Movilla High School

Assessment of Learning Policy

Developing individuals…..

Providing for success…..

Raising attainment …..

Ratified by Board of Governors October 2019

ASSESSMENT FOR LEARNING POLICY

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Signed: Mrs D. Shields

Chair of Board of Governors

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1. Introduction

At Movilla High School, we recognise and respect each of our pupils as an individual, with individual needs, strengths and weaknesses. Our assessment procedures aim to enable each pupil to achieve their potential by providing them with an understanding of what is being learned; guidance about progress that can be made and a celebration of achievements. This can only be achieved by creating an ethos and environment in which pupils can enjoy, reflect, improve and grow in confidence.

2. Rationale

To establish a consistent approach to the way the pupils work is assessed, so that they feel valued and have a clear understanding of how well they are doing and also ensuring all pupils have their work assessed regularly to help them reach or exceed their full academic potential.

The process of assessment enables teachers to make decisions about teaching and learning as the progress and achievements of pupils are tracked and also assists in the diagnosis and identification of special needs.

Marking will help students to improve their work and will inform teacher planning and monitoring. Therefore, assessment should be formative as well as summative and must point the way forward in the child's learning process as well as recording the point reached in any given area of the curriculum.

Formative Assessment is the ongoing communication between teachers and pupils which gives specific guidance and outlines areas for improvement.

Summative Assessment records the overall achievement of a pupil over time. Its methods are supported by testing and also by formal assessments.

3. Policies

This policy should be read alongside other policies of the school, particularly the:

- Safeguarding and Child Protection policy;
- Literacy and Numeracy policy;
- SEN policy;
- Behaviour for Learning policy;
- Teaching for Learning policy;
- E-safety policy;
- Acceptable use of Internet policy;
- Monitoring, Evaluation and Review policy;
- Attendance policy.

4. Assessment

In order for learning to be effective, the assessment process should be robust. The following is an excerpt from the Teaching for Learning policy which details how to ensure effective practice.

'Assessment should form an integral part of the school curriculum and reflect its requirements. It should also be part of the teaching and learning process that supports independent learning.
Assessment along with teaching and learning should be a focus of school self-evaluation, development
planning, teachers' self-evaluation and PRSD. It is also a key professional competency, which requires teachers to use a range of assessment strategies and assessment information to make teaching more effective (GTCNI, 2011).
Assessment plays a crucial role in motivating pupils to learn and in improving learning and raising standards. (Stiggins, 2008; DENI 2009a; 2011b)'

5. Principles of assessment

Teachers should base quality assessment on the following five key principles. It should:

- be complementary to and supportive of learning;
- be valid and reliable;
- be fit for purpose and manageable;
- support teachers' professional judgement; and
- support accountability.

6. Purposes of assessment

Assessment can serve different purposes according to how we use the information it provides (TLRP, 2010b).
Teachers need to use a range of assessment approaches that are fit for purpose (GTCNI, 2011).
The four main purposes of assessment are:

- diagnostic;
- formative;
- summative; and
- evaluative.

The following table explains the four main purposes of assessment.

<table>
<tr><td>To monitor standards</td><td rowspan="2">EVALUATIVE</td><td rowspan="5">ASSESSMENT <u>OF</u> LEARNING</td></tr>
<tr><td>To monitor and evaluate learning and teaching</td></tr>
<tr><td>To identify pupils' skills for future employers/further education providers</td><td rowspan="3">SUMMATIVE</td></tr>
<tr><td>To determine the curriculum pupils should follow</td></tr>
<tr><td>To report on achievement to pupils and parents</td></tr>
<tr><td>To support and help pupils learn by diagnosing difficulties</td><td>DIAGNOSTIC</td><td rowspan="2">ASSESSMENT <u>FOR</u> LEARNING</td></tr>
<tr><td>To support and help pupils to learn by providing feedback</td><td>FORMATIVE</td></tr>
</table>

Based on –

(Smith, I. and Hailstone, P. (2007) *Assessment and Learning*)

At Movilla High School, all aspects of assessment are implemented, with an emphasis placed on Assessment for Learning. Pupils should be able to describe **what they are learning and the specific details of what they need to do to improve**.

Assessment of Learning takes place regularly and pupil's progress is communicated to parents after each assessment window.

Assessments used for reporting are quality assured by the Senior Leaders and HoDs in order to ensure they are robust and show progression.

Controlled Assessment is an integral part of achievement at GCSE and the skills required are developed from Year 8. The Controlled Assessment section details this further.

7. Using assessment outcomes to inform next steps planning

The following table explains how assessment shall inform planning at various levels throughout the school.

At classroom level	What level are the pupils at, compared to their potential to achieve?	Where do pupils need to be next (with an appropriate level of challenge)?	What are the best strategies to help pupils reach the 'next steps' in their learning?
At departmental level	How is the department performing, compared with recent 3 year trends and the N.I. average?	How is the department performing compared with other curriculum areas?	What are the priorities for improving provision within the department?
At whole school level	How is the school performing, compared with recent 3 year trends and the N.I. average?	How is the school performing compared with other schools in similar circumstances?	What are the whole school priorities for improving pupil outcomes, especially in English and Mathematics?

8. Feedback for Learning

Feedback can take different forms: peer, self, teacher marking, or verbal. Effective teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result. Effective verbal feedback will also be recorded in written form to enable retrospective analysis by both the teacher and pupil.

9. Aims of Feedback

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements; To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;

- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to aim for perfect presentation;
- To correct mistakes, with a focus on Literacy skills.

