



**Wac Arts**  
College

## **Assessment and Marking Policy 16-17**

<b>Policy created</b>	May 2015
<b>Approved by Governors</b>	January 2016
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## Overview

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

## Introduction

Assessment involves identifying individual student's strengths and weaknesses in order to develop strategies to help them progress.

Wac Arts College recognises that assessment is an integral and essential part of the process of teaching and learning.

Assessment can provide opportunities for progress to be made, contribute to the gathering of data or information, provide a basis for judgements, inform recording and reporting and assist communication between relevant agencies.

The assessment process:

- Informs planning for teaching and learning.
- Enables pupils to understand how it is that progress is being made in their learning.
- Provides feedback to pupils, evaluates strengths and weaknesses and aids motivation.
- Provides opportunities for self-assessment and target setting.
- Provides feedback to parents and encourages parental involvement in their child's learning.
- Provides a check on the effectiveness of teaching strategies used and the overall evaluation of the curriculum.
- Assessment needs to be valid, unbiased and the findings reliable.
- Contributes to good pupil/tutor-teacher relationships.
- Provides information about pupils' attainments within Wac Arts College and contributes towards appropriate grouping arrangements.
- Provides accurate, purposeful and readily available information to all relevant internal and external agencies.
- Meets the requirements of all relevant legislation.
- Provides pupils with equal opportunities to achieve and demonstrate their full potential.

## Baseline Assessments

A baseline assessment in literacy, numeracy and cognitive abilities will be carried out on each pupil referred to Wac Arts College and we make full use of the following:

- **Wac Arts College Referral Form/Learning Agreement**  
This form is the initial source of information on new referrals to Wac Arts College. The form includes all relevant student details, as well as a brief academic and behaviour record and a referrer's statement giving reasons for referral to Wac Arts College.
- **Use of School Records**  
As part of Wac Arts College's referral procedure, we ask for copies of any Individual Learning Plans, Reports, and Behaviour records to be forwarded from the student's previous school; unfortunately these are seldom provided.
- **Initial Interview**  
The newly referred student, as well as their parent/carer, will be invited to attend an interview at Wac Arts College. External agencies, e.g. a key worker, may also be invited where appropriate.
- **Standardised Tests for Literacy, Numeracy and Cognitive Ability**  
We use the GL Assessment New Group Reading Test to assess students' literacy. This test provides a comprehensive overview of reading and comprehension ability whilst identifying areas where they may be experiencing difficulties to better inform target-setting. The assessment is an ideal tool for monitoring progress over time and facilitates the evaluation of teaching methods. The test produces standard age scores, age equivalent scores and National Curriculum Levels for reading.
- **Maths Test to Assess Numeracy**
- **CAT4** identifies strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. *CAT4* is unique in the way it can 'unlock potential' – that is, identify a pupil with high level ability who may have been overlooked or who is in danger of underachieving. A new Spatial Ability test has been developed building on the latest research which confirms the importance of assessing pupils' spatial ability in order to develop and support spatial skills which are so important across the curriculum and the basis for success in STEM subjects and careers. Results from *CAT4* can help in intervention, monitoring progress and setting targets for future attainment at KS2, KS3, GCSE, AS/A Level, Scottish Standard Grade and Intermediate 1 and 2.

# The Code of Practice on the Identification and Assessment of Special Educational Needs

Many of the pupils referred to Wac Arts College are recorded on the SEN Register at Stage 3 or above and therefore:

- have Individual Education Plans drawn up by the Tutor, Parent/Carer and any relevant professional agencies
- have short term social targets
- have short term targets for Maths and English
- all targets are monitored
- all pupils have a minimum of a termly review meeting

More information on Wac Arts College's commitment to the Code of Practice is detailed in the Special Educational Needs Policy.

## Forms of Accreditation

We are a registered GCSE, A-Level and BTEC Examination Centre.

We are a registered City & Guilds Centre.

We are also a registered OCN Centre.

## Continuous Assessment

### Subject Specific Progress Monitoring

Teachers record progress in each subject on a half termly cycle within Bromcom. These assessments are based on class work and activities relating to specific aspects of the various syllabi we follow. Pupils are graded using the new GCSE number grade system of 1-9 against subject specific assessment objectives.

