

Broadoak Assessment Policy

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 assessment 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 Curriculum Managers the freedom to write their own departmental strategies, whilst still sticking to some non-negotiable areas that must be the same across the school.

Aim

The purpose of this policy is to ensure that:

- Pupil work is marked regularly
- Work is 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 regularly 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 marking strategy which provides detail on the stages of assessment; in class, formative, summative, pupil response, extension and literacy.
- Heads of department provide detail of frequency, expectation and evidence for each of these six stages:
- **Frequency;** what will each lesson include and how often, agreed number of pieces of marked classwork per unit, agreed number of pieces of marked work per unit, how often will MAD time take place per unit, how many pieces of homework per unit and how often will literacy be marked.
- **Expectation;** how will lessons challenge/ motivate/inspire/progress pupils, will formative and summative assessment feature stickers, strengths and targets, self and peer assessment and grades, what will MAD time look like, how will homework be set and what will literacy marking look like.
- **Evidence;** how will evidence be collected of assessment and what will this evidence look like.

All staff are expected to adhere to their individual departmental assessment policies once these have been agreed with the Assistant Principal for Teaching, Learning & Curriculum.

Homework

Homework is still expected to be set on a weekly basis in all departments. If homework takes the form of a half-termly project then this must be split into weekly, manageable tasks for pupils. All homework must be recorded clearly on Learning Plans stating details of the homework to be set that week, Learning Plans are to be made available to staff on Google Drive and to parents on Moodle.

At KS3 English, Maths and Science set one hour of homework a week each, Humanities & MFL also an hour a week, all other subjects 30 minutes.

At KS4 all Core and Option subjects set one hour a week each.

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
- Providing a response which can consolidate or extend their learning in class
- Correcting literacy where directed to
- Recording their homework in their planners, along with the due date, and completing this to the expected 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 Curriculum Managers are expected to carry out termly internal IQTL checks to ensure that staff are adhering to the agreed marking strategies.

Roles and Responsibilities

The **Headteacher** will ensure that:

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

The **Assistant Principal 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
- Termly work scrutinies 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 marking strategies.