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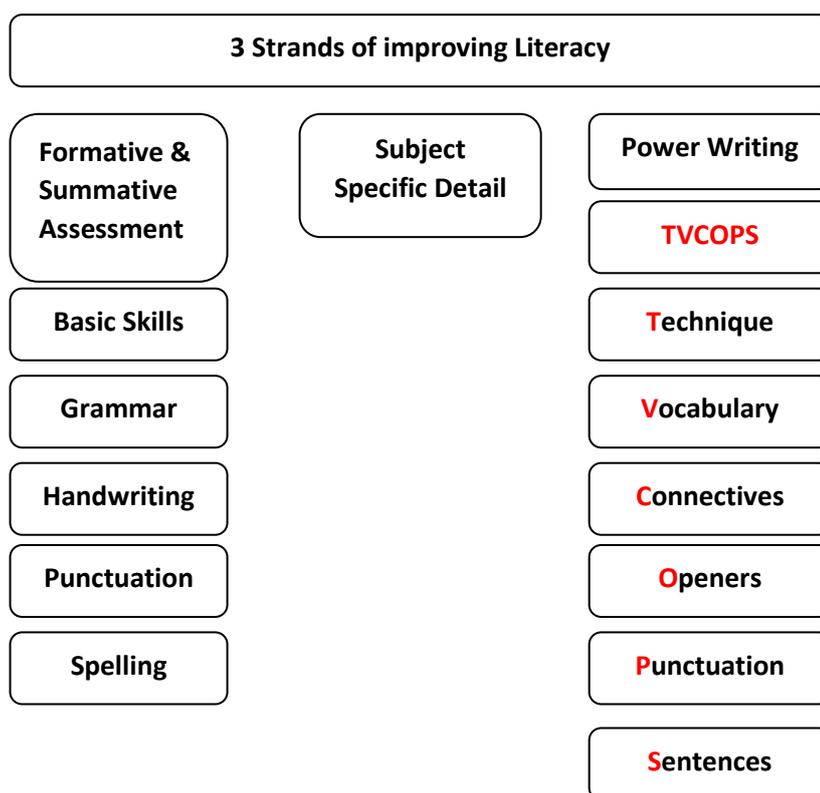W: www.delacyacademy.org.uk

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Assessment Information – KS4

The main function of the policy is to increase attainment and improve the quality and consistency of literacy skills across the curriculum. Most effective policies do not rely solely on one strategy, a silver bullet; they incorporate a range of different techniques that can be applied in different measure in different situations at different times to achieve the desired outcome. **It is important to incorporate flexibility and professional judgement into the policy**.

Rationale

- Results will only continue to improve if as a school we can **improve students' ability to express their knowledge in writing**
- Improved standards of literacy will enable **all subject areas to raise their achievement and standards**
- **Shared responsibility** for literacy is the key to success
- **Literacy is now a key area for inspections and is part of most subjects' exam syllabuses**

3 Strands of improving Literacy		
Formative & Summative Assessment	**Subject Specific Detail**	**Power Writing**
Basic Skills		**TVCOPS**
Grammar		**Technique**
Handwriting		**Vocabulary**
Punctuation		**Connectives**
Spelling		**Openers**
		Punctuation
		Sentences

This policy is concerned with two of the three strands identified above as subject detail is specific to each individual subject, whereas the other two strands are generic to all subjects:

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1. **Power Writing**
2. **Assessment**

Power writing is a framework to improve attainment in the classroom that can be incorporated into your everyday teaching. It is based on the development of the writing skills hierarchy.

Increasing Difficulty

Formal Academic Writing Style

Analyse

Evaluate

Explain

Describe

The Writing Skills Hierarchy

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It focuses on the use of the following targets that all subjects can incorporate in language work when students are writing. These are:

Targets

T – Technique (style and organisation)

V - Vocabulary

C - Connectives

O - Openers

P - Punctuation

S - Sentences

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The most effective method for incorporating this technique into your daily teaching is to have either a large laminated poster with the four generic headings on there, or a chart on your IWB presentation, covering the four main areas, like so….

Vocabulary	Connectives	Openers	Punctuation

An example of how to use the four generic headings poster is given below when making a fruit salad…….

