



Science



INVESTOR IN PEOPLE



# Whole School Assessment and Homework Policy

Sherburn High School  
Garden Lane  
Sherburn in Elmet  
LS25 6AS



## **Sherburn High School Assessment Policy**

***'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'***

Assessment Reform Group (2002)

We believe that assessment should lead to feedback which increases dialogue in order for students to make progress and as part of our commitment to personalised learning.

### **Principles in action**

We currently (September 2011) follow five standard areas of AfL which form the basis of our assessment in lessons.

#### **1. Quality Learning Objectives and Effective Plenaries**

We use learning objectives and plenaries to provoke thinking and to provide information that informs future teaching and learning. Learning objectives are important because they help secure progress, support planning and focus the teaching on what pupils need to learn; they help pupils see the purpose of individual lessons. Learning objectives are shared with students so that they understand and share ownership of what they will be learning in the lesson.

#### **Effective plenaries:**

- Elicit information that reveals what students know, have learned or can do. They are diagnostic in that they assess both individual and collective learning.
- Expose misconceptions so that teacher planning can be adapted and teaching targeted.
- Link carefully to the learning objectives, outcomes and success criteria of the lesson as a whole.
- Recognise and value the achievements of individuals and the class.
- Stimulate interest, curiosity and anticipation about the next phase of learning.
- Allow students to articulate and communicate their learning whilst considering how learning can be “transferred” to other contexts.

## **2. Use of Success Criteria**

We use Success Criteria to ensure that students are able to take responsibility for their own learning and are empowered to make progress for themselves. By explicitly negotiating the success criteria for the intended outcome, it is much easier for teachers to scaffold the learning of the lesson through modelling and paired construction.

### **Effective Success Criteria:**

- Is negotiated with students so that they have a clear sense of ownership and understanding.
- Is closely linked to the learning objectives and to the progress levels within subjects.
- Is referred back to when peer assessing.
- Is differentiated to meet the needs of all learners.
- Students are clear about how they can demonstrate success and evaluate 'quality'.

## **3. Effective Questioning and Discussions which evidence learning.**

We aim to engineer effective classroom discussions, tasks and activities that elicit evidence of learning. We use questioning to provoke thinking and develop students' understanding whilst also gaining information to inform future teaching and learning.

### **Effective questioning:**

- Allows students to engage with the learning process.
- Uses strategies such as no hands rule, and thinking time to promote extended responses from students.
- Provides links to the learning objectives of the lesson
- Gives opportunities for students to ask their own questions and seek their own answers.
- Enables teachers to use students as learning resources for one another.
- Creates a classroom climate where students feel secure enough to take risks, be tentative and make mistakes.
- Teachers plan questions of different degrees of cognitive complexity in order to challenge pupils and help them to develop their thinking.

## **4. Involving pupils in Self and Peer Assessment**

Peer and self assessment are much more than pupils simply marking their own and other's work. In order to improve learning, it must be an activity that engages pupils with the quality of their work and in reflecting on how to improve it. Peer assessment, when done effectively, provides pupils with valuable feedback enabling them to learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge enables pupils to achieve more than they can unaided. Furthermore both peer and self assessment promote independent learning, helping pupils to take responsibility for their own progress.

### **Effective Peer and Self Assessment:**

- **Takes time, planning and commitment. At the beginning pupils will require the process to be modelled for them.**
- **Takes place when students clearly understand the Success Criteria for the piece of work – making standards explicit is key to unlocking understanding.**
- **Students need to be taught structures of language they can use. Prompt sheets are useful as a starting point.**
- **Ensure that sufficient time is planned into the lesson to allow for discussion and subsequent action.**

### **5. Providing feedback which moves learners forward**

*The giving of marks and the grading function are overemphasized, while the giving of useful advice and the learning function are underemphasized. Approaches are used in which pupils are compared with one another, the prime purpose of which seems to them to be competition rather than personal improvement; in consequence, assessment only feedback teaches low-achieving pupils that they lack "ability," causing them to come to believe that they are not able to learn.*

**Dr Paul Black**

We recognise the importance of constructive, informative and subject specific oral and written feedback and how much this is valued by students. Feedback should allow students to respond to targets through planned opportunities. It should allow them to engage in a dialogue about their work rather than allow them to make comparisons with other pupils.

### **Standard Assessments**

Departments have in place half termly standard assessments focused on agreed activities with standardised criteria for assessment. Assessment of learning, or summative assessment, is carried out at this point which will allow the school to track performance over time. Targets set from this are shared or agreed with students and are used to enable students to make further progress. These form the basis of the Tracking information and should be discussed at Progress Reviews with parents and students.

### **In marking, feedback that moves students forward will:**

- Use only comments for the majority of feedback
- Be closely connected to learning objectives and success criteria
- Will be based upon the learning rather than the effort.
- Confirms that pupils are on the right track and supports pupils' next steps.