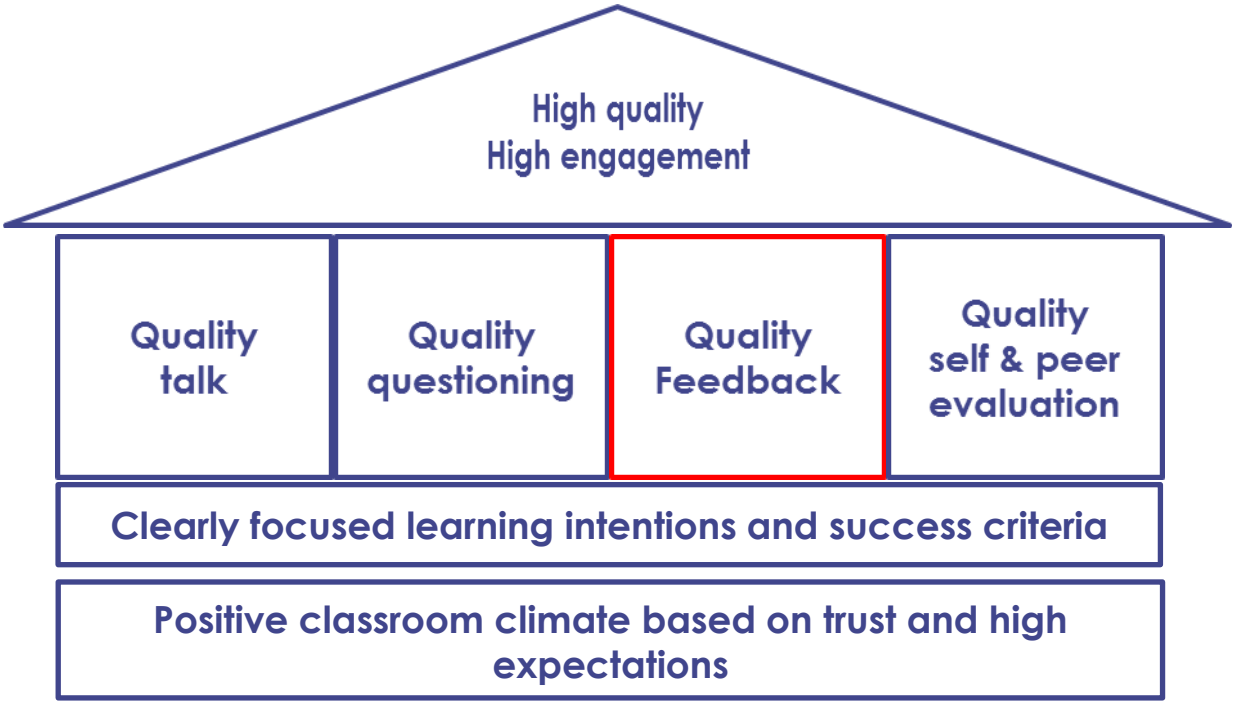
10. Principles of Feedback

- **Feedback is regular.** This will vary from subject to subject, but a consistent timeframe through which work is marked will be present in the departmental policy.
- **Feedback is timely.** A prompt turnaround in assessment and feedback allows the pupil to effectively engage with the feedback;
- **Feedback is a dialogue.** The learning conversation created between the teacher and the pupil can be both verbal and written.
- **Feedback is followed up with time for pupils to 'close the gap'.** When marked books are returned to students it is **essential** to allow time (***DIRT: Dedicated Improvement and Reflection Time***) for students to read the comments and engage with the feedback;
- **Feedback should be focussed.** Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- **Feedback is not just teacher initiated.** Peer and self-assessment and feedback are valuable tools for learning that should occur regularly, but it needs to be well structured by the teacher.
- **Feedback practice is rooted in the Northern Ireland Curriculum framework and academic research.** Feedback for Learning at Movilla High School is based on the principles of Assessment for Learning as set out in the Northern Ireland Curriculum, with the aim of ensuring that pupils are actively involved in their learning.

  The practice of Feedback for Learning at Movilla High School is also based on the studies by Black and William and John Hattie that assert feedback for learning is significant in raising achievement, particularly for low achievers.
- **Feedback for Learning should include a focus on Literacy.** A consistent school wide approach to marking written work will reinforce literacy standards.
- **Feedback is manageable.** Feedback should be targeted and used on specific pieces of work in order for pupils to see its value and also to ensure it does not negatively impact teacher's work life balance.
- **Feedback is formative.** Feedback should help pupils achieve their best possible 'result' in the summative assessments.

11. Creating an ethos of quality feedback for learning

When looking to improve feedback in school it is important to acknowledge and consider how feedback is part of the wider assessment for learning picture. Feedback for learning strategies will only have long lasting impact if also combined with good quality teaching and learning in other areas. This model summarises the place of feedback within this bigger picture.



12. Facilitating high quality teaching and learning

The roles and responsibilities for all stakeholders in facilitating high quality feedback for learning are outlined in Appendix 1.

13. What should be marked and when?

Within individual departments there should be common practices for the marking of pupils' work. This marking policy should be included in the Departmental Handbook.

As a minimum requirement, the following should apply at all Key Stages:

Key Stage 3

- All pupils' written work and practical end products should be marked regularly according to the departmental policy in line with the general guidance of this policy.
- Light touch marking should be frequent across all work.
- In depth, targeted feedback for learning may be less frequent but evident in identified pieces of work and at least once every month.
- Evidence of examples of triple impact marking – self-assessment against success criteria, peer-assessment against success criteria and then finally teacher assessment against success criteria.
- Examinations will be marked and converted to percentages and imputed onto data tracking during assessment windows. Every assessment window assessment must have feedback for learning given in the form of two ticks and an arrow.

Key Stage 4

- A similar system to that outlined above will be employed using GCSE/BTEC/OCN grades or levels.
- Controlled Assessment criteria should be shared and regularly reviewed with pupils.
- All pupils should be given feedback on their performance using GCSE grades at least once every half term.
- Examinations will be marked as percentages. Pupils should be told how these percentages equate to GCSE grades and whether a particular examination performance will contribute

towards the final grade they will receive at the end of Key Stage 4.

- Work for non-GCSE or GCSE equivalent courses should be marked using criteria, at similar intervals to other KS4 courses.