Vocabulary	Connectives	Openers	Punctuation
Wash	First	Mixing	.
Chop	Next	Carefully	,
Peel	After that	Stirring	:
Slice	Secondly	Adding	()
Dissolve	Finally	Using	
Dice			

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The following poster should be displayed prominently in classrooms and should be referred to when pupils are asked to write at length. Pupils will become familiar with each area of writing across all subjects – therefore raising attainment and the quality of writing.

Technique/organisation of writing will be specific to the task/assessment you are teaching at the time and you will always expect a variety of sentence structures in every piece of writing (simple, compound and complex) – therefore they are not included in the chart above.

Literacy across the curriculum

T	TECHNIQUE
V	VOCABULARY
C	CONNECTIVES
O	OPENERS
P	PUNCTUATION
S	SENTENCES

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Writing Model

Whenever you ask pupils to write in your subject areas, follow the model below, to encourage independence and good quality writing.

MODEL

TRY

APPLY

SECURE

Model for pupils first. How can you ask pupils to write a report if they don't know what a report **a)** looks like or **b)** what the language sounds like? Remember, a report will mean different things to pupils in English than those in Science.

Allow pupils to **Try** by themselves. This is where they perhaps have a go at using a style or a feature modelled – not necessarily linked to the task – just to have a go, make mistakes and to assess if your modelling has worked! (AfL).

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In the **Apply** phase – pupils begin to construct their piece using the model and their AfL experience in the **Try** phase to produce their written piece. This is where you use **Formative Assessment** to guide pupils and to allow them to develop their work.

The **Secure** phase is the completed version or in some cases the second or best draft. This is where **Summative Assessment** would be used to level/grade the work.

There is a copy of 'No Mistake', a basic grammar testing program, on the Student Read folder on the school network. Look under Student Read – English – No Mistake. Also, all KS3 English textbooks are now on the school system. There are IWB starter activities in these books for Y7, 8 & 9. Feel free to incorporate literacy starters into your lessons – especially before any extended writing tasks. In addition, a Literacy Across the Curriculum CD ROM full of functional grammar etc. can be found on staff read.

Formative and Summative Assessment policy

Assessment; Literacy is improved and developed through a co-ordinated approach, consistently reinforcing the correct use of literacy.

- **Formative Assessment & Literacy**
- **Summative Assessment & Literacy**
- **Literacy**

Formative Assessment is the continual marking and feedback of students' work which gives the students guidance on where, what and how to improve the quality of their work. This is evidenced in books through comments made in the AfL boxes.

Summative Assessment is the marking and ascribing of a grade, level, number or other quality standard to a piece of work giving the students a clear indication of their level of performance at that time. This is evidenced in books through comments made in the AfL boxes and on the progress page inside the front cover of the exercise book.

Pupil feedback is where pupils complete a DIRT box to show what they have done well and to inform the teacher where they feel they need more help next time. These are evidenced in books through DIRT/reflection boxes.

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Literacy is the correct use of spelling, words and grammar to form sentences and produce written work that is within the accepted standards for written English.

<u>**Overview**</u>

Formative assessment and summative assessment provide the students with valuable feedback of their current performance and for their improvement. The feedback of both these types of assessment is usually subject based and is focused on how to improve knowledge, skills and understanding within the subject.

The school is continually in the process of improving and developing literacy skills. A more directed, focused and co-ordinated approach to the improvement of literacy will support student learning more effectively and have a significant impact on all subjects across the school.

There are a number of key factors that need to be developed, included and implemented to achieve this:

- **A constant grammar focus** – Common areas of weakness that will affect students' grades. The English faculty will provide examples to support faculties
- **A common literacy marking policy** – all abbreviations used by teaching staff are universal and understood by all teaching staff and students
- **Spelling** – a consistent approach to the correction of spelling
- **Differentiation** – There is a differentiated approach for the students and different levels of guidance and support for students in different routes
- **Independent learning** – The development of literacy is guided and students take responsibility for their own development and improvement of literacy

The following areas need constant addressing in written work

- Full stops & Capital letters
- Writing in sentences
- Paragraphing
- Homophones
- Tense agreement
- Apostrophes

Spelling- It is envisaged that most spelling would be corrected as appropriate for the route a pupil is following. Encourage independence by highlighting the first error, but not the same error later on in a piece of writing.

