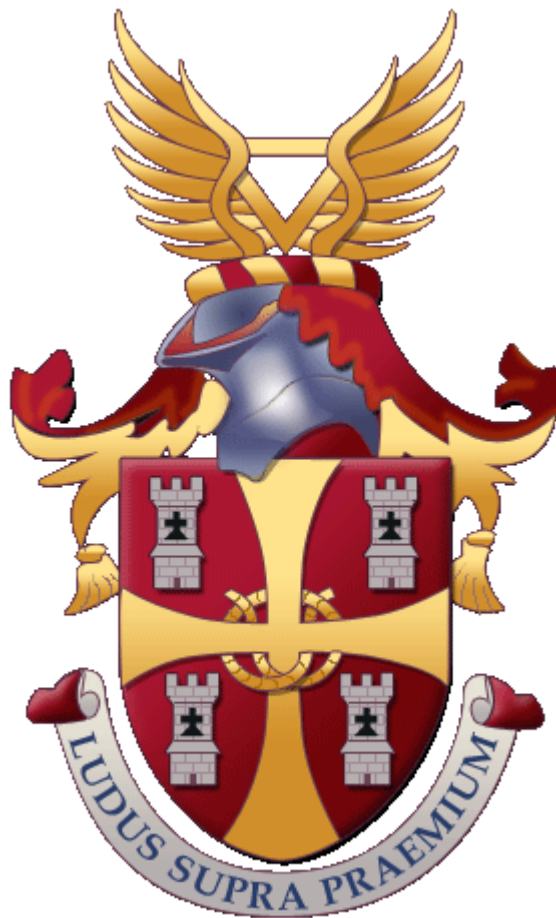


# Wolverhampton Girls' High School

## Assessment, Homework & Reporting Policy

(Annual update)



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## Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Establish a consistent and coherent approach to recording summative assessment outcomes;
- Establish a consistent and coherent approach to setting and recording homework;
- Clearly set out how and when assessment practice will be monitored and evaluated;

## Assessment

### Introduction

Assessment and reporting should motivate students and both enable and encourage them to achieve to the best of their ability. This policy provides a framework for departments to devise assessment procedures that best serve the intent, implementation and impact of their particular curriculum area needs.

## Purpose of Assessment

The purpose of assessment is to support the learning of students taught at Wolverhampton Girls' High School. Assessment should be designed with a specific purpose, which is to check understanding, measure progress and to inform future actions of planning or intervention. As such accurate assessment is a critical element of personalisation. The aim of this policy is to clarify the expectations of types and frequency of assessment across the school.

## Principles of Assessment

Outstanding formative assessment has three essential elements:

- Speed of assessment & feedback;
- Accuracy of assessment; and
- Appropriate level of feedback;

Research shows that the speed of feedback is critical in that the quicker the feedback the more effective the impact on learning is likely to be. Therefore departmental policies and members of staff will consider the time taken to assess work and if need be set shorter more regular assessments that can be assessed quickly rather than longer more detailed assessments that take several lessons or weeks to assess and return.

Accurate assessment is critical in ensuring that the purpose of monitoring and tracking is as effective as possible. Departments will plan common or medium term assessments that are assessed as closely as possible to exam board rubrics or at Key Stage 3 develop the skills required for future examinations.

Curriculum Leaders will need to make decisions about the tradeoffs between these elements when formulating their assessment planning within a subject area.

Formative assessment helps students to measure their knowledge and understanding and respond to feedback, provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when students are struggling and what interventions are needed to close that understanding gap. Day to day in -school formative assessment includes, for example:

- Questioning during lessons;
- Marking of students' work;
- Observational assessment;
- Regular short re-cap quizzes;
- Scanning work for student attainment and development.

Please see appendix 1 for further ideas on such techniques.

The purpose of summative assessment is to identify students that require further intervention and support. Summative assessment gives students the opportunity to understand how well they have understood a topic or course of work taught over a period of time, gives parents an understanding of achievements, progress and wider outcomes of their children over a period of time, gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leaders to monitor performance of student cohorts identifying

interventions. Teachers therefore need to ensure that all summative assessment is sufficiently accurate to provide suitable data for these purposes and it is the role of Curriculum Leaders to monitor that this is the case and to provide sufficient training, where necessary, to staff to improve that accuracy.

The report "Eliminating unnecessary workload around marking. Report of the Independent Teacher Workload Review Group." (DfE, 2016) identified that assessment should be:

- Meaningful;
- Manageable; and
- Motivating.

As a result all curriculum areas must have an assessment plan that does the following:

- 1) Draws clear links between the curriculum intent (knowledge) and the method of assessment for that knowledge. Hence it is meaningful.
- 2) Selects assessment methods that provide a manageable workload for teaching staff. Hence it is manageable. Assessment does not need to be written only. (see appendix 1 for ideas of appropriate methods).
- 3) Ensures students receive any necessary feedback sufficiently quickly to inform their learning. This could be through a variety of means, including verbal feedback. There is no need for a record to be kept of this verbal feedback, unless such a record is valuable to the student, in which case it could be done through activities such as the student annotating their work, redrafting or correcting.