14. The process of Feedback for Learning

When completing Feedback for Learning, the following process must be followed –

At the start of each unit, teachers should ascertain what pupils already know and understand.(Baselining). When agreed, curricular targets become a focus for improvement.(Target setting)Opportunities to provide detailed feedback for learning are planned for throughout the year. (Planning/Key Points in Learning)

↓

Pupils are made aware of the intention to provide feedback for learning for the relevant piece of work. Learning Objectives and Success Criteria for the task are clearly stated and agreed.

Before starting a piece of work, teachers model how it can be successfully completed. (Success Modelling)

↓

Quality feedback for learning is given, whether oral or written, following the feedback for learning framework. The 'Next time I will...' stamper is used.

↓

Dedicated Improvement and Reflection Time is given to pupils to reflect on the feedback given and complete the 'Next time I will...' prompt'.

↓

The feedback for learning process is a continued learning conversation and feedback is referred to and connected across pieces of work throughout the year.

The agreed school structure for Feedback for Learning is the two strengths and an improvement prompt model. Examples of improvement points are opposite.

✓ strength
✓ strength
➔ improvement prompt

Action	Question	Challenge
For Action		
Re-write your sub-headings as questions. *Look again at Q4. Use the words I have underlined to help solve.* *This sentence doesn't make sense. Use commas to show where the subordinate clause should be.* *Find the three places where you should have used a capital letter. Change them please.*	*Why did you choose the sci-fi setting?* *How many ways can you find to solve the second problem?* *Can you write a question which could be solved using the grid method?* *Who is the predator in this food chain?*	*Look at Q3. Can you write this as a word problem for your learning partner to solve?* *Look at this calculation. Can you solve? Look carefully at the brackets first.* *Re-write the second paragraph but extend the description of the main character to include far more about feelings and motives.*

15. Questioning for Learning

Questioning is an integral part of Assessment for Learning.

Effective questioning involves asking questions in a way that elicits maximum feedback, which can then be used to evaluate, plan and expand learning.
The learning climate in the classroom can heavily influence how successfully questioning is used and how beneficial it is to pupils' learning. A positive learning climate is one where:

- risk-taking is encouraged;
- there exists a community of enquiry; and
- there is a commitment to learning for all pupils.

One way to encourage risk-taking is to create agreed 'ground rules' and to flag these up on a regular basis (e.g. think time, valuing all contributions, standard conventions of speaking and listening, etc). Problem-solving activities can also encourage pupils to hypothesise and think aloud. These also illustrate for pupils the trial and error of the learning process and can help them become more comfortable with making errors in order to reach conclusions.

Creating a community of enquiry/independent thinking and learning will also help to foster a positive climate. Supportive relationships (teacher-pupil and pupil-pupil) are extremely important. These can help to create an environment where you are part of the learning community as well. You can foster relationships in the class by setting up collaborative ways of working and using flexible groupings.

<u>Strategies for effective questioning</u>

Plan for effective questioning by thinking about -

- What do pupils have to learn?
- How do should they learn it?
- How can it be evidenced that they have learned it?

Ask more 'open' questions that extend pupils thinking. For example - 'Why do you think…?', 'Tell me more about…?'

Frame questions to encourage more thoughtful answers. For example - rather than asking 'What is 7+8?' ask 'How many ways can we make 15?'.

Encourage pupils to take risks, you could use 'have a go' questions (perhaps deliberately difficult or open-ended) where pupils do not have to find the right answer but are rewarded for exploring options and sharing possible solutions.

Sequence questions for learning. Single, stand-alone questions rarely achieve the kind of outcomes aimed for, and a barrage of closed questions can sometimes 'close down' the learning. The best questions look ahead and help move the lesson forward. By carefully planning the sequence of questions, the learning can be expanded. For example - questions could move from narrow to broad (specific to general) or from broad to narrow (general to specific). The use of Bloom's Taxonomy and the stem questions associated with it will aid the sequencing of questions. A framework is contained in the Teaching for Learning policy.

Prepare 'key questions'. Preparing three or four 'key questions' before a lesson or activity can help to introduce the lesson and its learning intentions, structure the lesson, make links within the lesson and keep everyone on task. Hinge questions can be prepared to evidence learning has taken place before moving on to another concept.

Involve the whole class. To promote a risk-taking culture, it is necessary to ensure that pupils do not feel threatened. Addressing the group rather than an individual, can increase pupil involvement, and it may also help to observe pupil participation and engagement. The whole class can be involved by the teacher simply walking around the room while asking/directing questions.
Another suggestion is to 'Think, Pair, Share'. Pupils are sometimes intimidated by having to speak up in a whole-class situation. This approach involves everyone and allows pupils to think about their answer, discuss it with a partner and then share it with a group. This can take the focus off the individual, improve self-esteem and give shy pupils a voice.

Provide pupils with 'think time' to improve the questioning process. Research shows that teachers typically allow less than one second of wait time between posing the question and asking for the answer (sometimes by providing the answer themselves). By increasing that wait time to three or five seconds, a significant difference can be made to the effectiveness of questioning.

Doing so:

- gives pupils the vital time they need to order their thoughts;
- produces more pupils who are ready to offer an answer;
- results in fewer '*I don't know's*';
- produces more thoughtful, creative and extended answers; and
- benefits all children, no matter what their ability.

Use of a 'no hands up' approach can ensure wider participation in questioning and encourage the same confident pupil answering frequently.
Practical examples of this are the use of lollipop sticks and a whiteboard random selector.

Dealing with answers effectively.

If a pupil gives a response that is incorrect, their learning is extended by asking questions such as 'Why do you think that…?', 'Could you explain…?' or 'What about…?' instead of 'No, that's wrong.'.
All responses whether right or wrong should be dealt with positively so as to promote an environment where pupils do not worry about giving the 'wrong' answer.

Generating Pupils' Questions

Pupils should be encouraged to ask questions as it is a key process in learning by:

- promoting pupil involvement;
- developing independence;
- helping pupils to work through difficulties (rather than automatically asking for help);
- developing the ability to explain things more easily; and
- developing reflection and evaluation of their own learning.