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> </div> <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li> <li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li> <li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li> </ul> </div> </div>									
A*		A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE									

## **Literacy and Numeracy Testing**

All pupils at Wac Arts College are tested when they start college. We use a written test known as WAM. If necessary we use GL Assessment New Group Reading Test scale to assess student literacy and Alfie Online Maths test to assess numeracy.

## **GCSE Predicted Grades**

All pupils following GCSE programmes of study are given GCSE predicted grades every half term. This data is recorded in Bromcom and monitored to ensure pupils are achieving to the best of their ability.

## **Boxall Profile**

We use the Boxall Profile to assess and develop our students' SEBD development. Not only does this provide us with a detailed examination of a particular young person's emotional literacy, it also provides us with the opportunity to try and unblock the barriers to learning that almost all of our students have developed. Like the academic tests, each student is assessed by staff once a term and in conjunction with the academic information generated, the Boxall profile provides us with a very detailed profile of an individual's academic and emotional needs. It is of course the relationship between these two areas of development that we concentrate on, as academic growth is often impaired without first exploring the wider needs of our students.

## **Tutorial/Pupil Progress Meetings**

Every half term each pupil receives a one-to-one meeting to discuss their progress and review and update their ILP.

## **Pupil/Parent Review Days**

In line with their termly reporting cycle we hold a review day providing space and time to celebrate success and plan for further progress with the pupils and their parents/carers. These meetings are pupil-led and provide an opportunity for the student to reflect on their progress and set meaningful targets.

## **Sharing**

At the end of each term we schedule a sharing of performances to celebrate achievements and showcase the students' work.

## **Reports**

All students receive a termly report that details their progress in the creative and core curricula and provides a detailed explanation of their progress in SEBD. All students are given SMART targets to encourage and track progress academically, socially and emotionally.

# Subject Specific Assessments

Within each curriculum area there is on-going teacher assessment and opportunities for pupil self-assessment:

## Aesthetic and Creative

- Art
- Dance
- Digital Arts
- Drama
- Film
- Music
- Vocals

## Linguistic

- **English**

All written work is marked on completion either with a comment or mark to provide feedback. We use the Edexcel GCSE English assessment criteria to assess work. Pupil's knowledge of the topic covered is assessed through their class work. Further assessment is provided by mock exams and in the half termly continuous assessment cycle.

## Mathematical

- **Maths**

In Maths we use the AQA GCSE Maths assessment criteria to assess work at KS4. Formative comments are recorded on a specific assessment focus in order to inform planning. Pupil's knowledge of the topic covered is assessed through their class work. Further assessment is provided by mock exams and in the half termly continuous assessment cycle.

## Scientific

- **Science**

We are currently developing our Science curriculum.

## Technological

- **ICT**

Assessment in ICT occurs as part of the CiDA and OCN courses that we deliver. We use the assessment criteria of both these courses to monitor and track progress in this subject area.

## **Human and Social**

- **Humanities**

In Humanities assessment occurs as part of the GCSE course that we deliver. We use the assessment criteria from the OCR GCSE syllabus to monitor and track progress in this subject area. Pupil's knowledge of the topic covered is assessed through their class work. Further assessment is provided by mock exams and in the half termly continuous assessment cycle.

- **Media Studies**

In Media Studies assessment occurs as part of the GCSE course that we deliver. We use the assessment criteria from the WJEC GCSE syllabus to monitor and track progress in this subject area. Pupil's knowledge of the topic covered is assessed through their class work. Further assessment is provided by mock exams and in the half termly continuous assessment cycle.

## **Display**

Teachers in all subject areas value the work produced by the pupils and encourage its display throughout the Centre. Displays are linked to the work carried out in the different curriculum areas and efforts are made to make these part of the assessment process.



