

ASSESSMENT POLICY

INTRODUCTION

This is intended as a guidance document with teachers being the target audience.

The section on assessment in the Teachers' Standards originally published in July 2011, and updated in June 2021, underpins this policy. This section is shown below.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

At MHSG, we aim to use assessment to:

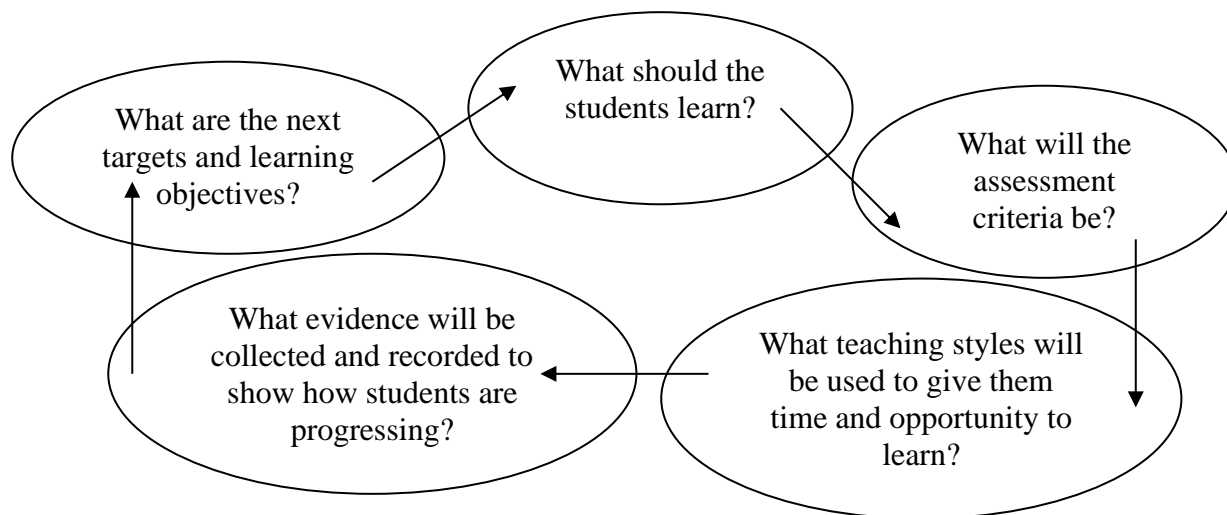
- raise standards of attainment and improve student attitudes and response
- enable the active involvement of students in their own learning by providing effective feedback and feed forward which closes the gap between present performance and future standards required
- promote student self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator and build on secure teacher knowledge of the diverse linguistic and cultural background of students
- enable the teacher to adjust teaching to take account of assessment information and to focus on how students learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track student performance and, in particular, identify those students at risk of underachievement
- provide information which can be used by both teachers and managers as they plan for individual students and cohorts and parents or carers to understand their child's strengths, weaknesses and progress
- provide information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards.

We aim to use assessment both formatively, assessment **for** learning and summatively, assessment **of** learning, to evaluate students' progress and to inform the future planning of both teaching and learning as part of the process of continuous student and school improvement.

PRINCIPLES

A continuous cycle of assessment is integrated fully into the teaching and learning processes of the school, at every level.

Assessment is fully integrated into departmental schemes of work which clearly indicate assessment opportunities within the programme detailing the tasks and assessment techniques to be used.



Learning objectives and assessment criteria will be shared with students when work is set.

- Each department has an assessment policy which includes the grades/marks used at each key stage, how the assessment criteria are shared with students and how students are given feedback.

Students' work will be assessed against the learning objectives and agreed assessment criteria at an individual student level in order to identify how well they have learned, and the results of this analysis will be used to inform future learning objectives.

- The results of assessment and all the information it provides is used by each subject teacher to set work which is appropriately matched to each student's abilities.
- Every department has a clear approach to differentiation in order to achieve this.
- At the individual student level, short-term goals are set by teachers from one piece of work to the next, ensuring that students know clearly how to make progress in their work.

An appropriate range of forms of assessment will be employed to take account of a variety of teaching and learning styles

- Different assessment tasks highlight different aspects of a student's attainment. A wide range of evidence of attainment is used to give a comprehensive profile.
- To achieve this, departments aim to employ a variety of forms of assessment – practical, oral, written (descriptive, expressive, analytical, reflective), tasks of different length and focus, individual and group work and a range of assessment techniques, which could be detailed or a broad analysis, of day to day class work and homework, observation, practical activities, discussion, written work, tests, pupil self evaluation and peer assessment.

Students' work will be marked in a way which affirms what they know and can do, (thereby motivating and encouraging students), diagnoses weaknesses and identifies positive steps to remedy them.

- Feedback to students about their work will be provided promptly and regularly, including both oral and written feedback where appropriate. However, marking must be manageable with some pieces marked in depth and others checked and ticked for satisfactory completion.
- Specific suggestions for further improvement will be made. Teachers should ensure that pupils understand these and have time to reflect on comments during lessons.

- All subjects should contribute to the development of the basic skills of spelling, grammar and punctuation.

Students will be actively involved in monitoring their own performance and progress, and using target setting whenever appropriate to assist this.

- All students are taught and encouraged to use their planner systematically to keep themselves organised. Form tutors are asked to carefully monitor planners so that they can be used as an important link between student, subject teacher, form tutor and parents.
- Subject teachers should regularly provide students with opportunities to reflect and talk about their learning and progress and to make meaningful self-assessments at appropriate points in the course
- Students should have regular opportunities to discuss progress and personal development with their form tutor to raise their aspirations

Prior achievement data in the form of Entrance Examination test results, CEM data (MidYIS/Yellis/Alis), and standardised internal examination scores, is available electronically and used to:

- Place students within teaching groups or group them within a class from the start of the year and plan work at an appropriate level of difficulty for each student from the start of the year
- Give a profile of the range of ability within a group
- Identify exceptionally bright pupils
- Identify students who may struggle with our academic curriculum, have special educational needs, or those learning English as an additional language, early in their school career.