Teacher modelling of effective questioning gives pupils the vocabulary to frame questions of their own. Strategies such as a 'No easy answers board' and a KWL board facilitate pupil questions about their learning that cannot easily be answered at the time but are still valid.

16. Peer and Self-assessment

- Pupil reflection is an important element of AfL as it promotes independent learning, communication and support in the classroom and as such, needs to be modelled by the teacher.
- Peer and self-assessment opportunities should be evident in teachers' planning and the pupils' work.
- Pupils should be given an opportunity to assess their own work and the work of others at least once every term.
- Assessment and evaluation are equally important for pupil development. Each of these methods of pupil reflection needs to be modelled, developed and supported, and success criteria can be used to guide both, however, they are not synonymous.
- Assessment describes activities that enable pupils to reflect on *what* has been learned and then to judge it against a set of criteria. It is an essential component of Assessment for Learning, as it is the means by which pupils take responsibility for their own learning.
- Evaluation describes the process pupils use to gain an understanding of *how* they are learning. Evaluation looks at pupils as learners and enables them to discuss the process that they engaged in and also to understand more about the way they learn best.

> *'Independent learners … are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.'*
> *Assessment Reform Group, 2002*

Peer and self-assessment can provide opportunities for feedback for learning when time constraints mean teacher feedback is not possible.

It also develops the following skills within the pupils:

i. creating independent learners;
ii. increasing pupil self-esteem;
iii. developing pupils' ability to recognise quality;
iv. improving pupils' understanding;
v. strengthening the pupil voice in the classroom; and
vi. providing valuable feedback in language pupils understand.

Examples of effective peer and self-assessment strategies

Peer and self-assessment strategies	Suggested ways to use these strategies in the classroom	Main learning benefits for the pupil
Generic posters and prompt cards Use generic posters and prompt cards with key questions about the pupils' learning experience.	Use the poster in a plenary session with a focus on key question(s) that might include: *What approach did you take?* *What skills did you use?* *What could you have done differently?* *What are you still unsure about?* Pupils can use prompt cards to evaluate their own or others' work or to give constructive feedback to their peers. Prompts could include: *I/We thought that these aspects of your work were good because…* *What was particularly effective was…* *Your work could have been improved by…* *One change you might think about making is…* *Your group worked*	Helps pupils to develop the ability to focus and sustain attention on learning Helps to develop pupils' **Communication (Literacy) Skills** (Speaking and Listening) Encourages pupils to develop a language to describe their learning experience and thinking and learning processes Helps to make pupils more aware of how they learn and the processes involved
Traffic lights (in pupil diaries) Pupils use 'traffic lights', red, amber and green, to signify their level of understanding or ability to demonstrate certain skills/ capabilities.	Pupils show coloured cards during the activity, or state red, amber or green, to indicate their level of understanding or skills development, for example: **Red** – very unsure about something or not able to demonstrate certain skills/ capabilities **Amber** – not quite sure about something or uncertain about their ability to demonstrate certain skills/capabilities **Green** – confident in their understanding or ability to demonstrate certain skills/ capabilities	Encourages pupils to talk about their learning Supports pupils' development of **Self Management Skills** – encourages pupils to reflect on their learning and to identify strengths and areas for improvement

Active listening, asking effective questions Encourage pupils to listen actively and ask effective questions of peers.	When they have finished an activity, pupils give a presentation about their work or produce a piece of work. The class forms groups to review the pupil's work. One person in each group takes down points for clarity or for further development and gives them to the pupil as feedback. The pupil being reviewed has to act on this feedback by making the suggested improvements and then provide the class with an update.	Helps to develop pupils' **Communication (Literacy) Skills** (Talking and Listening) Supports pupils to develop their capability to **Manage Information** – to plan and pose questions Enables pupils to develop their skills of **Working with Others** – to respond sensitively and constructively to others
Anonymous peer review Pupils review examples of work from anonymous peers against assessment criteria and make suggestions for improvements.	The teacher first gives pupils examples of anonymous pupils' work from a similar assessment task. After discussing the task and assessment criteria, the teacher asks pupils to review the work of their peers, evaluate it against assessment criteria, identify strengths and suggest ways to improve it. Pupils draw on this learning experience when working on their own tasks.	Helps pupils to understand what assessment criteria are and how they are used Helps pupils to get a sense of work standards and what might be considered 'good' and 'poor' work Supports pupils to develop their capability to **Manage Information** – evaluating information Supports pupils to develop their capability for **Self Management** – encourages pupils to reflect on their learning and to identify strengths and areas
Two stars and a wish Pupils review each other's work and comment on two strengths and one area for improvement. Teachers could also lead this exercise.	Working in groups or pairs, pupils review and evaluate each other's work before they hand it in to the teacher. They then make oral or written comments about other pupils' pieces of work. Pupils use this feedback to make improvements.	Enables pupils to develop their skills of **Working with Others** – to develop routines of turn-taking; to be fair; to suggest ways of improving their approach; and to respond sensitively and constructively to others Supports pupils to develop the capability to **Manage Information** – to compare and evaluate information Helps pupils to develop their capability for **Self Management** – encourages pupils to reflect on their learning and to identify strengths and prioritise areas for improvement.
Checklists The teacher provides a list of key points that a piece of pupil's work might cover. Pupils use the checklist to explore to what extent these are covered in the piece of work. **Model answers** The teacher provides model solutions and answers alongside assessment criteria.	After completing a task, pupils use a checklist to identify whether or not key points are met in their own or others' work. Teachers use this as a focus to discuss what further information they would need to judge the quality of the work. After completion of a task, the teacher provides pupils with model solutions/answers and assessment criteria, with a focused discussion around what	Supports pupils to develop the capability to **Manage Information** – to compare and evaluate information Helps pupils to learn how to use assessment criteria Helps pupils to clarify and understand the demands of the task Helps pupils to get a sense of standards and what might be considered 'good' work Enables pupils to develop their skills to **Be Creative** – to

