

**COLEG CYMUNEDOL
Y DDERWEN**

Assessment Policy

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Assessment Policy

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| Policy Written By: | M Humphreys | Governors Approval Date: | March 2019 |
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Introduction:

Assessment is integral to effective teaching and learning and must focus on helping learners to learn. It is the use of assessment which allows learners to turn teaching into effective learning. Effective assessment at CCYD informs learners, teachers and parents about progress. This is at the heart of raising achievement and is a key factor in challenging underachievement.

Purpose:

Assessment is integral to effective teaching and learning and must focus on helping students to learn. It is the use of assessment which allows learners to turn teaching into effective learning.

Aim(s):

To ensure that assessment information helps all learners improve their learning. To ensure that it is dependable, purposeful, valid and reliable. The main aims of the policy are:

- Enable learners to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Help set targets and involve learners in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give learners effective feedback so they know what they have done well and what they need to improve.
- Enable all learners, including learners with Special Educational Needs and Disabilities (SEND), to make effective progress.

Wider school aims/ethos:

The Aim of the assessment policy is to ensure that all learners at CCYD achieve their full potential.

Consultation:

Consultation with SLT & Governors to agree curriculum arrangements. Parental consultation via parents evenings, assessment and tracking presentations, and website information.

Sources, references, legal context:

New Performance measure documentation.

Procedures and practice:

At CCYD there are 2 main types of assessment that exist, assessments *for* learning and assessments *of* learning. Both forms of assessments serve a distinct and powerful purpose, and it's important to understand how they play off one another and ultimately enhance instruction, intervention, and Learners achievements.

Assessments for Learning

Assessments *for* learning – assess a learner's comprehension and understanding of a skill or lesson **during** the learning and teaching process. For further information about assessment for learning see the following school policies:

- Teaching & Learning Policy

Assessments of Learning

Assessments *of* learning is typically administered at the end of a unit or programme of learning and evaluate a learners understanding by comparing his or her achievement against a class, marking criteria, examination

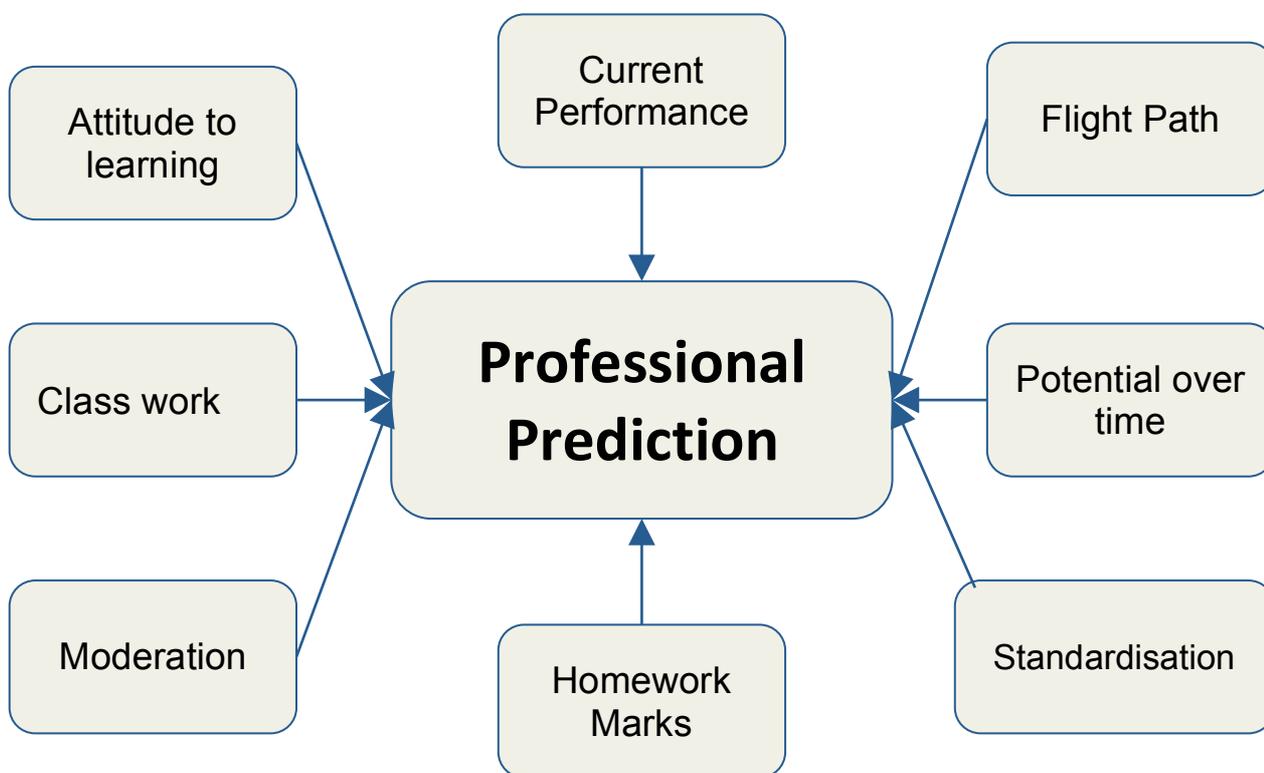
boundaries. AoL is needed for our strategic planning and accountability purposes as well as for our learners and their parents/carers. It will provide evidence of individual, whole class and cohort levels. During the academic year teaching staff will enter data 4 times a year into sims for each learner for all of the subjects they follow. During the academic year learners and parents will receive 4 Progress sheets and 1 written academic report.

