6</p> <p><b>Academy Target :</b> 8</p> <p><b>Attitude to Learning:</b> 2</p> <p><b>Homework completed:</b> Yes/No</p>	<p><b>Well done for...</b>          You have worked with a group to successfully show that you know the meanings of the words 'term', 'expression' and 'equation'. You have been able to use these words in your work. You have started to show that you can express a whole number as a fraction; your homework will help you to understand this further.</p>			
	<p><b>Literacy Target:</b>          Make sure you join in with the discussion we have when completing work on the board as a class, give reasons why you agree or disagree with someone else's answer, giving evidence when possible.</p>			
	<p><b>Learning Targets/Objectives</b></p>	<p><b>Red</b></p>	<p><b>Amber</b></p>	<p><b>Green</b></p>
	<p>1. To know the meanings of the words term, expression and equation (level 4)</p> <p>2. To express a smaller whole number as a fraction of a larger one (level 5)</p> <p>3. To convert terminating decimals to fractions, e.g. <math>0.23 = 23/100</math> (level 6)</p> <p>4.</p>	<p>10/2/16</p>	<p>10/2/16</p>	<p>10/2/16</p>
	<p>Student Reflection: 😊 😐 😞</p>			
<p>Teacher Communication (if appropriate):</p>				



<p><b>Date:</b> 10/2/16</p> <p><b>Teacher:</b></p> <p><b>WAG:</b> D</p> <p><b>Academy Target :</b> C</p> <p><b>Attitude to Learning:</b> 3</p> <p><b>Homework completed:</b> Yes/No</p>	<p><b>Well done for...</b></p> <p>You clearly understand some basic camera angles, I can see this from the pictures that you have chosen to take.</p>				
	<p><b>Literacy Target:</b></p> <p>Please use the student reflection space below to define the following key words: Connotation denotation.</p>				
	<p><b>Learning Targets/Objectives</b></p>		<p><b>Red</b></p>	<p><b>Amber</b></p>	<p><b>Green</b></p>
	<p><b>1.</b> To achieve a C, you should try and use a more challenging camera angle. For example a 'Canted' angle.</p>		<p>10/09/16</p>		
	<p><b>2.</b> When editing your photographs make sure there is purpose behind your decisions. What do you want your audience to connotate from the picture.</p>		<p>10/09/16</p>		
<p><b>3.</b> In preparation for your evaluation write a summary at the end of every lesson.</p>		<p>10/09/16</p>			
<p><b>4.</b></p>					
<p>Student Reflection: 😊 😐 😞</p>					
<p>Teacher Communication (if appropriate):</p>					



<p><b>Date:</b> 10/2/16</p> <p><b>Teacher:</b></p> <p><b>WAG:</b> C1</p> <p><b>Academy Target :</b> B1</p> <p><b>Attitude to Learning:</b> 2</p> <p><b>Homework completed:</b> Yes/No</p>	<p><b>Well done for...</b></p> <p>Your response to the unseen passage is good. You have been able to structure and organise your writing well, taking into account some of the wider reading that you have done. You have used specific references from the text to help shape your understanding of the 'struggle for identity' that is being considered in this passage, and to support your answer.</p>				
	<p><b>Literacy Target:</b></p> <p>Please focus on the spelling corrections that I have highlighted in your response as these are important key words to ensure that you spell correctly.</p>				
	<p><b>Learning Targets/Objectives</b></p>		<p><b>Red</b></p>	<p><b>Amber</b></p>	<p><b>Green</b></p>
	<p><b>1.</b> Don't forget to consider AO1 – To achieve a band 4 ensure that your response is well-informed, and uses appropriate terminology. You can achieve this by revising key linguistic style features from your wider reading.</p>		10/09/16		
	<p><b>2.</b> It is vitally important that the connections between the texts are strong, you have started to do this, but in your planning, ensure that you consider strong themes that link them together in each paragraph.</p>			10/09/16	
<p><b>3.</b> How do you think you can make your writing sound sophisticated and mature? Again this will help you to achieve a band 4.</p> <p><b>4.</b></p>		10/09/16			
<p>Student Reflection: 😊 😐 😞</p>					
<p>Teacher Communication (if appropriate):</p>					