

	St. Joseph's RC High School Ysgol Uwchradd Gatholig Joseff Sant
	Assessment (ARR) Policy

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This policy was updated on March 2025 by Mr T. Seghiri

Ratified by Governing Body November 2025

This policy will be reviewed in March 2027

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The school's Assessment Policy has been written with the following principles in mind:

- To ensure that Assessment of Learning and Assessment for Learning are consciously linked together in a meaningful way.
- To keep learning at the centre of the school's assessment policy, maintaining the spirit of assessment for learning principles throughout the school
- To keep pupils, parents/carers and teachers regularly informed about progress.
- To ensure efficiency in recording and retrieving data.
- To adhere to national and local statutory obligations for reporting on achievement.
- Data is only useful if it actually enhances the learning process.

AIMS

- To ensure that assessment raises standards directly as an integral part of each pupils' learning keeping Assessment for Learning principles at its centre.
- To ensure that assessment gives all pupils the opportunity to achieve their potential.
- To ensure effective use of formative (AfL) and summative (AoL) assessment to raise levels of pupils' achievement.
- To ensure that qualitative learning goals are motivating and specific to individuals and facilitate improvement.
- To provide useful accessible information about pupil progress for parents, teachers, governors, LEA, employers.
- To ensure that monitoring of progress is informed by effective pupil profiling.
- To ensure internal standardisation and moderation procedures (all subjects) across the school are consistent.
- To ensure arrangements for monitoring and evaluating both formative (AfL) and summative (AoL) assessment are in place.

KEY FEATURES OF ARR CALENDAR AT ST. JOSEPH'S RC HIGH SCHOOL

Progress Reports

Key Stage 3: Each pupil in Years 7, 8 and 9 will receive 3 separate progress updates for each subject where a -1, 0 and 1 system is used to indicate progress against a pupil's profile: '-1' indicates knowledge is emerging; '0' indicates knowledge is progressing as expected, '1' indicates knowledge is exceeding expectations. The progress updates will also include pupil's attitude to learning, home-learning and behaviour, rated on a scale of E=Excellent, G=Good, K=Key area for development and S=Significant concern. There will also be 'Now I can' & 'Next I can' statements which describe to pupils what they can do and what they should do next to progress further. Included with the second progress report will be a commentary from the Form Tutor commenting on key pastoral features impacting on school life and academic progress. Each of the 3 progress trackers will also be headed with a covering letter from the Head of Year detailing the progress of the year group and the key milestones and forthcoming dates.

Key Stage 4: Each pupil in Years 10 & 11 will receive 3 separate progress updates for each subject detailing GCSE/Vocational target grades, current end of Year 11 prediction grades, exam work and coursework all fine-graded on a 1-3 scale. For example, a C1 student has a secure C grade based on current evidence compared to a C3 student with a very insecure C grade and a real possibility of slipping to a D. Progress, attitude to learning and home-learning variables will be rated on a scale of E=Excellent, G=Good, K=Key area for development and S=Significant concern to link in with Key Stage 3 reporting. There will also be two subject specific skills targets with every progress report, which normally link directly to the next GCSE/Vocational achievement grade. Included with the second progress report will be a commentary from the Form Tutor commenting on key pastoral features impacting on school life and academic progress. Each of the 3 progress trackers will also be

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headed with a covering letter from the Head of Year detailing the progress of the year group and the key milestones and forthcoming dates.

Key Stage 5: Each pupil in Years 12 and 13 will receive 3 separate progress reports for each subject detailing A/S or A Level target grades, current attainment grades, progress, attitude to learning, coursework and home-learning. (Each variable will be rated on a scale of E=Excellent, G=Good, K=Key area for development and S=Significant concern.) The first progress report is usually the interim report providing a summary of attainment, whereas the second report includes detailed explanations from each subject teacher. The 3 progress reports will also be headed with a covering letter from the Head of Year detailing the progress of the year group and the key milestones and forthcoming dates.

Parents' Evenings

Each year group will have a minimum of one parents' evening each year. In Year 7 there will be an additional tutors' evening and in Year 9 and 11 Pathways evenings for Year 10 and VI Form.

Target Setting

Targets are set at the beginning of the year using all available data on individual pupils and these targets are reviewed regularly.