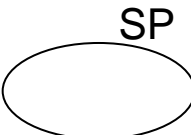





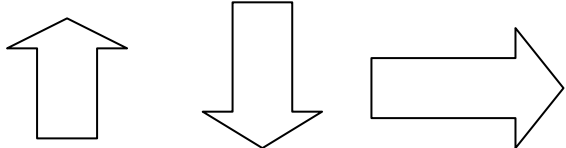
**Marks may be used on longer, more substantial pieces of work at the end of a term or half term but all grades/levels/marks should be used formatively to identify present and future progress.**

### **Marking at Sherburn High School**

**In order to ensure whole school consistency teachers employ a range of strategies:**

1. All staff across all key stages will use green ink for positive comments on work and purple ink for clear targets.
2. It is not an expectation that exercise books will be regularly marked. Instead, longer, more substantial pieces of work or portfolios will be **thoroughly** marked each half term. This work will be kept centrally by the teacher or curriculum leader and will form part of the regular departmental and whole school work scrutiny as well as opportunities for internal standardisation meetings and sharing best practice. On occasion there may be opportunities for students to take this work home to show parents.
3. Feedback should be prompt and positive – work should be returned to students with a two week window.
4. Teachers should identify no more than 2 or 3 areas for improvement. These targets should then be recorded by students and used as part of future Success Criteria.
5. Teachers should make suggestions as to how the improvements can be achieved.
6. Teachers should use structured peer assessment regularly against success criteria.
7. Feedback should be specific, prompt dialogue and reflective self assessment. Pupils may be invited to comment on the feedback.
8. Consistent marking codes are used by all teachers.
9. All teachers mark for literacy as well as content and this is part of the school's drive and commitment towards raising standards of literacy.

## Marking Codes

	<p>New paragraph required. This should be placed at the beginning of the sentence that should be a new paragraph.</p>
	<p>Spelling mistakes should be identified by circling the part of the word that is incorrect and placing sp above it. Students should be encouraged to check key spellings as part of the Success Criteria. Teachers should regularly ask students to highlight 7 spellings they have checked in their work. Where appropriate, teachers should provide the correct spelling in the margin for students.</p>
<p><b>READ</b></p>	<p>Draw a squiggly line under anything that does not read well or where word order is incorrect. A good idea is to write <b>READ</b> next to this to draw the student's attention to their mistake. This can also be used where there has been a grammatical error.</p>
	<p>Use symbols to identify the best aspects of the work and the areas that require the student to read through or redraft. Teachers may also highlight a student's strongest and weakest areas so that they can see immediately where they need to improve.</p>
	<p>Use when a word has been missed out. It's a good idea to insert the word above. This can also be used to encourage the student to use connectives rather than over using clauses.</p>
	<p>Double tick where an aspect of the Success Criteria has been achieved.</p>
	<p>Circle incorrect or missing punctuation. It's often a good idea to circle the first few mistakes, such as missing apostrophes, then ask the student to correct the work and highlight where they have done so.</p>
	<p>When working out or planning is missing.</p>
	<p>Arrows are used to indicate if the student is working above target, below target or on target.</p>

## **During Lessons**

There will be:

- Use of positive regular, personalised oral feedback that helps students to understand what to do next.

### **Students are expected to:**

- Keep books free of graffiti (both on the cover of books and inside). If students fail to keep their books graffiti free they will be expected to back them or pay for a replacement book.
- Bring a pen, pencil and a ruler to every lesson.
- Use blue or black pens for writing.
- Write the date and title in full.
- Underline the date and title with a ruler.
- Use a pencil for drawings, tables and diagrams.
- Write **Homework** next to the title for work completed outside of the classroom.
- Keep their books tidy with no correction fluid. Crossings out should be done by one neat line.

## **Out of hours learning**

We recognise the importance of Homework in consolidating and extending learning as well as providing opportunities for students to prepare for new learning and engage parental co-operation and support as well as creating channels for home school dialogue. Homework is set regularly in line with the department policy.

In order to ensure consistently high standards of homework,

### **Staff are expected to:**

- Set time aside during lessons for homework to be properly copied into planners.
- To initial students' planners to indicate that they have seen the homework copied down. This can be carried out by a teacher, teaching assistant or different students.
- The name of the subject should be at the beginning of each piece of homework set. This will aid tracking as part of our Quality Assurance process.
- Clear deadlines are provided for students.
- Where appropriate, indicate to parents how long the pupil should spend on this task.
- Teachers set a variety of activities which will be assessed in a range of ways.

- Teachers write down what kind of task is being set.

1. Research task
2. Discussion task
3. Proof reading task
4. Prior Reading
5. Revision task
6. Improving draft work
7. Final checking
8. Checking understanding
9. Generating ideas
10. Note taking
11. Task preparation
12. Extended reading
13. Interview task
14. Consolidate learning
15. New skills practice

They then provide details of the task. For example:

**English. Research and reading task – find a really good opening to a novel. Bring the opening to next lesson.**

**If students do not complete homework a text will be sent to parents informing them of this.**

#### **Students are expected to:**

- Listen to homework instructions in class.
- Write all homework in full in their planner including the subject it's for and the date it's due in.
- Complete homework to a high standard and hand it in on time.
- Write **Homework** as a title to clearly show that this work has been done outside of the lesson.
- To inform the class teacher if they are having any difficulties with the work before the deadline date.

#### **Parents can assist by:**

- Providing a quiet place for work to be completed.
- Negotiating when homework is to be done as we recognise that children's free time is also important.
- Checking sufficient time has been spent on a task.
- Checking presentation of all homework.
- Signing the School Planner every week
- Providing the school with any problems or issues that may prevent the completion of homework.

# Effective feedback

Teacher assessment

Peer assessment

Student self assessment

- Verbal Feedback
- Predominantly comment only marking
- Clear suggestions on how to improve through clear targets
- Marking that links to the Success Criteria for that task.

Verbal and written feedback between students based upon success criteria and learning objectives.

