



Assessment Policy (Secondary)

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Good Practice

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Introduction

The school is named after Cardinal Nicholas Wiseman who became the first Cardinal upon the re-establishment of the Catholic hierarchy in England and Wales in 1850. His coat of arms is displayed on every student's blazer. The motto is 'All things for Christ' therefore faith is at the heart of everything we do, as well as recognising that we are all made in the image of God.

1. Feedback at Cardinal Wiseman

There are several types of feedback that teachers can use. Marking and feedback is the responsibility of the class teacher however our aim is to maximise the responsibility of our students to check, correct and re-draft their work:

- **Recap Knowledge activities every lesson**
- **Knowledge tests**
- **Whole-class feedback**
- **Exams formative assessment**
- **Verbal feedback**
- **Peer and self.**

2. Key Principles

1. All students will know their school target grade. This should be displayed in the front of their book/folder. This could be percentage progress for Key Stage 3 or a numerical GCSE target.
2. Recap activities built into the start of each lesson to reinforce and test knowledge thus providing immediate feedback.
3. Fortnightly knowledge quizzes written by subjects will test knowledge and will provide instant scores that will then be recorded. Method of recording to be decided by the department. PiXL, spreadsheets or paper based records.
4. Summative assessments for Key Stages 4 and 5 will take place as calendared and will be marked using examination mark schemes and criteria for GCSE/A Level. Departments will moderate assessed work for quality assurance and standardisation.
5. Key Stage 3 assessments will have an emphasis on knowledge and will equate to a % mark to indicate progress.
6. Fortnightly knowledge quizzes tests written by subjects will test knowledge and will provide instant scores that will then be recorded.
7. Summative assessments for Key Stage 3 will occur minimum of three times per academic year in the form of cumulative knowledge based assessments. The results of these summative tests will inform both setting for pupils and subsequent teaching.
8. Extended writing pieces should additional be awarded SPAG grades for literacy performance.
9. Classwork will be monitored regularly by Heads of Faculty and SLT in accordance with the QA calendar.
10. Class teachers for KS4 should follow the PiXL strategy of 4:2 Using two lessons for testing, diagnosis and therapy.
11. Students will be given appropriate time in lessons to improve upon feedback in green pen. Students are expected to act upon the feedback received so that misconceptions and misunderstandings and errors can be addressed and corrected. Students must complete a 'Student Response' in green pen, which can take a number of forms depending upon the subject and nature of the assessment. For example, students could make the improvements in green on the body of work. Alternatively, they could redraft or make improvements to a certain section of their work and write it under 'Student Response'. Teachers will monitor that students have responded adequately to their feedback.
12. Good work and effort will be rewarded in a variety of ways from positive points, praise postcards or phone calls home etc.

3. Monitoring

It is the professional responsibility of classroom teachers to ensure that students receive feedback on a regular basis and keep clear and appropriate records. The quality of marking and feedback will be monitored by Line Managers in accordance with calendared QA. This may involve looking at books-through learning walks or Student Voice. The generalised outcomes of work scrutinies will be shared with subject areas and individuals and may inform part of the appraisal process. Assessment data will be used to identify underachievers and intervention strategies should be led in departments.

All staff must utilise SIMS Data Sheets for their classes. These records should show the results, assessment tasks and the resulting interventions for each student. These form the basis for reporting attainment and progress to parents and line managers. Teachers should also use this information to inform lesson planning.

4. Homework

KS3 Students

In Years 7, 8 and 9 Knowledge Booklets will promote depth of knowledge in all subject areas. Tasks should be directed by the class teacher and completed at home. These tasks will have an emphasis on a student's ability to recall essential curriculum knowledge. It is the expectation that on a weekly basis, pupils will learn key words from their knowledge booklets at home and with the support of their parents/guardians. It is the expectation that this knowledge will be tested every lesson by a short summative assessment or recap activity.

Homework tasks will vary throughout the year and may include projects, presentations as well as opportunities for extended writing. It is the responsibility of the class teacher and Heads of Department to monitor the quality and frequency of homework. Staff will record homework via Google Classroom, students can additionally record homework in their school planners.

Key Stages 4 and 5

Homework for years 10 and 11 will be set to encourage independent study as well as the recall and application of knowledge. KS4 Revision subject specific revision guides will be distributed to students. PiXL Apps and GCSEPOD are also available for students to use to help with revision. Tasks should be completed at home and teachers will monitor these during lessons. SIMS rewards will be used. Key Stage 5 homework will follow this system also.

Extension homework is optional. Pupils can access a range of homework tasks via the school website that link to the topics and skills taught in each subject. The tab to access this homework is titled **Parents and Pupils**. Knowledge Booklets are also available here and students will receive a hard copy also.

5. Monitoring and Review

The Board of Directors delegate the implementation of this policy to the Academy Committee. This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

Tips for reducing workload and increasing the impact of marking by enhancing student engagement with written formative feedback.

Instead of...	The teacher...	The student...
Extensive written homework	Will set short, focused, formative assessments based on knowledge recap related to the knowledge booklets	Will know on a week - to week basis that they are expected to learn ALL of their knowledge booklet. Parents will therefore ALWAYS have a point of reference in the knowledge booklet and how to support and test their own child.
writing annotations in the body of a piece of work and giving an overall comment	only writes annotations in the body of the work	writes an overall review highlighting WWW/Ebi
writing annotations in the body of a piece of work and giving an overall comment	only writes an overall WWW/Ebi comment	annotates areas of their work to show WWW and areas for improvement (Ebi)
writing extensive comments	only gives one WWW and one Ebi	works to show improvements on the one issue identified
writing well done you have... next to good aspects of the work	puts a double tick next to the best parts of the work	adds a reason for the double ticks
marking every question in detail	only marks highlighted questions in detail. There is no expectation that all class notes will be marked. Check your department policy and mark tasks where your marking will have an impact	marks/ peer marks the work before it is submitted, highlighting the two areas where they would like most help
writing the same explanation on every piece of work when the same mistake is made by many students	goes over the question in class	writes their own correct answer
writing out a full solution when a student gets a question wrong	writes a hint or the next step	completes the correction
correcting work when a student makes a small mistake	writes? (unclear or muddled work)	the student makes their own corrections
marking only extended pieces of work	reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in poor work!
giving back work and moving straight on	gives students time to write a comment and act on the Ebi feedback given.	students read and engage with the Ebi before beginning the improvement task or completing more work.

Developing a consistent and effective for SPAG marking in Extended pieces of writing only:

- We should use only abbreviations that students understand.
- For clarity and simplicity, we should use only the symbols below:

✓	for good or correct work
?	for unclear or muddled work
X	for a factually incorrect answer
sp	for a spelling error and the error underlined/highlighted in pink
gr	for a grammatical error and the error underlined/highlighted in pink
p	for a punctuation error and a circle in the place where the punctuation is missing or underlined/highlighted in pink if incorrect usage
//	for a new paragraph
^	for something missed out (with a comment in the margin to explain).

If we wish to say anything else we should use words.