The following pages include the school's Assessment Policy and marking feedback policy, both of which were originally produced in conjunction with the Newport LEA ARR Group. Both documents are deliberately broad, concentrating on the common features of good AR&R practice and have been regularly updated and developed.

Progress Tracking

Departments have robust systems for tracking pupil progress. On the ARR calendar, time has been highlighted for the progress of pupils to be monitored and discussed at department level so that underachievement can be identified and tackled. This should also allow any good progress to be identified and students rewarded. All this information and any strategies undertaken is then shared, as necessary, with pupils, Heads of Year, senior leaders and parents/carers.

Assessment for Learning: A Definition

Assessment for Learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there.

It can be considered to be any assessment for which the first priority in its design and practice is to serve the purpose of promoting formative learning.

1. Fundamental Principles of ARR at St. Joseph's RC High School

Assessment, Recording and Reporting is a key part of the learning process in line with Assessment for Learning principles and should:

- be integral to the process of learning and teaching;
- provide a broad picture of a pupil's academic, social and personal progress;
- provide schools with information to evaluate work and set appropriate targets;
- enable teachers to plan more effectively;
- help parents/carers to be involved in their child's progress by giving clear targets to support parents/carers supporting the child;
- Maintain the **5 key principles for Assessment for Learning** as detailed below:
 - a. clarifying, understanding and sharing learning intentions (learning objectives and success criteria)
 - b. engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
 - c. providing feedback that moves learners forward.
 - d. activating students as learning resources for one another (peer assessment and collaborative learning).

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- e. activating students as owners of their own learning (self-assessment and independent learning).

2. From Principles to Process

Department Assessment Policies must be reviewed regularly, in line with school policy. As a part of this, departmental schemes of work must:

- Plan for progression throughout the key stages and contain clear learning objectives with all assessment opportunities clearly indicated.
- Incorporate Assessment for Learning strategies.

In identifying assessment opportunities teachers must:

- recognise the ranges of needs/abilities and learning styles within the class;
- take account of agreed priorities for what will be assessed in depth;
- recognise that not all learning needs to be assessed.

3. From Principles to Practice

Classroom assessment will be effective when teachers:

- are clear what pupils know, understand and can do in all areas of learning;
- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve;
- provide pupils with regular opportunities to reflect on and talk about their learning and progress against targets;
- use a range of Assessment for Learning tools and assessment methods confidently and appropriately e.g. observing pupils, asking questions, assessing pieces of work and administering tests;
- encourage other adults working in the classroom to contribute to the assessment process.

4. Providing Feedback to Pupils

Effective marking will:

- be consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school, including the school notation policy;
- provide feedback to include both oral and written feedback to pupils about their work promptly and regularly;
- focus the response on the learning objective and criteria for success, ensuring that pupils understand their achievements and know what they need to do next to close the gap between current and desired performance;
- be part of a wider process where pupils have opportunities to engage with and act on the feedback received.

5. Marking and Acknowledgement

- Each department, or subject area, will identify a number of pieces of work which must be marked with detailed formative comments, linked to level/grade characteristics, dependent on the pupil's key stage.
- Pupils must be made aware of the success criteria before undertaking the task.

6. Regularity of Assessment

In general, it is only at the end of the Key Stage that teachers are required to assess pupils' work against learning intentions or end of Key Stage descriptions. However, assessment against national standards takes place across the key stages at appropriate times throughout the year. These assessments are utilised for standardisation and moderation.

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7. Summative Assessment

Summative assessment will be effective when:

- It draws on the whole range of ongoing assessment information, records and evidence when making end of key stage teacher assessments.
- Teachers have a clear understanding of the learning intentions and how they are applied in making summative judgements in terms pupil progress.
- Teachers make judgements which are consistent with a shared understanding of standards developed amongst colleagues, utilising standardisation material.
- teachers recognise its importance in all areas of learning and give feedback to pupils on the outcomes of such assessment.
- Teachers use the information from assessments formatively and evaluatively to monitor progress towards targets.