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Common Marking Policy – Set abbreviations for corrections that are universally understood by all teachers, support staff, students and parents are:
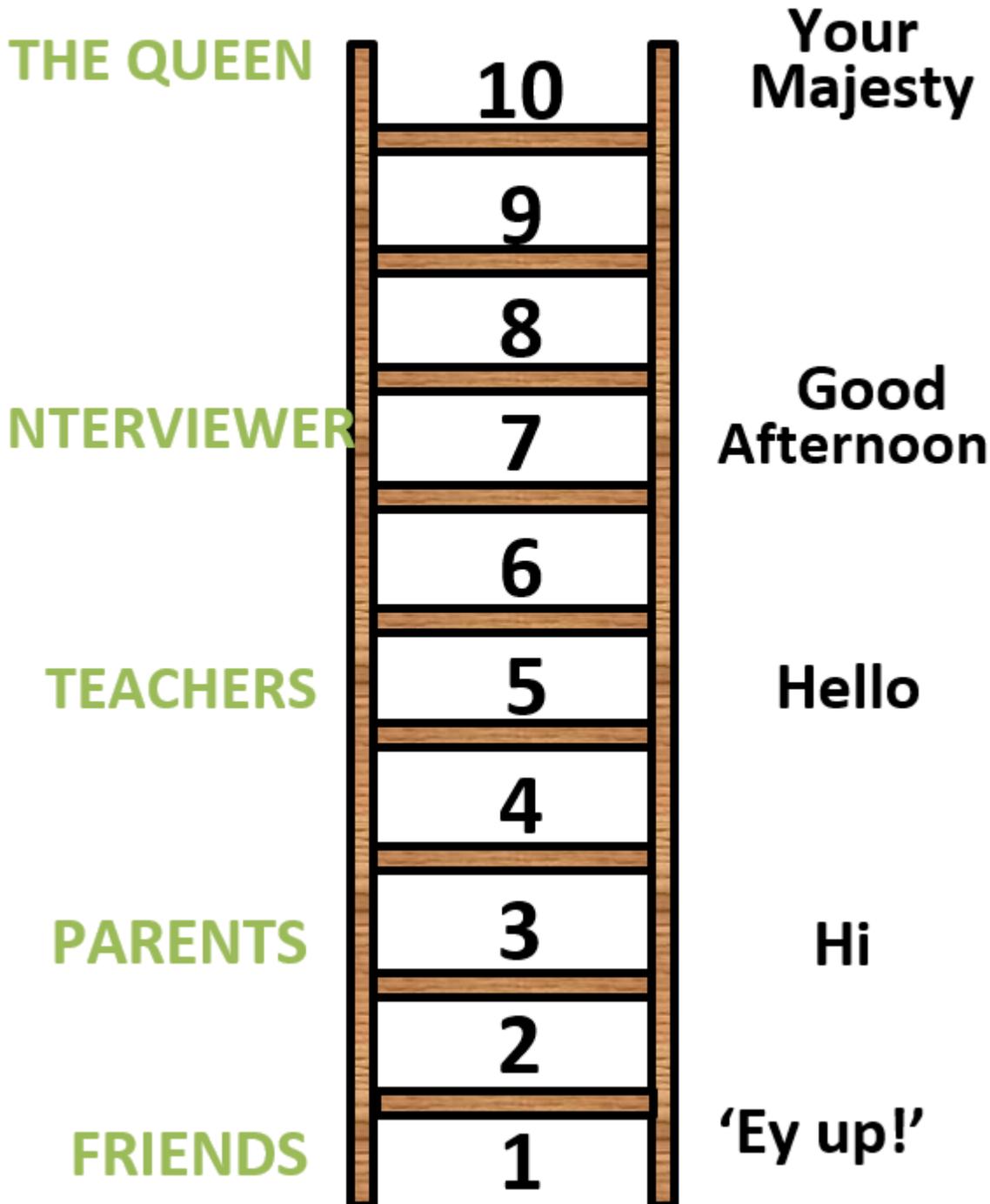
- **sp** – Spelling – to indicate a spelling mistake (including a missing capital)
- **np//** - New paragraph – to indicate a new paragraph should be used
- **p** – Punctuation – to indicate a full stop, comma, apostrophe etc should be used
- **ww** – to indicate the wrong word has been used
- **C** – Capital letter
- **See below for full range (poster on display in every classroom)**

