

BROADOAK ASSESSMENT POLICY

Version and Date		Action/Notes
1.0	Sept 2017	
2.0	Sept 2018	Version 2
3.0	Sept 2019	Reviewed and updated

Policy Reviewed:	September 2018
Policy Review Frequency:	Annually
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Signature of Chair or Vice Chair of Local Governing Body:  Val Thorpe 11/19/2019 22:54 GMT Standard Ti	

Vision

At Broadoak School we seek excellence for all our pupils, within the context of a caring and mutually supportive partnership between governors, staff, pupils and parents. We recognise that while regular assessment must take place - the form and regularity by which this assessment takes place will vary between departments and subject areas. We have therefore allowed Heads of Department the freedom to write their own Feedback Agreements, whilst still agreeing some non-negotiable areas that must be the same across the school.

Aim

The purpose of this policy is to ensure that:

- Pupils receive regular feedback
- Work is summary marked in a way that allows pupils to respond to targets that are set by staff
- Pupils are given feedback and an indication of what grade they are working at (where this is possible to do so)
- Pupils are set regular homework
- Literacy is marked in accordance with the school literacy policy

Practice

To realise the school's vision, assessment will follow the practice below:

- All departments will have an individual Feedback Agreement which provides detail on the stages of assessment: in class, formative, summative, frequency

- Heads of Department provide detail of classwork, formative, summative, homework, frequency and location
- **Frequency will include:** how often Improvement Plans and MAD time will be completed (Make a Difference time – pupil dialogue); the agreed number of pieces of summative graded work per unit, how many pieces of homework per unit and the use of literacy marking.
- **Expectation will include:** how lessons challenge, motivate and inspire progress in pupils; evidence of formative and summative assessment and use of; strengths and targets will be evident; work that reveals a combination of self and peer assessment and pupil dialogue; teacher assessment will feature literacy marking that pupils will MAD time and use of the half-termly literacy foci and homework will be set.
- **Evidence will include;** where the work is found and what this evidence will look like.

All staff are expected to adhere to their individual Feedback Agreements and Improvement Plans once these have been agreed with the Assistant Headteacher for Teaching, Learning & Curriculum.

Homework

At KS3 homework is expected to be set on a weekly basis in core subjects (30 minutes per week). Humanities, Spanish and DT, ICT, Music and Performing Arts homework is set bi-weekly on rotation (30 minutes completion time each) whilst Art, PSHCEE and RE are set a half-termly project (60-120 minutes completion time). At KS4 all core and option subjects set 45-60 minutes homework per week and Humanities including Spanish set a further 45 minutes per week. Option subjects set 30-45 minutes per week as a minimum but options that have a practical element may demand additional homework time where necessary.

The pupils are central to our pursuit of quality and meaningful assessment, which is reflected by:

- Pupils reading and responding to comments made by staff on their work through Improvement Plans
- Providing a response which consolidates or extends their learning in class through dialogue
- Correcting literacy where directed to
- Recording their homework in their planners, along with the due date, and completing this to the expected high standard

Improving the Quality of Teaching and Learning (IQTL)

There is a rigorous process of IQTL which is based on a commitment to ensure that all teachers are given the opportunity to develop and share best practice. The annual academic calendar is designed to ensure that teaching and support staff engage in a cycle of constant monitoring, review and support where it is required. All Heads of Department are involved in the IQTL cycle to ensure that staff are adhering to the Feedback Agreements and to monitor the effectiveness of Teaching and Learning within their own departments. .

Roles and Responsibilities

The **Headteacher** will ensure that:

- Assessment is readily available and actively promoted
- The policy and its procedures are followed

The **Assistant Headteacher for Teaching, Learning & Curriculum** will ensure that:

- Practice in school supports the vision and procedures outlined in the policy
- Appropriate training is undertaken in order to support staff in carrying out their teaching responsibilities
- The IQTL process and drop ins are carried out with a full report produced for staff informing of the findings and the action points raised
- Monitoring and assessment of the impact of this policy takes place

All staff will ensure that:

- They have read the policy and understand their responsibilities
- They promote the core values outlined by the policy
- They adhere to their departmental Feedback Agreements