8. Consistency in Teacher Assessment

Departments must ensure:

- Consistent application of agreed assessment criteria.
- Frequency moderation of the assessment of an appropriate range of pupils' work with other members of the department.
- Production of departmental portfolios/books to exemplify standards which will be discussed/moderated as follows:
 - a. School Departmental meetings and additional sessions on INSET days
 - b. Newport Secondary network meetings
 - c. Newport Key Stage2/3 cluster meeting
 - d. Newport Secondary ARR co-ordinator meetings
 - e. Wales End of Key Stage 3 – all subjects

Each core department as part of the Key Stage 2/3 cluster meetings will provide examples of pupils' books with a particular focus for each cluster meeting, to be agreed before the meeting itself. Each representative at the meeting should have a good understanding of the range of learning intentions under discussion. The agenda of these meetings can alter slightly according to specific assessment need at the time.

9. Recording and Evidence

Record-keeping and evidence is useful when teachers:

- keep records which are manageable in line with school/departmental policy;
- use professional judgement in deciding what needs to be recorded, what should be noted informally and which assessments should be used to plan next steps in learning;
- use records from previous teachers in planning work for the class and individual pupils;
- record pupils' significant progress and achievements on the basis of agreed criteria, such as learning intentions linked to the Curriculum;
- involve pupils in reviewing their own work and recording progress;
- keep evidence for clearly defined and useful purposes e.g.
 - a. departmental portfolio/learner profiles
 - b. to help pupils and their parents gain a better understanding of pupil progress
- use examples of pupils' work to help them to understand their strengths and weaknesses and how they can improve;
- draw on information from a range of activities and approaches, including day-to-day work as well as the results of tests or annual examinations;
- contribute to effective and meaningful reports to parents/carers so all can make use of them to help pupils meet targets for improvement.

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10. Reporting to Parents and Carers

The reports to parents and carers are successful when they:

- provide clear information, about each child's progress, outlining strengths and the areas for development, with some ideas of how to improve on these areas;
- set realistic targets in line with national standards;
- promote parental involvement in their children's learning and provide scope for dialogue with both pupils and parents and dialogue between pupils and parents;
- are sent to parents at times which allows appropriate action or discussion to take place;
- meet statutory requirements for reporting to parents.

11. Transition

Transition arrangements must:

- include curriculum liaison to ensure common understanding of assessment criteria;
- Ensure that there is agreement within and across schools about information to be passed on;
- Provide information which focuses on significant aspects of learning and identifies a pupil's strengths and areas for development.

12. Using Assessment Information to Monitor Progress towards Meeting Targets

Monitoring school improvement through assessment information is effective when:

- there are high expectations of all pupils;
- targets are set in relation to an analysis of each pupil's attainment;
- performance of different groups of pupils is identified – e.g. boys and girls, ethnic groups, additional language learners, pupils with special needs, more able pupils;
- performance of different teaching groups is identified;
- performance in different subjects is considered;
- benchmark information is utilised;
- any year on year trends are considered.

Using assessment information is effective when we:

- know how to respond to and act upon the information which emerges in terms of whole school management issues and classroom practice;
- use the information to inform curriculum planning and setting learning objectives;
- know how results compare with national and local expectations;
- produce action plans to achieve agreed improvements;
- ensure that the school development plan reflects findings;
- use the information to inform the target setting process.

EVALUATION

- There is a named person with overall responsibility for Assessment, Recording and Reporting procedure: Mr Timothy Seghiri.
- An annual calendar of reporting arrangements is produced.
- Procedures are in place to monitor and evaluate what is happening in all aspects of Assessment, Recording and Reporting, e.g. departmental reviews.
- Each department will produce an annual self-evaluation report which comments on the effectiveness of assessment practice which will form part of the overall review. This may also feature in the Departmental Improvement Plan.

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SECONDARY MARKING AND FEEDBACK

MISSION STATEMENT: We believe feedback and marking should provide constructive feedback to every student, focus on success and improvements needs against learning intentions; enabling students to become reflective learners and helping them to close the gap between current and desired performance.

PRINCIPLES

Marking and feedback should:

- be manageable for teachers;
- be accessible to both students and parents;
- relate to learning outcomes, which need to be shared with students;
- be seen by students as positive in improving their learning;
- be signposted within schemes of work to identify specific opportunities where Assessment for Learning can take place;
- give recognition and appropriate praise for achievement;
- give clear strategies for improvement;
- allow specific time for students to read, reflect and respond to marking;
- be based upon teacher's knowledge of the students' previous achievement;
- respond to individual learning needs;
- inform future planning and individual target setting;
- use the school notation policy;
- be seen by students as positive in improving their learning;
- encourage and teach students to self-assess and self-mark wherever possible.

