Creative Media Department
Assessment Policy

Policy Aims
To develop the outstanding use of assessment to support learning so that:
- Teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains

  (*OFSTED School Inspection Handbook April 2013*)

Assessment Guidelines
Good assessment occurs when it is:
- Clearly related to the lesson objectives, learning outcomes and/or success criteria
- Reinforced by opportunities to reflect upon and address the feedback given
- Meaningful to the individual student
- Used to inform planning
- Positive and constructive, with appropriate praise given
- Supported by examples of best practice
- Used to facilitate dialogue between teachers and students
- Used to reshape tasks and inform focused intervention and support

Assessment Arrangements
Formative assessment – this is the most frequently used type of assessment. Formative assessment uses evidence about learning to adapt teaching and learning to meet student needs. The formative assessment techniques fully embedded within the Creative Media department are:
- During the plenary students complete an activity that will inform the teachers planning for the next session. Students are asked questions which they must answer such as:
    o Mini whiteboards
    o Post its
    o Student being the teacher – summarising the lesson
    o Class vote
    o No hands up
    o Competitions in pairs or split the class into two
    o Teach me, Tell me
    o Good examples
    o The line up
    o String me along
    o Pick a corner
    o Pause Pose Pounce Bounce
    o Keyword King
    o Level sheets
    o Student Experts

- Competitions
- Report Cards
- Class Votes
- Post its confidence wall

- During the plenary or starter sessions, students may use the following techniques:
  - Use class resources
  - Longer time
  - Help Boards
  - Wonder Wall
  - Use computer resources
  - Find out the answer for an independent learning task
  - Looking for Links – paper chain
  - Mable boards
  - Similarities and differences – music, images and text
  - Acronyms – animals linked to keywords
  - Lollypop sticks

Other assessment techniques:
- In the Real World: students are asked to demonstrate their understanding by explaining how what they have learned could help them in the real world or any other subject
- Focused Marking: work is marked against 1 or 2 specific criteria so that feedback can be more focused and detailed
- Fix it Five: Given 5 minutes to correct teachers or peers assessment
- Aim Higher: students are helped to improve as they are given time to compare their work to an example at the next level - displays
- Carousels: students send their work around to others in the group and receive constructive feedback for improvement – peer assessment
- Group Critique: Group assess a students work against levelled criteria

Formative Use of Summative Tests
  - Students are given a selection of different answers to a particular question and are asked them to rank them so they develop a sense of what the examiner requires
  - The Fix it 5 strategy
  - Students are asked to RAG the questions and time is provided for them to get help
  - Students are paired up, they swap their papers and give feedback to each other
  - Students are put into groups to prepare for tests using a list of topics/skills that will be examined
  - Group feedback using the whiteboard to display work
  - Plenary Pals
  - Secret Spy

- Beach ball to add questions and answer in the session
- Twitter
- Mini whiteboards

Verbal feedback – when a student is given verbal feedback during a lesson, the work is stamped and students annotate it explaining what feedback they were given and how they will use it to improve their work. The verbal feedback may come from their teacher, a teaching assistant or another student. The verbal feedback stamp may also be used when a piece of work is marked outside of lesson time to indicate to a student that they need to seek out assistance with a particular part of their work. When this happens, time is provided when the work is returned to the students for them to provide each other with feedback and make improvements to their work.

Periodic assessment – this assessment is done on a body of work which is representative of how students have performed for a sustained period of time and across several assessment objectives. In KS3, periodic assessments consist of:

Progress Tracking
Within our subject areas we also use Blue Sticker Assessment and Verbal Feedback progress sheets

Summative assessment
The body of work is assessed towards the end of each term to award a teacher assessed National Curriculum level (including sub-level). Teacher assessed levels are awarded in progress trackers (Appendix 1) during the final 2 weeks of each term and used to derive end of KS4 predictions.

Literacy marking – when written work is looked at, a yellow highlighter is used to flag up literacy errors which students then go back and address. The highlighting may be done by their teacher, a teaching assistant or another student and may take place during lesson time or when a piece of work is marked outside of lesson time.

Departmental Standardisation & Sharing Best Practice
Department progress meetings – these are to ensure the accurate and consistent application of the assessment policy across the Creative Media department. Two hours per term is allocated for departments to achieve consistency, share best practice and coordinate intervention strategies.

The following activities take place during department progress meetings:
1. Standardisation of assessment decisions
2. Sharing of the outcomes of Group Progress Profiles

Assessment Routines
The Creative Media department undertakes each of the following assessment activities per term:
- Ongoing use of formative assessment techniques and verbal feedback during lessons
- 1 periodic assessment
- 2 progress meetings
- 1 national curriculum level (including sub-levels) awarded
- 1 end of KS4 prediction awarded
- 1 effort grade awarded