Data Entry and Tracking Explained

At 4 points during the year teachers enter a **Professional Prediction** based on where they feel the learners will be at the end of the year (**KS3**) or course (**KS4/5**). The prediction will contain a level or grade with a sub level or fine grade. At each point the teacher will also give a score for attitude to learning; with 1: above, 2: as expected, 3: Minor concern and 4: major concern. Attitude to learning represents a learners behaviour, homework, effort, attendance and any other factors that have an impact on the learners learning.

Professional Predictions

A professional prediction is what the teacher think the learner will achieve at the **end of the course (KS4/5) or end of year (KS3)**. This is based on a number of factors as illustrated below. It is **important that this is an honest reflection** of where the teachers feel the learner will end up, if they continue in the manner in which they are currently applying themselves, in the subject.



Sub Level Explained At Key stage 3

Next to the level you will notice a letter, these show where a teacher currently thinks a learner is with in that level.

- A. Very `Secure Level with some characteristics of the Level above
- B. Secure Level
- C. Insecure Level, extra work is needed to secure the Level

| KS3 Example: | | | |
|--------------|--------|-------|---|
| Name | Target | Level | Explanation |
| Jerry Garcia | 5b | 5a | At the top of this level with some characteristics of the level above |
| Nick Cave | 5b | 5b | Secure Level |
| Johnny Cash | 5b | 5c | At the lower end of this level with some characteristics of the level below |

Fine Grades Explained At Key stage 4 & 5

Next to the Grade you will notice a number, these show where a teacher currently thinks a learner is with in that grade.

1. Very `Secure grade with some characteristics of the grade above
2. Secure Grade
3. Insecure grade, extra work is needed to secure the grade.

| KS4 / 5 Example: | | | | |
|------------------|--------|-------|------------|--|
| Name | Target | Grade | Fine Grade | Explanation |
| Jerry Garcia | C | C | 1 | Very Secure Grade with an outside chance of the grade above |
| Nick Cave | C | C | 2 | Secure Grade |
| Johnny Cash | C | C | 3 | Still likely to achieve this grade but extra work required to ensure not slipping to grade below |
| Bob Dylan | C | D | 1 | Very Secure Grade with an outside chance of the grade above |
| Lennon Cohen | C | D | 2 | Secure Grade |

Attitude to Learning

In order to fit the whole school philosophy of 'Growth mind-set' staff enter a number to represent the learner's attitude to learning. The judgement for this will include (but are not limited to) a number of factors such as homework, attitude in class, behaviour, attendance and book presentation. **An attitude to learning of 1 should only be given to learners who work above and beyond in a subject.** This is not given out to learners because they behave in lesson, or hand in their homework on time, this is what we expect. **It is very rare that every learner in a class will be awarded a '1'.** When awarding a learner a specific number for their attitude to learning the following rubric is used as a guide.