### Record Keeping

1. Departments will hold a central record of common assessment outcomes and grade collection data, this must be in electronic form.
2. Outcomes should be linked to the school's grading system, and used as a basis for reporting to parents/carers.

Evidence of the impact of assessment should be clear through the improvement in a student's knowledge and skills. Records should not be created purely for the purpose of creating evidence that assessment and feedback has taken place.

### Monitoring

The SLT Line Manager is responsible for:

- Offering support, advice and guidance to the Curriculum Leader in meeting the principles of this assessment policy; and
- Monitoring the assessment plans of the relevant curriculum area to ensure that they meet the principles of this assessment policy;

The Curriculum Leader is responsible for:

- Planning and designing a suitable curriculum assessment plan that links curriculum intent to meaningful assessment;
- Clearly communicating the requirements of the curriculum assessment plan;
- Monitoring the implantation of the assessment plan within the department;

- Monitoring and tracking student progress within their subject area;
- Curriculum Leaders are expected to have a working knowledge of the school's data tracking software; and
- Ensuring subject teachers have the necessary knowledge, understanding and skills to be able to make accurate assessment decisions.

Teachers are responsible for:

- Following the principles of this assessment policy;
- Following the specifics of the assessment plan for the departments in which they teach; and
- Developing their own CPD so as to be able to make accurate assessment decisions within the subject area.

### Minimum Assessment Expectations

Students should receive detailed feedback on their progress approximately every 4 to 6 weeks (depending on the number of lessons in the timetable). This should be sufficiently detailed to identify the strengths and areas for development for the student. This could include activities such as follow up peer and self-assessment as well as teacher assessment in future lessons. This feedback could look at a variety of assessments or one specific assessment depending upon the needs of the curriculum area and the timing in the year.

A record should be kept of this feedback by the student so as to assist them in reflecting on their learning at a later date. As noted above, this could be through activities such as the student annotating their work, redrafting or correcting. Suitable ideas and exemplars for this type of record are in Appendix one.

### Common Assessments:

These are assessments completed within a departmental area across all teaching groups, at as similar a time as possible. All staff should aim to keep these assessments secure in order to provide data that is as rigorous as possible. In all cases the end of year or mock examinations count as a Common Assessment:

- KS3    A minimum of one common assessment task per term.
- KS4    A minimum of one common assessment task every 8 to 10 weeks (approximately 4 per year).
- KS5    A minimum of one common assessment task every 8 to 10 weeks (approximately 4 per year).

Marks for all common assessment tasks must be recorded electronically.

## Homework

The purpose of homework is:

- 1) To give an opportunity to consolidate/practise skills;
- 2) To either prepare students for learning to be covered in future lessons or to extend work previously covered in school;
- 3) To improve students' study skills and provide them with opportunities to learn independently; and
- 4) To prepare for controlled assessments and extended study assignments.

A homework timetable is prepared annually. The purpose of this timetable is to ensure that students receive homework balanced over the school week. All teaching staff must follow this timetable. However, homework should never be set purely on the basis that it is the day on the timetable. Homework, with the exception of finishing off something started in class, should be planned and relevant to the scheme of learning.

Homework may form part of the curriculum assessment plan but it is not expected that homework will always be written work or that it will be marked by the teacher.

## Responsibilities

The member of SLT with responsibility for assessment will produce the homework timetable annually based upon the school timetable.

The SLT Line Manager is responsible for:

- Monitoring the homework plans of the relevant curriculum area within the scheme of learning; and
- Ensuring that the Curriculum Leader is accountable for teaching staff following the scheme of learning and this policy.

Curriculum/subject leaders are responsible for:

- Ensuring suitable homework tasks are planned and set;
- Monitoring the setting of homework to ensure that it follows this policy and the homework timetable; and
- Use a variety of strategies so that homework tasks are varied and enable students to draw on a range of skills and resources;

Subject teachers are responsible for:

- Following the relevant scheme of learning, with particular reference to setting homework;
- Set homework only at allocated times (but not simply for the sake of setting a homework); and
- Set regular homework which can be completed in allocated homework time (NB. not revision and other work at the same time and revision only the week before school examinations);

- Give sufficient time for extended tasks;
- When setting homework, allow time for students to record accurately the homework to be done and to ask for clarification;
- Explain homework tasks clearly with indication of length, information required etc. and how work will be assessed;
- Set homework which meet the curriculum intent of the relevant scheme of learning.
- Deadlines must be given beyond one night; and
- Two or more homework tasks can be rolled into one large extended task provided longer appropriate deadlines are given;

### **Homework will not always be written tasks;**

Homework responsibilities for Form Staff:

- Check for consistent and manageable homework;
- Monitor for problems with homework and follow these up, inform Pastoral Leader; and
- Respond to parental comments in student planners or refer these to Pastoral Leader.

Homework responsibilities for Pastoral Leaders:

- Monitor homework completion across the House;
- Check homework workloads across the House and year groups; and
- Carry out regular monitoring of student planner procedures.

If students fail to complete homework then the appropriate sanctions within the behaviour policy must be followed.

Special holiday work should not be set, though the normal pattern of homework during the fortnight immediately prior to a holiday will still be applicable.