Literacy across the curriculum

✔	*Well done. A valid point made.*
x	*Sorry – this is incorrect.*
^	*A word left out, or where you need to add more.*
sp	*A spelling error. Check a dictionary.*
p	*Punctuation is either wrong or missing.*
ww	*Wrong word used.*
np//	*New paragraph needed.*
?	*This is confusing.*
C	*Missing or wrong use of capital.*

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Literacy across the curriculum
Ladder of Formality

THE QUEEN	10	**Your Majesty**
	9	
	8	
NTERVIEWER	7	**Good Afternoon**
	6	
TEACHERS	5	**Hello**
	4	
PARENTS	3	**Hi**
	2	
FRIENDS	1	**'Ey up!'**

Version 1.0

Oracy:

To develop students' oracy skills, the academy has developed the ladder of formality seen above. Where students need to talk at length or present in a formal situation – the ladder can be used to guide the quality of the spoken language expected by the teacher. This is especially useful in an area where there is a strong local dialect. The ladder is there to promote the use of Standard English when needed as well as showing that dialect is acceptable for daily usage.

The outcome: A more coherent and structured approach to the development and improvement of literacy addressing the key areas of improved quality and consistency.

The school's assessment cycle differs in each Key Stage. It is anticipated that faculties will provide summative assessments for each pupil according to the calendar and that the literacy policy will be implemented throughout all lessons where writing occurs. Data will then be placed on Doddle, SIMS and SISRA and monitored for progress. Improving literacy, in many cases, will enable pupils to progress to a higher level. Literacy across the curriculum should become an intervention strategy in departments.

To ensure that Summative Assessment is accurate, faculties need to standardise their marking before each data entry point. This is essential as all intervention is based on the data inputted on the school system. If this is flawed, then so will the intervention be.

Heads of faculties should know:

- When formative and summative assessment happens?
- If so, what is the quality and consistency?
- How do you know?
- What are the standards of literacy in your faculty?
- Does your faculty support the whole school initiative to improve student literacy?
- How do you know?

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Standards of Pupils' work

This is crucial in demonstrating all of the above! We can only measure the success of this policy by the quality of pupils' work!

Books need to be tidy with covers that are not vandalised. The main purpose of an exercise book is to **show progression** – even if you have folders of best work – the exercise book is proof of the work covered in daily lessons.

Go back to basics and ensure all pupils write a title and a date. Books have been adapted to enable this to happen. Even if you end up not writing much or anything at all, you can still have a five-minute plenary where pupils sum up what they've learnt/skills. This would show on observer if the learning outcome was achieved. The reflection box in the exercise book is a good place to do this.

Agreed Lesson Outcomes need to be linked to assessment wherever possible – "Learn how to make a fruit salad" is not good enough. What purpose does this fulfil in the curriculum? What assessment strand does it link to? Be specific about what skills pupils are learning and why they are learning them.

An example from English would be: Instead of "Learn the plot of a story and how to answer questions on it" – you would have....

"Learn to retrieve information from a text – (Reading Assessment Focus 2)"

This is explicit about the skills pupils will learn and ties in with our skills for assessment. Here, pupils can tell you what skill they are developing (information retrieval) and why they're doing it (to develop their reading).

The following page is a guide to pupils that is displayed in classrooms about the quality and presentation of book work.

