

WATERMELON INDEPENDENT SCHOOLS

Policy/Procedure	Assessment for Learning Policy		
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Change History

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1.0	New policy	18/07/2024	New school	ZJ

Related policies:

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
S/01	Child Protection and Safeguarding	OP/17	RSE
OP/09	Complaints Policy and Procedure	S/02	E-Safety
OP/14	Equal Opportunities	HS/10	Educational Visits
OP/13	Equality and Diversity	OP/28	SEND
HS/06	Positive Mental Health and Wellbeing	OP/29	Teaching and Learning
OP/16	PSHE		

Assessment for Learning Policy

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1. Principles

- 1.1 Timely and well-planned assessment is at the heart of our Assessment for Learning Policy. Both formative and summative assessment are used.
- 1.2 Dylan Williams and Paul Black¹ state the purpose of summative assessment is to generate a shared meaning (a robust grade), whilst the purpose of formative assessment is to generate a consequence or action step – something that the student or teacher will do differently as a result.
- 1.3 Most assessments are formative and take place during a unit of work. Formative assessment enables students to respond to feedback fully, without a grade distracting students and nullifying the value of feedback. At Watermelon Independent Schools, written formative assessment consists of three elements: comment, action, response (CAR marking.) Students are asked to respond to teacher feedback by completing a short task to demonstrate a clear understanding of how learning / skills can be improved.
- 1.4 Effective formative assessment enables teachers to adjust instruction quickly whilst learning is in progress. Effective formative assessment enables students to adjust and improve their learning.
- 1.5 Teachers at Watermelon Independent Schools will provide regular opportunities for students to evaluate and comment upon their own learning, and that of their peers, to encourage students to take responsibility and ownership of their learning. Both students and teachers will provide feedback and actions for formative CAR assessments, whilst teachers will mark and grade summative assessments.

2 Aims of the Assessment for Learning Policy

- 2.1 The aim of this policy is to state our approach to marking, feedback and assessment, explain their place in the curriculum and outline our expectations of students and teachers.
- 2.2 This policy establishes a high quality, consistent yet flexible approach that is embedded as a vital part of the assessment process and at the core of student progress. It will also help to ensure that only effective marking takes place helping increase the impact on student learning while maintaining a balanced teacher workload.
- 2.2 The key aims of our policy are:
 - to involve students in their learning by ensuring they understand what they are learning and where they are in their learning
 - to involve students in their learning by providing opportunities for peer and self-assessment
 - to raise aspirations of students, teachers and parents and carers
 - to show our students that their work is valued and to celebrate their achievements
 - to set challenging targets which enable students to make outstanding progress in their learning
 - to identify areas of strength and difficulty to inform the next steps in learning

¹ Inside the Black Box: Raising Standards Through Classroom Assessment, 1998

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- to inform personalisation of learning through differentiation
- to identify any barriers to learning and the support/intervention needed to overcome them
- to provide information to improve teaching and learning by informing progression in planning and curriculum delivery
- to measure and analyse the impact of curriculum developments, interventions and support upon student progress
- to inform all stakeholders about student progress and achievement

3 Assessment for Learning (Formative Assessment)

- 3.1 Formative assessment is used in the classroom to raise student achievement. As formative assessment has no grades, students are more inclined to use the corrective feedback to adjust and improve their work. Formative assessment is diagnostic marking and is based upon the idea that students will make the most progress if they understand the aim of the learning, where they are in relation to the aim and what they need to do achieve this aim.
- 3.2 Formative assessment triggers a thinking response in students, encouraging them to respond to feedback by noting which aspect of their work met the success criteria and what they need to do to improve their work and learning.
- 3.3 Written formative assessment will adhere to the principles of CAR marking:
- comment – teacher identifies how well the student has achieved the learning objective(s) /success criteria; comments are realistic and positive
 - action - teacher provides short task / challenge to enable students to develop knowledge, understanding and skill; comments are related to the learning objective(s) /success criteria
 - Response – students respond to next step learning targets.
- 3.4 We recognise that feedback is one factor in the school environment that has the greatest level of impact on pupil progress (Hattie, 2012). Staff use the four levels of feedback as outlined in Hattie's model, with a particular emphasis on Level 2 (Process level) and Level 3 (Self-regulation or Conditional level). For more information on feedback see Appendix 3.
- 3.5 Assessment for learning strategies include:
- sharing, displaying learning objectives
 - sharing and assimilation of success criteria
 - creating own success criteria
 - peer and self-assessment
 - CAR marking
 - effective feedback (Hattie, 2012)
- 3.6 The format of the assessment for learning strategies will depend upon the learning needs and learning levels of the individual students. The emphasis is upon meaningful and relevant strategies which enable the students to make progress.

3.7 Teachers will mark in purple pens. All CAR marking tasks and self-assessments improvements and corrections completed by students will be in red pen; all peer assessment, improvements and corrections will be completed in green pen.