Attitude to learning Rubrics

| | |
|---|--|
| <p>1 A pupil who is doing above and beyond what is expected</p> | <ol style="list-style-type: none"> 1. Completes all classroom and homework activities on time. 2. Classroom and homework tasks are often completed above the expected standard. 3. Always shows high levels of effort and is consistently making more than expected progress 4. Always displays a positive attitude to learning and has high standards of behaviour 5. Independently seeks to reflect and improve work using both written and verbal feedback 6. Shows great resilience and perseveres with challenges, even when they are difficult 7. Always has the correct equipment. |
|---|--|

| | |
|--|--|
| <p>2 A pupil who is doing what is Expected</p> | <ol style="list-style-type: none"> 1. Completes all classroom and homework activities on time. 2. All classroom and homework tasks are completed to the expected standard. 3. Shows considerable effort and is making at least expected progress 4. Displays a positive attitude to learning and has good standards of behaviour 5. Responds well to written and verbal feedback 6. Shows resilience and is willing to persevere with challenges 7. Always has the correct equipment. |
| <p>3 A pupil with Minor Issues</p> | <ol style="list-style-type: none"> 1. Completes most classroom and homework activities on time 2. Some classroom and homework tasks are not completed to the expected standard 3. Has mainly satisfactory effort but at times this has been below expectation. 4. May become inattentive and distract others on times 5. Does not always try hard enough to improve their work after feedback 6. Shows some resilience but sometimes gives up when things get difficult. 7. Does not always have the correct equipment. |
| <p>4 A pupil with Major Issues</p> | <ol style="list-style-type: none"> 1. Rarely completes classroom and homework activities on time 2. Classroom and homework tasks are rarely completed to the expected standard. 3. Effort shown is unacceptable resulting in little or no progress. 4. Poor behaviour which can often affect the progress of other students in class 5. Little or no evidence of effective responses to feedback. 6. Is not interested in being challenged and will give up without trying. 7. Rarely brings in the correct equipment. |

Once the assessment data has been collected the school uses this to analyse the learners current progress towards their target grades, data sheets are sent home, and any suitable intervention that is needed is put in place. Below is an example of the data sheets that are sent home 4 times a year.

Data Sheet Example:

| Subject | Target Grade | Current | | | Previous | | |
|------------------------|--------------|---------------------------------------|---|----------------------|---------------------------------------|-----|----------------------|
| | | End Of Course Prediction & Fine Grade | | Attitude to Learning | End Of Course Prediction & Fine Grade | | Attitude to Learning |
| Biology | + | A | 2 | 2 | N/A | N/A | N/A |
| Chemistry | + | A | 2 | 2 | N/A | N/A | N/A |
| Computing | + | + | 3 | 1 | N/A | N/A | N/A |
| Engineering | B | B | 2 | 2 | N/A | N/A | N/A |
| English | B | C | 3 | 2 | N/A | N/A | N/A |
| EngLit | B | B | 2 | 2 | N/A | N/A | N/A |
| Information Technology | + | + | 2 | 3 | N/A | N/A | N/A |
| Maths | + | A | 1 | 2 | N/A | N/A | N/A |
| Numeracy | + | A | 2 | 2 | N/A | N/A | N/A |
| Physics | + | A | 1 | 2 | N/A | N/A | N/A |
| Welsh | B | C | 2 | 2 | N/A | N/A | N/A |
| WelshBacc | B | B | 3 | 2 | N/A | N/A | N/A |

School Reports explained

During the academic year all learners will receive a full written school report The report is divided into 3 areas:

1. General Comment
2. Feedforward Strategies for Improvement
3. Attitude to learning

General comments will include information about the course, how the learner is doing in relation to their minimum target grades and the information about their effort and behaviour and any causes for concern and or celebration.

Feedforward Strategies for Improvement will include targets directing the learner how they can improve and what they need to do to take their learning on to the next level. Finally attitude to learning a score of 1-4 is given based on the rubrics explained on page 4.

Other documents and appendices:

- Teaching & Learning policy