QUALITY/FREQUENCY OF MARKING

- Not all pieces of work can be marked in the 'close the gap' style. Schemes of work will indicate whether work will simply be acknowledged or given detailed attention.
- Wherever the task is open or narrative, feedback should focus on the learning objective and skills practised, e.g. literacy skills. The comment should:
 - praise the student for the strengths of the piece,
 - state the improvement needed; and
 - give a prompt or activity for the student to complete to make that improvement happen.
- Time then needs to be given to students in lesson or as a homework activity to respond to the marking and complete the activity set.
- Some suggestions of prompts are given below. These prompts can be used for different abilities to ensure learning is moving forward:
 - a. **An open-ended prompt:** e.g. What was the thinking here? Why did she say that? What alternative explanation can you give? What was she feeling here? Can you suggest a different way of doing this?
 - b. **A scaffolded prompt:** e.g. the causes of the Second World War were:
The main reasons why the steelworks are placed on the coast are
Increasing the energy of particles causes greater energy, and so they move faster.
 - c. **An example prompt:** e.g. you could have written the dog was so excited his tail was wagging or the dog was so excited his tongue was hanging out. Give me an example of your own below. You could have written William won the battle because of better tactics, or William won the battle because he disrupted the Saxon Shield wall. Explain below what you think and why.

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SPELLING, PUNCTUATION AND GRAMMAR (SPG)

- Feedback about spelling, punctuation and grammar should be focused on patterns of mistakes being made by students or mistakes in words and phrases that are high frequency. Not every mistake should be highlighted.
- Students should only be given feedback about those things they have been asked to pay attention to. This means that some aspects of SPG are unmarked, but over time will be marked.

SELF-ASSESSMENT

- Students should self-evaluate wherever possible. Students can identify three successes and look for improvement points. The plenary can then focus on this process as a way of analysing their learning.
- Another strategy is to show two/three pieces of graded work with the same title and discuss their differences.

PEER-ASSESSMENT

Opportunities should be given for students to mark the work of others. These opportunities should be created by the teacher and the following points are important:

- The 'pairings' may need to vary.
- Clear and shared success criteria must be used so the feedback is not personal but focused on the success criteria.
- The importance of respecting the work of others is highlighted.

Useful strategies might be to give students post-it notes on which to note feedback, particularly where handwriting/presentation is an issue.

SHARED MARKING

- To make the marking practice a piece of work from a student in another class can be used to teach particular points.
- Another strategy is to show two/three pieces of graded work with the same title and discuss their differences.

DISTANCE MARKING

- School notation policy needs to be used in all written feedback.
- When work has been distance marked, time should be given for students to read and then make focused improvements based on the improvements suggested. In order for the marking to be considered formative, the information must be used and acted on by the students.

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EXTENDED WRITING

The policy was reviewed in March 2015 in conjunction with all departments of St. Joseph's RC High School.

What's the Error?	Symbol used	More information
You have made a mistake with your presentation.	Your presentation error will be circled.	• Date is in words or numbers on the right. • Classwork/Homework is on the left. • Title/learning objective is in the middle. • A ruler is used for underlining. • Ink is used for writing. • Pencil is used for diagrams/drawings/labels. • Writing spans from margin to end of line.
You have spelt a word incorrectly.	Sp	• The incorrect section of the word will be circled. • Sometimes your teacher/peer-marker will write the correct spelling in the margin; other times you will be asked to do this.
You have missed out punctuation or made an error with your punctuation.	P	• Your teacher/peer-marker will circle your error and indicate what the error is in the margin.
Your writing is poorly expressed. Your meaning could be unclear.	Exp	• Your teacher/peer-marker will underline the sentence/phrase that is poorly expressed and may write corrections in the margin. Your teacher/peer-marker may ask you to rewrite the sentence/phrase yourself.
You need a new paragraph.	NP//	• You should have started a new paragraph. • Remember: TipTop = change of time, person, topic or place equals change of paragraph.

Comments and targets: Your teacher/peer marker will write one positive comment and one target on your piece of writing. The comments and targets will be related to the success criteria for the task. The comment will be indicated with a star, the target with an arrow.

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HOMEWORK

All students should be encouraged to realise that homework, work undertaken outside of lesson time, is a vital part of the learning process.