4 Summative Assessment

4.1 Summative assessment allows both students and teachers to determine how well students have understood a topic or unit of work, enabling students to be clear about what to do to progress from one grade to the next. Moreover, it gives parents/carers an understanding of achievements, progress and wider outcomes of their children over a period of time, staff an opportunity to evaluate their curriculum plans, delivery and impact and senior leaders the chance to monitor performance and progress.

4.2 End of unit assessments will be summative and assessed via a grade.

4.3 A summative assessment will take place every half-term for each student. Attainment grades should be recorded on a teacher and/department spreadsheet.

5 Expectations and frequency of marking

5.1 The table below charts the expectation for the marking of students' work.

CAR Marking	Oral Feedback	Peer / Self-Assessment	Acknowledge marking	Summative assessment
At least once every 3 lessons	Most lessons	At least once every 6 lessons	Daily	Every half-term

5.2 Self and peer assessment – students will have the opportunity to apply the CAR marking approach during both self and peer assessment tasks. Students should be explicitly taught how to mark work effectively.

5.3 Effort grades should not be used.

5.4 Teacher may wish to comment on aspects of students' work which demonstrate particular effort. However, praise must be kept separate from feedback in order to avoid diluting the learning information and the desired effects of self-efficacy, increased engagement and understanding.

5.4 Marking code – SpaG marking guidelines should be followed in all subject areas. Marking codes used by teachers and students are:

- C – comment
- A – action
- R – response
- Sp – spelling
- P – punctuation
- //NP - new paragraph
- Exp – poor expression
- WW- wrong word used

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- ^ - missing word

5.5 Expectations relating to the presentation of student work should be shared with students at the beginning of each term (see Appendix 1).

5.6 For a detailed summary of our approach to feedback and marking see Appendix 2.

5.7 For a summary of the four levels of feedback (Hattie, 2012) see Appendix 3.

6 **Monitoring and evaluation**

6.1 Key aspects of the monitoring and evaluation programme include:

- **Data:** scrutiny and analysis of termly assessments and examination results to identify strengths and weaknesses and to review and improve curricular plans
- **Work scrutiny:** monitoring the quality and effectiveness of student learning and progress, curricular plans and assessment
- **Lesson observations:** monitoring the quality and effectiveness of teaching and learning
- **Documentation:** review and updating of policy documents
- **Academic data tracker:** data related to students' academic progress is tracked on a half-termly basis
- **Emotional data tracker:** the Boxall Profile, conducted bi-yearly, allows the monitoring of students' emotional wellbeing
- **EHCP:** Tracking of EHCP targets
- **Annual reviews:** evaluation of pupil achievement and attainment in annual reviews
- **Pupil voice:** termly canvassing of pupils views.

Appendix 1 Presentation of students' work

1. All work should be completed in blue or black ink
2. All work should be dated
3. All work should have a title underlined
4. All drawings should be completed in pencil
5. No doodling or graffiti
6. Loose sheets should be glued into exercise books or stored neatly in a folder
7. Homework tasks should be recorded as homework

Appendix 2 - Approaches to Feedback and Marking at Watermelon Independent Schools

<p>MAXIMISING LEARNING</p> <p>CAR Marking</p>	<p>Oral Feedback or</p>	<p>Peer and Self-</p>	<p>Acknowledgement</p>	<p>Summative (Judgement)</p>
<p>Follow-on Tasks</p>	<p>Written Feedback</p>	<p>Assessment</p>	<p>Assessment</p>	<p>marking</p>
<p>Evaluates to what extent students have addressed objectives and success criteria.</p> <p>Focuses on knowledge, comprehension, analysis, synthesis and evaluation.</p> <p>Written prompts (action statements) in the form of questions or statements about how to improve work.</p>	<p>Teachers can provide oral feedback to students following designated tasks in schemes of learning and following conventional classroom activities.</p>	<p>Peer and Self-Assessment should be regularly built into planning and used as a way of encouraging students to reflect on learning and develop expertise in negotiating and reviewing learning objectives, success criteria and pathways to improvement.</p>	<p>Teacher should acknowledge work in student exercise books as part of their general monitoring of learning.</p>	<p>Departments will undertake the summative assessment of student attainment, as indicated in a SOL.</p>
<p>It is expected that feedback/follow-on tasks are provided every 2-3 weeks.</p>	<p>Typically occurs most lessons.</p>	<p>Once per half-term as a minimum.</p>	<p>It is expected that books are marked every 3 weeks.</p>	<p>Typically, every half term.</p>