	makes this an example of 'good' work. In pairs or groups pupils discuss their work and make comparisons against the model. Pupils highlight two or three areas to develop and suggest how they can improve them.	recognise and accept evaluative comments about their personal performance
Pupils develop assessment criteria After completing a topic, pupils design an assessment task and create assessment criteria. The teacher can develop this activity by asking pupils to produce a mark scheme.	Pupils and the teacher discuss ways that pupils' learning could be assessed, for example: *What should be assessed? Why should this be assessed? How should this be assessed?* Pupils are asked to produce a task that assesses their knowledge and understanding and skills/ capabilities and create a few assessment criteria. In groups, pupils review each other's tasks and criteria. Each group agrees on one task and set of criteria and uses these to assess and mark pupils' work from another group. When they have completed the activity, pupils discuss how they judged the work and whether they were fair and consistent. The teacher provides support and direction as the pupils require it.	Helps pupils to deepen their understanding about assessment criteria and how to use them Supports pupils to develop their **Thinking, Problem-Solving and Decision-Making Skills** – pupils have to clarify the problem by working out what type of task to design and what assessment criteria to use; pupils have to develop a line of reasoning and use evidence to support their judgements Helps to develop pupils' **Communication (Literacy) Skills** (Talking and Listening) Enables pupils to develop their skills of **Working with Others** – to express their views and explore different opinions and reach an agreed outcome.
Pupil e-portfolios/learning journals/diaries Pupils review, monitor, evaluate and regularly update and record their work in an e-portfolio, learning journal, or diary.	As part of a whole-school approach, pupils record their learning and progress in a journal, diary, or e-portfolio. Part of this process may involve pupils selecting samples of their best work in each subject and uploading them to their e-portfolio. They can also record information about their extra-curricular activities and hobbies. Pupils should be encouraged to evaluate their learning in all subjects, to set targets and identify ways to improve their work. This allows pupils the flexibility to use video, podcasts and photographs to record and present their work.	Helps to develop pupils' **Communication (Literacy) Skills** (Talking and Listening) Supports pupils to develop the capability to **Manage Information** – to record and present information in a range of formats, taking into account audience and purpose; structure and present information in a coherent way Supports pupils to develop their **Thinking, Problem-Solving and Decision-Making Skills** – pupils evaluate, justify and make decisions about the pieces of work they have selected for the portfolio Supports pupils to develop the capability for **Self Management** – prioritise and plan aspects of their work to meet time bound targets; monitor their work/performance and progress; show independence in working to make improvements.

17. The Importance of homework

The school believes that homework has a very important contribution to make to the learning and academic progress of every pupil.

The school regards homework as having the following benefits:

- reinforces, consolidates and extends the knowledge, skills and understanding learned in class
- helps pupils to develop independent study skills and to manage the use of their time effectively
- promotes among pupils the idea that learning is something that is valuable for its own sake
- provides teachers with feedback about individual pupil learning and the success of their teaching
- provides time for revision for tests and examinations
- provides pupils with feedback to better understand their strengths and weaknesses
- helps parents acquire insights into the school's curriculum and learning objectives and enable a productive partnership to develop between the pupil, the home and the school.
- Enhance ICT skills through the use of the VLE

18. What homework involves

Homework comes in many forms. A sense of the many possibilities is provided in the examples which follow:

- Completing a specific exercise
- Preparing for the controlled assessment or an essay on a designated topic
- Learning some specific materials
- Reading specific materials,
- Answering questions
- Making notes
- Completing or writing up notes on work undertaken in school
- Working towards part of an extended project or report
- Drawing, painting, sketching or working with a computer
- Speaking in order to practice pronunciation
- Work contributing to an extended project or report
- Practising with an instrument or other equipment
- Cloze procedure
- Dictionary work for key words
- Providing materials for work in class e.g food for HE
- Research an activity
- Revise for a test or exam

Homework can therefore be regarded as anything that extends, enriches or develops learning which pupils are engaged with in school. Learning at home should also include regular revision of work completed in class and independent reading. Where possible, homework may be available in digital format; for example, Fronter, Moodle or Pupils' Shared Documents.

19. The aims of homework

- to ensure that each pupil is given appropriate homework, according to the homework schedule and that the tasks assigned are relevant to the level of work that pupils are doing in school.
- to ensure that all homework tasks that pupils are set is assessed and they normally receive feedback within a week and a record of completed homework and feedback is kept by the subject teacher.
- to give additional support to pupils, e.g help clubs are made available after school
- to help pupils practise appropriate study skills

20. Time allocation for homework

The quantity and nature of homework will be dependent on the homework schedule provided by each department for each year group. The homework requirement from each department will be agreed with the Vice-Principal and displayed termly on the school website. The school will ensure through its own system of co-ordination that pupils will not be overloaded with homework on any one evening.

All pupils are expected to read, revise or practise independently the learning they have from class, according to their own schedule, over and above that provided by the school in order to maximise their opportunities for success in examinations, tests, or literacy and numeracy.

21. Ensuring Implementation of the Homework procedures

For this policy to succeed, pupils, teachers and parents must co-operate to ensure its implementation.

a) Pupils

- In September a Homework Diary will be issued to each pupil. Each pupil must bring the homework diary to every class. The diary, which is designed to help pupils, should be kept clean and tidy. The diary is provided "free of charge" but if lost, damaged or defaced must be replaced, in which case a cost will be applicable.
- The homework task must be accurately recorded in the homework diary before the end of the lesson.
- Pupils will be expected to complete all homework and submit them on time in the format requested. A suitable standard of presentation is required when submitting homework for assessment.
- If a pupil is unable to attempt or complete a homework, a note from the pupil's parent/guardian should be given to the subject teacher. If homework is not completed and no note has been provided, sanctions will be issued according to the homework policy.

b) Teachers

- Teachers, when setting the homework, should ensure that there is sufficient time left in the lesson to enable pupils to write down in the diary what is required of them.
- Teachers should check that pupils record the homework task in the diary.
- Teachers should follow the school and department policies regarding the nature, length and frequency of homework.
- Unless the teacher receives a note from the pupil's parent/guardian detailing why the homework has not been attempted or completed, school sanctions for non-production of homework shall be enforced.