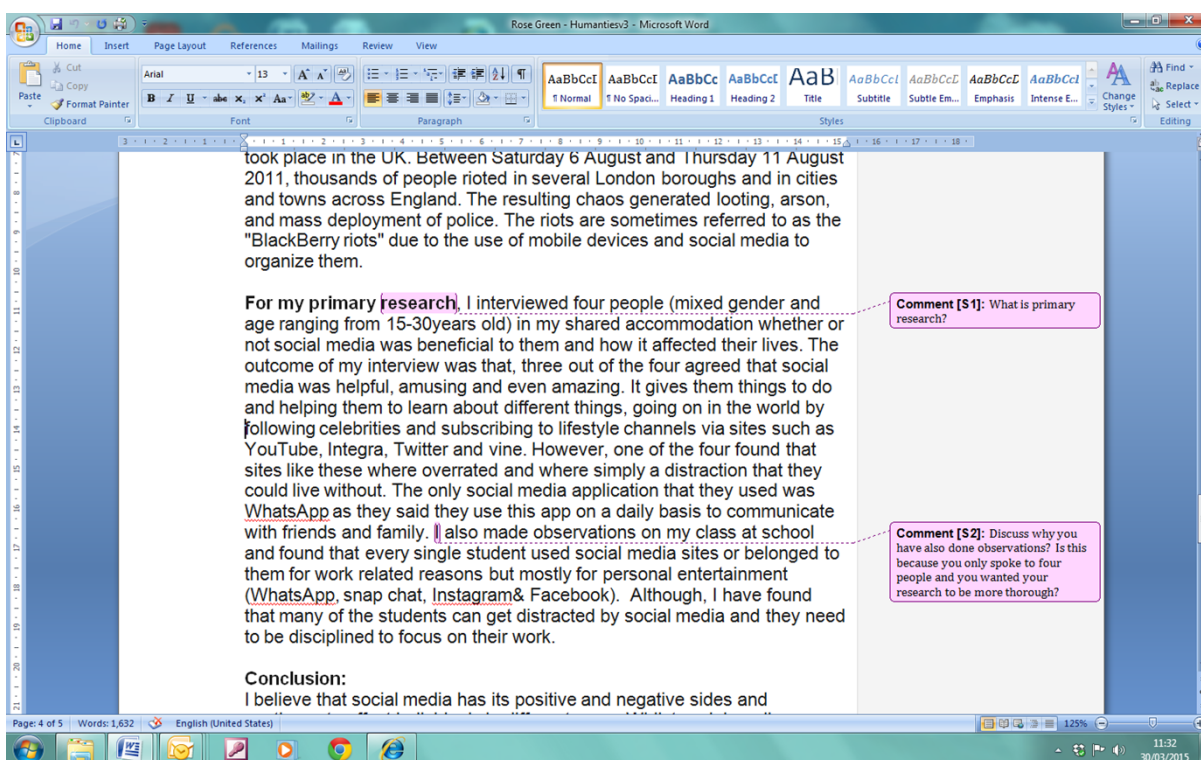
# Marking Wac Arts College Student Work

At Wac Arts College we deliver a variety of accreditations and qualifications; OCN, Arts Award, GCSE and BTEC qualifications. We need to be marking students regularly in order for them to know about their progress and attainment. We also can know how students are coping with the work load and the learning criteria.

Students work should be marked at least every 3 weeks – (twice a half term). Co-ordinators need to oversee this process once a half term to ensure that all students are on track, producing evidence and that tutors are successfully delivering the criteria. This would be done according to the subject/art form that you are delivering – logbooks, imagery, website, song writing and editing etc.

This can be done one of two ways;

1. Via Google Docs or 'Review' tab on Mac or PC – track changes and comments. This way the students can see clearly your markings and as they address each point, the boxes disappear. (Please check that you can access Google Docs to mark and upload work)



2. RAG marking system = Red, Amber, Green marking system. If work is hand written, or not digital, you can start marking in a red pen. The students can then use a green pen or 'bold' to add their additional comments or changes. This way the tutor, the student and the assessor can see the development of the assignment or project.
3. All Post 16 students are required to keep a logbook for their BTEC. This is to show reflection and understanding of learning objectives. This will be set up digitally for 2015/16. All Pre 16s will be given a diary for their reflection and personal development (via a blog online or Earwig).

4. All work will then be standardised with the teaching staff every term to ensure that the marking is fair and consistent. Each term, students should be completing a unit or module towards their overall qualification. Student's tutorials, ILPs and continuous assessment should be updated. In the tutorial students should be made aware of their progression to date.

This will be reviewed annually.