<p>HOW?</p>	<p>CAR Marking</p> <p>Teachers should not provide NC levels, grades or effort grades on any written work.</p> <p>Made personal to pupils (taking into account ability and attainment level).</p> <p>‘Follow on’ tasks must:</p> <ul style="list-style-type: none"> • provoke a response • indicate where improvements could be mad • offer prompts on how learning and challenge can be extended 	<p>When oral feedback is provided it should be clearly labelled in students’ books using the code OA.</p>	<p>Indicates where improvements could be made and offers prompts on how students can address these.</p> <p>All such feedback should be coded SA or PA in addition to students’ written comments.</p>	<p>To include the codes of:</p> <ul style="list-style-type: none"> • Sp Spelling errors • P Punctuation • // NP New paragraph • XP Poor expression • WW wrong word used (priority given to subject specific terms) • ^ Missed word <p>Additional codes may be appropriate and can be used as long as meanings are made clear to students.</p>	<p>These pieces should be levelled/graded to allow for reporting purposes and the tracking of student progress.</p> <p>Subject-specific targets should be reviewed at this stage.</p>
<p>WHAT NEXT? Allow time for pupils to complete a ‘follow-on’ task (using red pens) to reflect on and review learning and develop a dialogue that demonstrates progress over time.</p>					

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Consistent approaches followed by all subjects	Negotiables to be agreed at departmental level
<p>Formal assessments take place typically twice per term (once per half term typically). Mid-point and end point assessments are clearly indicated in departmental planning and schemes of learning.</p>	<p>The format of how mid and end point assessments and feedback are recorded to show progress over time. Midpoint assessments can be Peer or Self-assessment led if appropriate.</p>
<p>All feedback should fall within the 4 levels of feedback outlined by Hattie.</p>	<p>The methods and types of feedback that most effectively support learners and maximise progress in your subject.</p>
<p>Level 2 and 3 feedback should dominate, where the pupils are encouraged to think deeper and the teacher refrains from providing answers.</p>	<p>Which types of feedback to use and in which format (e.g. questions as prompts or directed statements)</p>
<p>Students are regularly given the opportunity to review, reflect on and improve their work in response to feedback (CAR marking / the 'Follow-up task'). Completed by students using the red pens.</p>	<p>When and how follow up tasks are regularly responded to.</p>
<p>Coded marking is used where appropriate for all forms of feedback indicated in the table on page 1.</p>	<p>Additional subject specific codes can be used where appropriate, as long as these are made clear to pupils.</p>

Summary Comments and 'Follow-up' tasks

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Summary comments should identify key successes and areas for improvement. 'Follow-up' tasks should encourage students to improve their original work, not just do more of the same thing. Time to complete these tasks should be built into schemes of learning, lesson planning and home learning tasks. They should be completed by students using the red pens. In addition, there should be further opportunity to review tasks that students have completed.

Example:

- English Paper → written feedback → follow up task

Reread your paragraph. Begin your paragraph with a clear point (this should summarise the key information within the quotation).

- Speaking and listening activity → peer assessment → follow up task

Choose one target suggested by a peer. Explain how you will apply this target in order to improve your presentation.

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Appendix 3

What do we mean by the term 'Feedback'?

Feedback is one factor in the school environment that has the greatest impact on pupil progress (Hattie, 2012) It operates on four levels. They are:

LEVEL 1 – Task and Product level – the most common type of feedback offered to pupils which is information focussed, usually about whether pupils are right or wrong. Most pupils see feedback in these terms. Effective for building confidence and self-efficacy in novice learners and forms the foundation for level 2 type feedback.

LEVEL 2 – Process level – providing pupils with alternative strategies for detecting errors, cues to seek further information and/or alternative ways to process information (higher order questioning) and recognise relationships (explaining how and why). Very effective for developing 'deeper' learning, thinking and understanding!

LEVEL 3 – Self-regulation or Conditional level – usually offered in the form of reflective or probing questions to guide the learner, encouraging them to develop skills in self-evaluation. E.g. *What strategy did you use? What else could you do? How confident are you and why?*

LEVEL 4 – Self level – directed 'praise' to the 'self' (e.g. Well done or Your effort was great.) Whilst praise is welcomed and expected, it can detract attention away from the other 3 levels of feedback which are more effective. Most teachers use praise to mitigate critical comments. Praise must be kept separate from feedback. By combining the two, the learning information is diluted as well as the desired effects (self-efficacy, increased engagement and understanding). Most importantly, if praise is about effort, it can lead to zero or even negative impacts on achievement as it can lead to 'Learned helplessness', where pupils become dependent on praise to become involved. Include praise, but keep it separate from feedback.

Feedback Prompts as Questions

LEVEL 1 – Task and Product

- Do your answers meet the success criteria?
- Is your answer correct / incorrect?
- Tell pupils the answer / ways to elaborate on the answer?
- What did you do well?
- What did you go wrong?
- What is the correct answer?
- What other information is needed to meet the criteria?

LEVEL 2 - PROCESS

- What is wrong and why?
- What strategies did you use?
- What is the explanation for the correct answer?
- What other questions can you ask about the task?
- What is your understanding of the concept/knowledge?
- Now think about this from a different perspective / point of view.
- Which point(s) are the most / least important?

LEVEL 3 – SELF-REGULATION

- How can you carry out self-checking (self-assessment)?
- How can you evaluate the information provided?
- What did you do...?
- What happened when you...?
- How does this compare to ..?
- What does all of the information have in common?
- What success criteria have you achieved and how?
- What would you do differently/need to do now to meet the criteria?