- Teachers should assess all homework, and provide appropriate feedback. (this could include verbal feedback, grading, comments, peer assessment or self-assessment, signature, or demonstration)
- During the period for completion of GCSE Controlled Assessment, teachers may set homework that will contribute to the Controlled Assessment task whilst following the guidelines of the relevant examining body.
- Registration teachers should monitor the condition of the homework diaries within their class. Each pupil's homework diary should be normally signed by the registration teacher each week.

c) Parents/Guardians

- The school would hope that parents do not see homework as something exclusively between the school and their child and that it is not their concern. The school is keen to develop a partnership with parents in their child's learning.
- Parents are asked to check each evening that pupils have completed the homework task set for each subject. Parents are encouraged to sign each homework, and note the feedback provided on previous homework.
- Parents could assist their child by:
- ensuring high standards of presentation in written work.
- asking their children questions in relation to reading and learning
    - homework.
    - providing an environment that is quiet and suitable for study, and equipment to complete the task to the highest possible standard.

- Parents should not be tempted to do their child's homework for them, in the long term this would be counterproductive. Should an error be identified, it is reasonable to offer some guidance towards correcting the mistake.
- If a parent has a major concern about homework they can contact the Learning Co-ordinator, Head of Department or the Principal.

22. Sanctions

The following whole school approach shall be followed (as far as possible), when dealing with non-completion of homework to encourage all pupils to see the value of homework and the ethos of independent learning.

The following protocol begins at the start of each term, and indicates each time homework is incomplete or not done. The subject teacher will be responsible for keeping clear records of homework tasks achieved by each child.

1st missed homework	Teacher gives the pupil a warning and ensures the homework is done. If it is not completed after this intervention, it will be classed as a second missed homework.
2nd missed homework	A private detention is issued by the class teacher and the incident is logged onto SIMS.
3rd missed homework	The issue is then referred to the Head of Department for a Central Detention which is recorded on SIMS. This also applies if the pupil fails to attend the private detention issued by the class teacher. The HoD may also contact the parent if appropriate.
4th missed homework	The issue is then referred to the Learning Co-ordinator by the HoD for SLT detention. The Learning Co-ordinator may also deem it necessary to make contact with parent / guardian of the pupil or may issue a Homework Spotlight if they notice a pattern of persistent non-completion of homework across learning areas.
5th missed homework	This issue is then referred to the Principal who will arrange an interview with a parent or guardian to draw up a homework contract. The pupil will also attend another SLT detention.
	Missed homework across subjects will be monitored by Learning Co-ordinators and sanctioned as appropriate. If noncompliance with homework is still an issue after the Principal intervention stage, a meeting between the parent, pupil and Governors will be arranged.
Failure to record a homework or have a homework diary	Failure to record a homework or produce the homework diary will be considered equivalent to a first missed homework and the relevant sanction apply. Repeated offences will follow the same sanctions as for missed homework. The subject teacher will issue sanction for failure to record a homework and the registration teacher will issue the sanction for failure to have a homework diary.

It is hoped that pupils will understand the consequences for non-completion of homework whilst being encouraged to adopt good practice and develop a positive ethos to independent learning.

23. Controlled Assessment

Controlled assessments have replaced GSCE coursework and contribute most or some of the marks for the GCSE.
Instructions for task setting, task taking and task marking are all clearly explained in the specification for a course. However, there are significant variations in the level of supervision (formal/ informal/ limited) required for each element and course.
Controlled assessments will, like coursework, require school personnel and students to follow appropriate procedures. Some assessments may also require the allocation of resources.
This policy sets out the roles, responsibilities and procedures to be adopted to ensure the appropriate administration of controlled assessments within Movilla High School.
The term 'controlled assessment' covers assessments that have no set control but are part of the specifications of qualifications, for example occupational studies or OCN qualifications.

Principles
The school will adopt the new GCSE specifications where Heads of Departments determine they provide the most suitable content and assessment model for our students, and where a suitable delivery model can be used in line with our current curriculum model.

Heads of Department will determine the specific exam board and specification to be used. This decision will be reviewed through the school's QA programme, in reviewing outcomes, in discussion with members of SLT , analysis of attainment and through student voice.

Within the constraints of the curriculum model it is the responsibility of the Head of Department to determine the timing of assessments throughout the course. This will be made overt through schemes of work and agreed with SLT at the beginning of each academic year to ensure there is an organised approach which does not disadvantage any students.

Overall Movilla High School will attempt to organise the delivery of GCSE exams and controlled assessments in a way that best facilitates effective outcomes for students.

Procedures
It is important that all staff contribute to the planning, preparation and delivery of controlled assessments to ensure their smooth delivery. There are several specific activities which must be carried out to ensure that nothing restricts the students' opportunities to perform to their best in the assessments:

- Schemes of work must be updated at the start of each year to ensure that the delivery of controlled assessments is adequately catered for. Heads of Department are responsible for ensuring this takes place and this will be overseen by SLT leaders. In particular, the scheme of work must show how the students will be prepared for the controlled assessment, the timings for the controlled assessment (including any preparatory research) and a possible alternative schedule for students who may be absent at key times. Heads of Department must pay particular attention to the advice in their chosen specifications and ensure they meet all the necessary criteria and deadlines.

- Heads of Department must ensure that they provide each course teacher with all the guidance documents from the exam board. They must ensure that each teacher is aware of the regulations and deadlines, and are responsible for ensuring that these are followed.