The results of key assessments such as GCSE and A-level will be analysed in relation to national benchmark data in order to inform future departmental and school planning and target setting.

- All public examination results are analysed and monitored both at cohort and individual level and are compared with national data. There is an annual review of public examination results; Heads of Department discuss results with the Head Mistress.
- CEM data is used to give a measure of added-value.
- External examination data analysis at paper level from the Boards and CEM value added data is used by Heads of Department to identify relative weaknesses within the subject and least effective aspects of teaching by analysing performance of classes, both for cohorts of students and individuals, to inform curriculum planning for the next academic year.
- Details of school performance are published for parents and governors. Departments' development plans include targets arising from their review of examination results.

We endeavour to ensure consistency of practice and standards within departments - and where possible between departments – through establishing common criteria and by monitoring and moderating assessments.

- Heads of Department are responsible for monitoring the progress of all students in their subjects, and for ensuring that there is consistency in the approach to assessment and in assessment standards within their departmental team.
- The use of common assessment tasks at key points in the year and/or moderated assessments helps to ensure this. Every department has procedures for moderating assessments and for monitoring the standards of these assessments throughout the year.
- Departmental work scrutiny is undertaken several times each year. This is likely to take the form of scrutiny of a different year's exercise books, files etc during each half term.

Detailed records of student achievement are kept and used to inform future planning.

- Individual teachers must keep a detailed mark book to record class work, homework, tests and examination results in line with a defined departmental system.
- Heads of Department are expected to establish recording systems which enable the department to compare assessment data, establish a shared understanding of assessment criteria/standards and make use of records from previous teachers/years.

- All colleagues are required to pass on certain assessment data electronically to enable further detailed analysis and comparison across year groups.

The results of assessment and judgements about progress made by students are regularly fed back to students, to parents, within and across departments, to Form Teachers and to Heads of Year.

- Form Tutors and Heads of Year use progress reviews to gain an overview of the performance of individual students. Students identified as having real difficulties with revision or with the general standard of academic work are given support through mentoring, action plans, and use of clinics.
- Parents need to know whether appropriate progress is being made, any major strengths or weaknesses, how their daughter is doing in relation to the rest of the cohort and what they can do to improve their daughter's attainment. Such information is given to parents formally via reports and more informally at parents' consultation evenings.

Opportunities and funding for professional development and training are provided for all colleagues to enable them to be aware of current assessment issues and good practice. Administrative colleagues will be used to improve the efficiency, where possible, of assessment procedures and new colleagues will be made aware of its principles during induction.

Jennie Hodson

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Reviewed and approved by the Governor Academic Development Committee February 2025.

Non-Examination Assessments

Introduction

This policy is an appendix to the School's Assessment Policy. It has been prepared using the guidelines suggested by the JCQ and covers non-examination assessments including controlled assessment and coursework at GCE and GCSE level.

Risks and issues	Possible remedial action		Staff responsible
	I Forward planning	I.1 <i>Action</i>	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Dep Head (T and L) HODS
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	Dep Head (T and L) HODS
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct assessment	Use more than one classroom or multiple sittings where necessary	Class teacher to inform HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Class teacher to inform HOD

Risks and issues	Possible remedial action		Staff responsible
	2 Forward planning	2.1 Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HOD
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	HOD Exams officers assign rights
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOD
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOD
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of assessment are limited	HOD to check external exam dates with exams officers

Risks and issues	Possible remedial action		Staff
	3 Forward planning	3.1 Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOD
Supervision			
Student study diary/plan not provided or completed (if applicable)	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HOD
Teaching staff do not understand supervision of assessment is their responsibility	Ensure teaching staff understand nature of assessments and their role in supervision		HOD
Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any assessment where a teacher is not supervising, in line with the awarding body specification.		All assessments to be supervised by teacher or member of same department

Risks and issues	Possible remedial action		Staff responsible
	4 Forward planning	4.1 Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HOD
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOD
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HOD
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOD to report lack of provision to Dep Head (T and L)

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Risks and issues	Possible remedial action		Staff responsible
	5 Forward planning	5.1 Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HOD
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	Exams officers to inform HOD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOD
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOD

Risks and issues	Possible remedial action		Staff responsible
	6 Forward planning	6.1 Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOD
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HOD
Centre does not follow the correct procedure for allowing candidates to appeal against the mark awarded.	Ensure teachers and candidates are aware of and understand the appeal process.	Consult awarding body specification for appropriate procedure	Dep Head (T and L)

Reviews of marking of centre assessed marks (appeal process) for GCE and GCSE non-examination assessments, including controlled assessment and coursework

Manchester High School for Girls is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. MHSG is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. The School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. The School will inform candidates that they may request copies of materials† to assist them in considering whether to request a review of the centre's marking of the assessment.
3. The School will, having received a request for copies of materials, promptly make them available to the candidate.
4. The School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing by the candidate to the Deputy Head (Teaching and Learning) and must be countersigned by a parent or guardian.
6. The School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. The School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.‡
8. The School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

†These materials could include a copy of their marked work, the relevant specification and associated subject-specific documents.

‡This may be a third party, provided that they meet the conditions defined above.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of MHSG and is not covered by this procedure.

Information for candidates from JCQ on Non-examination assessments (NEAs) can be found here: https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-NE_Assessments_2023_FINAL.pdf