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Literacy across the curriculum

Book Guide for Students

- *Keep your book neat and tidy at all times – take pride in your work displayed within it.*

- *Do not graffiti the covers and doodle on pages inside.*

- *Is there an assessment sticker on the front of your book?*

- *Is it completed and up to date?*

- *Date your work and put a title on new work. Underline it!*

- *Don't leave pages and only write on the right! Use all available pages.*

- *Show peer and self assessment in green pen.*

- *If you peer assess, make a note in the back of whose work you've marked.*

- *Remember, your book shows your understanding and progress. Take care of it.*

Whole school marking policy

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Vocabulary for framing learning objectives and expected learning outcomes

Increasing demand →

Draw	State	Record	Recognise	Identify
Sort	Describe	Select	Present	Locate information from text
Decide	Discuss	Define	Classify	Explain how
Devise	Calculate	Interpret	Construct	Clarify
Plan	Predict	Conclude	Solve	Determine the key points **from…**
Formulate	Explain why	Use the **pattern to…**	Reorganise	Explain the differences **between…**
Link/make connections **between…**	Use the idea **of … to …**	Use a model of **… to …**	Provide evidence for	Evaluate the evidence for

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We would expect to see a series of notes in books, leading to a final assessment – covering formative assessment and literacy along the way. Standards for presentation and literacy are important. All books have these printed on the inside front cover.

The formative and summative QA process will allow heads of faculties to analyse, review and evaluate the different areas in their faculties, including Teaching and Learning, Work Scrutiny, Assessment, Homework etc. Literacy and Assessment are key to improving standards across all areas – with literacy as a driving force to attain quality.

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Literacy across the curriculum

Differentiated marking approaches

Spelling: Most spelling to be either identified or corrected – especially common/basic areas. Key words within subject areas must also be spelt correctly.

More Able students: Spelling and Grammar indicated in the margin utilising common marking policy. Students identify and correct the mistake themselves.

Other students: Spelling and Grammar indicated in the margin utilising common marking policy. The teacher would circle the mistake and use the relevant code for indicating the type of mistake. The student would make the correction themselves.

SEND: Spelling and Grammar indicated in the margin utilising common marking policy. The teacher would circle the mistake and insert the correction for the student to know and understand the correct grammar and spelling. Over time, repeated errors should be corrected less to encourage some independence.

Post Marking: Planned reflection time and opportunity to internalise feedback. Use blue bubble and box sheets. The blue DIRT sheet if for improvement of work – enabling pupils to demonstrate progress or mastery of a skill highlighted by the teacher's marking.

The three pages that follow are an appendix to give examples of the custom made exercise books we are using across the academy. All books have boxes allowing feedback to be made on what went well, what to develop/challenge, what can be done independently and DIRT for reflection.

In terms of basics, all pages are numbered and 'date' has been written on each page, allowing students to show the amount of work completed and progress over time.

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Name:	
Class:	
Subject:	
Teacher:	

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Standards Expected

Your book is
a record of your learning and progress. It must demonstrate the
positive and proud way in which you approach learning.

- Keep your book neat and tidy.
- Any writing (including labels) should be done in black or blue pen.
- Drawings, diagrams and graphs should be drawn in pencil.
- Straight lines must be drawn with a ruler.
- Write in the date and give all new work a title. Underline it.
- Check there is an assessment sticker on the front of your book.
- Show peer and self assessment in green pen.
- Read and respond to the comments your teacher makes using the DIRT boxes. Remember that a green bubble and box shows how to improve, and a yellow shows your grade or level.
- Do not waste space. Do not graffiti or doodle on or in your book.
- Remember, your book shows your understanding and progress. Take care of it.

Whole School marking Policy

✓	Well Done. A valid point made.	P	Punctuation is either wrong or missing.
✗	Sorry-this is incorrect.	WW	Wrong word used.
∧	word left out, or where you need to add more.	np //	New paragraph needed.
sp	A spelling error. Check a dictionary.	C	Capital letter.

- Use capital letters for names of people and places, and for the pronoun 'I'
- Make sure you check your spellings, especially the use of homophones: your/you're, there/their/they're
- Use a range of punctuation correctly – full stops, commas, exclamation marks, question marks, colons, semi colons

- Use apostrophes correctly for showing possession: John's book, and for contractions: cannot-can't
- Check that each sentence makes sense and vary the length and openings of sentences
- Use a range of connectives to structure your writing and organise it into paragraphs
- Use subject specific vocabulary and spell it correctly

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📅 Progress

Progress	
Extended Progress	

What went well	Even better if/challenge	How to extend my learning independently?	DIRT: Reflect on what you've learnt / make corrections below / key words:
✓☐ Teacher☐ Self☐ Peer☐	✓☐ Teacher☐ Self☐ Peer☐		

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Learning Cycle