- The Senior Leader for Raising Achievement will request information from Heads of Department about the courses being delivered and their requirements for examination and controlled assessment entries. This will be requested at the start of each year and must be returned promptly. The Senior Leader for Raising Achievement will then produce a plan for the year outlining the timings and nature of all exams and assessments. SLT will then decide if any adjustments are necessary to avoid clashes, either between courses or with other school activities, and inform Heads of Department of this. Schemes of work will need to be edited in line with any such changes. In particular, SLT will ensure that it is possible for alternative arrangements to be made for all controlled assessments within the time constraints of the exam deadlines.

- The SENCO/Specialist Teacher for Examination Concessions will liaise with all Heads of Department to provide guidance on additional arrangements that may be needed for some students. Head of Departments are responsible, with the SENCO, for ensuring that arrangements are put in place for any necessary students and that all teaching staff are made aware of the nature of the arrangements. The SENCO may bring some of these arrangements to the attention of SLT if they are likely to need significant resourcing such as rooming, special times, ICT etc. which are not within the remit of Head of Departments to organise.

- Heads of Department must ensure that all of the above information is communicated to, and understood by, those teachers involved in the delivery of courses. They should report to The Senior Leader for Raising Achievement how and when this has been completed.

- From the overall plan for the year SLT will ensure that all departments have suitable opportunities to carry out internal moderation and advise Heads of Department accordingly. Heads of Department should have considered this in their planning for the year when writing their schemes of work. They must ensure that each teacher on the course is fully aware of the requirements of the examination board in marking the work. An internal moderation activity must be carried out and should be recorded as part of the QA process for the department. The Head of Department must ensure that all work is marked within the guidance of the exam board and that teachers remark work where necessary. The Head of Department is responsible for ensuring that the marks for the controlled assessment are sent to the exam board in a timely and efficient manner including checking that all teachers in their department have inputted the marks correctly. The Senior Leader for Raising Achievement will oversee the process to ensure the school meets all the board requirements.

- Heads of Department and teachers are responsible for ensuring that all work is securely maintained in accordance with board directions. They must ensure that they comply with all the security arrangements surrounding the handling of board provided materials for carrying out controlled assessments. They must also ensure that students' work is similarly securely maintained. They must keep all work in a secure location in order to meet any requirements from the board for external moderation activities.

- At the end of the year the Senior Leader for Raising Achievement will review the process for the conduct of controlled assessments as part of a review of external assessment by asking for feedback from all Head of Departments. The Senior Leader for Raising Achievement will inform SLT of the outcomes of this and the Vice Principal will direct how this policy is to be reviewed.

Internal Appeals
Students have the right of appeal in situations where they feel their work has been assessed inappropriately or incorrectly. The process for appeals is included in Appendix 4.

24. Monitoring and evaluating the quality of assessment for learning
Classroom observation, pupil shadowing, sharing effective practice, work sampling, planning sampling, analysis of assessment outcomes departmental discussions, HoD discussions and pupil discussions are all used regularly by HoDs and SLT throughout the year to monitor and evaluate the effectiveness and quality of assessment for learning at Movilla High School. They also form an important part of the process of reviewing the performance of the school through departmental self-evaluation. The outcomes of PRSD and departmental self-evaluation inform school development planning and future staff development.

Classroom observation is used to support continued professional development, departmental review and performance management in the school. The process of classroom observation contributes to:

- raising achievement and school improvement;
- improved classroom teaching;
- curriculum development;
- identifying the future development needs of the school.

Every teacher will be observed teaching twice a year as part of the school's **PRSD process**. Observations of HoDs / Subject Co-ordinators are carried out by the SLT who also work in partnership for the purpose of departmental self-evaluation. Where possible, HoDs will be responsible for observing a member of their departmental team.
Where the opportunity arises, assessment for learning will be monitored and evaluated through the PRSD process.

In the spirit of sharing effective practice, all teachers are encouraged to facilitate informal shadowing of colleagues over and above the requirements of PRSD. An example of when this can take place is the participation in Professional Learning Networks. Teachers are also encouraged to showcase examples of effective practice to their colleagues when appropriate.

25. Quality Indicators of a successful Assessment for Learning policy

The success of this policy will see pupils who are independent learners, become more engaged in their own learning and know the steps they need to take to make further progress

The success of this policy will see teachers and classroom assistants who implement the range of strategies that support effective assessment for and of learning and facilitate ongoing feedback to further the progress of pupils.

The success of this policy will see parents who are fully aware of the role of assessment for and of learning in supporting the further progress of their child and participate in the partnership required to develop their child's academic achievement.

Appendix 1
Roles and Responsibilities of stakeholders

Responsibilities

Board of Governors

- The Board of Governors have a statutory duty to monitor the processes that are in place and ensure that the school is addressing pupils' needs.
- The Achievement and Standards Committee will receive regular monitoring updates from the Senior Leader for Teaching and Learning, of which assessment for learning will be a part.

Principal and Senior Leadership team

- The Senior Leader for Teaching and Learning will co-ordinate the monitoring, evaluation and review of this policy.
- The Senior Leaders for Teaching and Learning and Raising Achievement will ensure all assessments are robust in measuring progress.
- The Senior Leader for Teaching and Learning will support and monitor the facilitation of feedback for learning.
- The Senior Leader for Teaching and Learning will monitor, evaluate and review the implementation of effective questioning and peer and self-assessment through classroom observations.
- The Senior Leader for Teaching and Learning and Raising Achievement will regularly monitor the regular and robust application of homework.
- The Senior Leader for Raising Achievement will ensure the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, The Senior Leaders for Teaching and Learning and Raising Achievement will begin coordinating with heads of department/subject leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4 but not weighted towards the end of Year 12).
- The Senior Leader for Raising Achievement will map overall resource management requirements for the year. As part of this, the following are included:

  i. clashes/ problems over the timing or operation of controlled assessments.
  ii. issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
  iii. ensure that all staff involved have a calendar of events
  iv. create, publish and update an internal appeals policy for controlled assessments.

