

**BRYMORE ACADEMY**

**ASSESSMENT POLICY**

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| **Created by:** Mrs V Davis |
| **Date:** May 2021 |
| **Approved by Local Advisory Board:** |
| **Review date:** May 2022 |
| **Signature of Chair of Governors** | **Signature of Headteacher** |
| **Date shared with staff:** |

**Assessment Policy at Brymore**

AIM:

1. We recognise the impact of **formative assessment** on pupil progress and as such, staff will set students **key tasks** which they will assess formatively at least **once a half term**
2. Students will be assessed regularly\* against recognised criteria at Key Stage 3 and examination grades at Key Stage 4. This, coupled with professional judgement, will provide information to support the schools monitoring and reporting policy.
3. Where work is formatively assessed, students receive constructive feedback, giving clear next steps on what to do to improve.
4. Comments should be in the form of specific and achievable targets (SMART) linked, where appropriate, to assessment criteria.
5. The whole school marking code will be applied when literacy is seen as key assessment criteria or to help guide students repeating common mistakes. At other times it will be used at the discretion of the teacher.

**\*NOTE**

Assessment of students’ work **must be regular, (every 3-4 lessons).**

**DATA COLLECTION**

Data will be collected for each year group twice a year and issued to pupils and parents. At KS3 pupils are given an effort grade and an ‘on target’ or ‘of target’ based on their Progress 8 predictions for the end of KS4. Exam related assessment grades are given at KS4, with the same ‘on target’ and ‘off target’ and effort grades applied.

A copy of pupils’ targets, currently working at grades and effort grades is kept on each boys’ profile. These will be used by mentors for academic mentoring.

Pupil progress should be tracked across the year and discussed with tutors, mentors, staff and parents.

**LITERACY**

**We recognise that all subjects have an impact on and a responsibility to help improve boys’ literacy.**

**Spelling**

1. Students will be given KEY WORDS spelt correctly for each subject area
2. If a student misspells a KEY WORD in this subject, they will be directed to correct it, using the key words list
3. Not all spelling mistakes will be highlighted in all student work. Teachers may choose to point out up to three spelling mistakes in a piece of work, if they are commonly made. Where this happens, the student should write out the spelling correctly in the margin.
4. In literacy based subjects such as English, History and Geography, staff will correct spelling, punctuation and grammar more frequently.
5. Not all student work will be assessed for literacy. However, when marking student work for spelling, punctuation and grammar, staff will use the code below.

**WHOLE SCHOOL MARKING CODE (LITERACY)**

**Sp** in the margin + circle round the word = incorrect spelling. If the teacher hasn’t given the correct spelling, look it up in the dictionary.

**P** in the margin + circle round the punctuation which the teacher has put in for you = punctuation has been missed out.

**G** in the margin = grammar is incorrect eg *“we was”* instead of *“we were”.*

* in the margin = a correct answer, a good passage, a good idea, interesting

 language, a good expression.

**Exp** in the margin + underlined word = style is poor, or you have used a clumsy or weak expression.

**NAS** in the margin + underlining = this is not a sentence.

// in the midst of your writing = you should have started a new paragraph here.

? in the margin + underlining = this is illegible, or doesn’t make sense.

**O** in the margin + \_ between words = word or words omitted.

**Teacher, peer assessment and self assessment**

1. To help students make maximum progress, staff will use a combination of teacher assessment, peer assessment and self assessment, focusing on what students need to do to improve. (Triple Impact Marking)
2. When staff have marked student work, time will be put aside (Triple R Time) in the lesson for students **to read their comments and respond to them**, if necessary adding their own comment or putting the targets into practice in their work.
3. Students will be asked to look at each other’s work and make constructive comments about what has been done well and what could be improved.
4. Students will also receive regular **oral feedback.**
5. **To distinguish between teacher, peer and self assessment, staff will use the following colour code:**
6. **Teacher assessment will be in GREEN pen**
7. **Self assessment and Peer assessment will be in RED pen**

**STANDARDS**

1. Staff will make a clear distinction between rough, creative work, where presentation may be haphazard as pupils cross out and develop their work and neat work, designed for key assessments or exam work.

**Assessed work**

1. Should be neatly presented, with care taken to ensure there is no graffiti and the student has demonstrated a level of care in presentation which signals clear effort. If not, a student may be asked to repeat a piece of work until it is better presented.
2. Each Department will have their own expectations of student presentation, which they will signal clearly to students. For example, Science/ Technology/ Horticulture/ Maths – diagrams need to be in pencil. Titles underlined with a ruler, etc.
3. Work should be collated neatly in folders or exercise books, over time.
4. Writing frames may indicate how a piece is to be laid out or presented, signalling a clear standard set by the teacher.