The reasons for setting homework's are:

1. Over the five years of secondary schooling regular homework can be the equivalent of up to an additional year of schooling.
2. To enable pupils to develop independent learning skills that will be invaluable at examination time and for lifelong learning.
3. To enable pupils to carry out individual research.
4. To enable pupils to practise and extend the skills and knowledge gained during class.
5. To test pupils' understanding of what they have learned.
6. To prepare for future lessons.

Parents need to be involved in their child's schooling and homework provides a valuable opportunity for this to happen. It also enables parents to monitor their child's progress on a daily basis. Teaching staff are aware of the need to provide pupils with clear feedback on their homework. Consistent marking of work and insistence on its completion and clear records are necessary if pupil progress is to be acknowledged. Due regard is paid to the need for differentiated tasks where appropriate.

The use of Student Planners for recording homework is encouraged throughout the whole school. Various opportunities exist for pupils to do homework outside normal school hours through subject clinics and homework clubs. **The school library is open from 8.30 am to 8.50 am each morning for students.**

Pupils should know that the minimum they are normally expected to spend on homework is as follows:

Year 7 1 hour per evening (may vary according to homework timetable)

Year 8 and 9 1½ hours per evening

Year 10 and 11 2 hours per evening

At KS5, 'A' level students should spend 3-5 hours per subject per week, GCSE re-sit subjects 2 hours per week, new GCSE subjects should require 2 hours per week and vocational courses will need varying amounts depending on the nature of assignments.

NON-COMPLETION OF HOMEWORK GUIDELINES

Stage 1 – Pupil fails to hand in homework

If no valid reason the subject teacher may choose to:

- a. give pupil an extra day to complete;
- b. arrange to help pupil complete work at break or lunchtime;
- c. contact parents, either by phone or in writing (phone can be more effective because it is immediate) and ask for their support.

Stage 2: If the Stage 1 strategies have not worked the subject teacher should look for support within the department. This may include sanctions such as interview with the Head of Department but it should be emphasised that these strategies should support the authority of the individual teacher.

Stage 3: If still no response then Head of Year should be consulted to see if this is a pattern of behaviour with the pupil. It may be that the Head of Year can support subject staff through parent partnership.

Remember: It is the individual subject teacher's prime responsibility to ensure homework is completed and recorded according to departmental practice. **At each stage, any issue or action undertaken must be noted on SIMS.**

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EXAMPLES OF FORMATIVE COMMENTS

- ☆
→ Da iawn, Marie. You understand the key ideas and explain your opinions clearly.
Use more subject specific vocabulary. Rewrite your answer to Question 4 using the following terms: socialisation, stereotype, norms.
- ☆
→ Your ideas are entertaining, Daniel, and you select adjectives well.
Use full stops consistently. Redraft the section marked ** adding in the full stops.
- ☆
→ Sam, you are using the key words discussed in class which is really important.
Check spellings of key words. Use each of your spelling corrections in a sentence below.
- ☆
→ Simon, you have followed the plan well and covered all the main points. Arddechog!
Paragraph your response consistently. Using a red pen, write NP where you think the new paragraphs should go - use the plan in your book to tell you what information is needed in each paragraph.
- ☆
→ Your story is very entertaining and is written in clear sentences, John.
Paragraph your story consistently – use the following phrases to help you begin a new paragraph – At first,..... Later on that day, ...After that had happened, Looking back on it now, ... Go back and add these phrases into your writing.
- ☆
→ Jan, you have answered the question, expressing yourself clearly. Da iawn.
Now, include examples to prove your point. Below, give one example you could use to prove your points for each of Questions 2 & 3.
- ☆
→ Arddechog! Stephen, you understand this topic well.
Make sure you make five points for a five-mark question. List the 5 points in 5 bullet points below.
- ☆
→ I love the way you have used colour here, Stephanie. Bendigedig!
Your work needs definition. Try using a fine black marker around the outline.
- ☆
→ Bart, you have drawn the diagrams clearly and to scale. Well done.
Label all your diagrams with a key word/phrase. Look at your plan for the five phrases needed to label Diagram 3 and add them in now.
- ☆
→ You have explained your definition clearly, Aisha.
Include your opinion in your answer. You could have said that the article presents a balanced viewpoint **or** that the article was biased and therefore not worth using. Which would you use next time and why? Explain below.