Pastoral Team

- Registration teachers will support their pupils through their academic studies, liaising with relevant teachers and Heads of department and parents about any concern that may arise.
- Learning Coordinators will review learning and pastoral data to ensure each pupil is supported and challenged in their learning.
- Registration teachers and Learning Co-ordinators will provide pastoral support to the pupils in their care during assessment periods.
- Learning Co-ordinators will support pupils in the completion of all homework set, sanctioning where necessary in incidents of consistent non-compliance across subjects.

Head of Department (HoD)

It is the responsibility of the HoD to monitor and evaluate the quality of the learning and teaching within their department. This will include ensuring that:

- Assessment is formative, diagnostic, summative and evaluative in nature.
- Feedback for Learning is regularly and robustly facilitated in their department.
- Pupil work is regularly marked and the learning conversation is facilitated.
- A challenging questioning culture is established whereby teachers model effective questioning and extend the learning of pupils.
- Peer and self-assessment activities are regularly implemented in lessons.
- Effective feedback for learning is implemented based on the agreed school structure
- Decide on the awarding body and specification for a particular GCSE.
- Homework is regularly and robustly implemented by teachers and sanctions are issued to pupils who do not comply with expectations.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure all final marks are sent to the relevant exam board in a timely and efficient manner.
- Ensure all department staff are aware of any feedback from exam boards on previous assessments submitted by the school and appropriate action is taken to remedy any concerns raised.
- Provide feedback to SLT as directed to inform a review of this policy.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Examinations officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- Provide feedback to SLT as directed to inform a review of this policy.

Teachers

It is the responsibility of all teachers to provide the highest quality teaching for pupils. This includes:

- Ensuring assessment occurs regularly and is robust in measuring progress of pupils.
- Facilitating regular and high quality feedback for learning and engaging with the learning conversation in order to support the progress of pupils.
- Ensuring pupil work is regularly marked according to the departmental policy.

- Establishing a challenging questioning culture whereby teachers model effective questioning and extend the learning of pupils.
- Regularly planning opportunities for pupils to assess their own learning and that of others.
- Regularly giving pupils effective feedback for learning based on the agreed school structure.
- Homework is regularly and robustly implemented and sanctions are issued to pupils who do not comply with expectations.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Head of Department to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENCO for any assistance required for the administration and management of access arrangements.
- Provide feedback to SLT as directed to inform a review of this policy.

SENCO

- To analyse assessment window data in order to support pupils on the SEN register and in liaison with Learning Co-ordinators, identify pupils who are experiencing significant barriers to learning.
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.
- Provide feedback to SLT as directed to inform a review of this policy.

Classroom Assistants

- Ensure they are aware of the requirements of assessments their pupils undertake and take reasonable steps to support their pupils.
- Engage with the feedback for learning process whether orally or written with their pupils.
- Communicate with teachers, Heads of Departments or Learning Co-ordinators any early identification of barriers to learning pupils may have.
- Support the learning of their pupils by employing effective questioning techniques.

Pupils

Pupils shall be expected to:

- Engage with all assessments to the best of their ability
- Engage with the learning conversation as part of the feedback for learning process.
- Ask questions that develop their learning
- Complete all homework activities set.

The Role of Parents/Carers

Parents and Carers will be expected to:

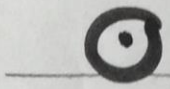
- Support their child in doing their best in preparing for and taking part in assessments
- Take an interest in the learning conversation their child has with teachers.
- Ensure their child completes all homework activities set and support the school in any sanctions that are issued due to non-compliance.

Appendix 2
Marking Codes

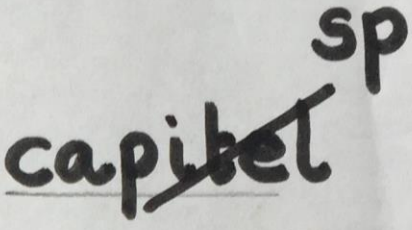
MARKING CODES

Responding to teacher feedback

No full stops

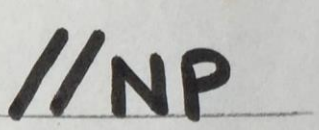


Wrong spelling



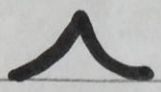
Wrong word used

New paragraph



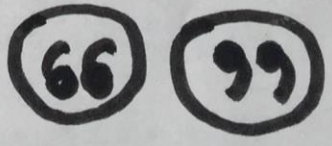
Missing capital letter

Missing word



No comma

Missing speech marks



Missing apostrophe

Appendix 3
Bloom's Taxonomy Questioning stems

Appendix 4
Internal Appeals procedure

The procedure for internal appeals about internal assessment decisions and enquiries about results is detailed below

PERSONNEL

The Vice Principal will be the nominated member of staff to manage appeals.

The Exams Officer will be responsible for disseminating information to all candidates and their parents/guardians about the appeals procedure and for informing the Principal about the existence and outcome of all appeals.

APPEALS PROCEDURE

1. Any appeal should be initiated in writing stating the details of the complaint and the reasons for any appeal **within one week** of receipt of results.
2. Any teacher(s) involved in making the assessment which is the result of the appeal, is to see a copy of said appeal and should respond to this in writing with a copy sent to the candidate.
3. The appeals procedure will allow the candidate bringing the appeal to have an opportunity to have a personal hearing if they are not happy with the written response they have received. The candidate will be given reasonable notice of the hearing date and will have sight of all relevant documents in advance of the hearing. The candidate may be accompanied by a parent/guardian. The teacher(s) and candidate will have the opportunity to hear each other's submission to the panel at the hearing.
4. The appeals panel will comprise a senior teachers and a governor who have not previously dealt with the particular case.
5. Movilla High School will maintain a written record of all appeals. This should include the outcome of the appeal and the reasons for that outcome. A copy will be sent to the candidate within one week of the hearing.
6. Movilla High School will immediately notify the relevant Awarding Body should there be any change to an internally assessed mark as a result of an appeal. This should be done before the final date for the printing of certificates for the Awarding Body.

This procedure is an integral part of the Movilla High School Assessment for Learning policy and will undergo periodic review as part of the monitoring and evaluation programme for all school policies.