



Pupil Assessment Procedures

Policy Owner **Sandeep Athwal**

| Full Name | Position | Signature | Date | Review Cycle |
|----------------|----------|---|------------|--------------|
| Sandeep Athwal | Director |  | 01.01.2024 | Annual |



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Introduction

This document has been written to be a concise reflection of practice within the School of Coding (AEP).

It will be continually updated.

School of Coding AEP Ethos

To build confidence in working especially with computers, a familiarity with how students function on many levels, and a comfort with what students may be able to achieve in the future.

We aim to:

- Not get disheartened by challenges.
- Enjoy setbacks and learn from them.
- Smart searching.
- Be self-competitive and independent.
- Will have been prepared for life after school.

To be prepared for life after school by accepting challenges and rising better than yesterday.

Students having completed the courses provided by School of Coding AEP should:

- Feel valued by the department.
- Achieve high marks when examined.
- Demonstrate reasoned and balanced arguments in the discussion of topical issues.
- Have cultivated a lifelong interest in technological developments.
- Fostered an enjoyment and curiosity of all subjects that goes beyond the constraints of an examination syllabus.
- Be able to work in a team and communicate effectively their ideas.



Teachers working in the department should:

- Enjoy working in the department and feel like a valued member of staff.
- Feel that any observation by another member of staff is worthwhile and beneficial.
- Be open to new ideas about teaching and to constructive criticism to help develop their skills as a teacher.
- Feel supported by the Director of Education and Quality
- To act in a professional manner at all times.

Role of the teacher

All teachers should be aware of current advice and expectations, as set by the Director of Education and Quality.

Essentially, the academic side of the job comes down to the following:

- **Preparation:** use the resources available, share and collaborate, ask for help if you need it.
- **Delivery:** be exciting, be adventurous, set high standards.
- **Feedback:** mark work thoroughly, report honestly and specifically.
- **Relationships:** invest in positive relationships with our students, and colleagues.

Resources

Every resource we use should be reachable through the OneDrive.

Shared Practice

We have an open-door policy, teachers are free to regularly pop in and out of each other's lessons in order to embed a **culture of informal observation**.

Likewise, all teachers are encouraged to ask questions of each other and to seek help where needed.



Teaching standards

Formal observations or teaching reviews, will be looking for evidence that we are meeting the School of Coding **AEP teaching standards**.

A teacher must:

1. Set high expectations which inspire, motivate and challenge students.
2. Promote good progress and outcomes by students.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all students; evidence of awareness of learners' individual areas of need and ability (SEN, EAL)
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.



Our regular grading will **not compare you with anyone else**. It will reflect progress in **your learning** relative to **your skills**.



The ISI guidelines

Educational Quality Inspections read as follows, and are descriptors that we will naturally aspire to:

| ISI Inspection Framework Criteria | | |
|-----------------------------------|---|---|
| A2 | Knowledge, skills and understanding | the development of their knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education) |
| A3 | Communication | the development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning |
| A4 | Numeracy | the development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning |
| A5 | ICT | the development of their competence in information and communication technology and its application to other areas of learning |
| A6 | Study Skills | the development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise |
| A8 | Attitudes | their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning |
| P1 | Self-understanding | their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives |
| P5 | Social development and collaboration | pupils are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals |
| P7 | Respecting diversity and cultural understanding | pupils respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions |



Assessment, Recording and Reporting

Students' work is regularly assessed, and a continuous record is kept in teachers' mark books on Excel Sheets accessible through OneDrive. Assessments will include formative feedback which allows all students to succeed and so develops a growth mind-set. Assessments undertaken will also incorporate periodic summative assessment to support on-going formative feedback.

Assessment will form the basis to develop the culture of raising levels of attainment.

Reports are in written termly and consultation takes place at the ad hoc parents' meetings. The School of Coding AEP is always pleased to discuss the progress of individual students with their parents at any time during the school year.

Marking

All written homework, tests and examinations are marked as soon as practicable after they are completed. Notes made in class are inspected periodically, but detailed marking is not expected.

Marking is viewed as a vital part of the learning process and any comments made should be constructive and designed to improve the quality of the work. Clear targets are set for progress to be made continuously.

Comments will be made by the teacher, student and their peers to ensure that focused diagnostic feedback is provided regularly. Students will be responsible for responding to comments given and improvements will be checked by the teacher. The comment will provide a specific and focused task for the student to complete to make additional progress.

Spelling, grammar and punctuation mistakes are to be indicated; students are instructed to undertake corrections if these mistakes are persistent. All marking must be in accordance with the examination board requirements. In addition, Quizlet will be used to reinforce spellings and definitions of key words, required for examinations.

Corrections concerning the accuracy of the subject content of work are left to the discretion of individual teachers, although high standards of presentation and content are expected. If these standards are not met, students should repeat the relevant task.



Rewards

Rewarding good academic rigour cannot be overly stressed. Staff should actively look to praise where appropriate to reward hard work or an advanced or improved understanding, and to raise a students' confidence in the subject. Equally, staff are encouraged to be firm but fair, sticking to the parameters of the School of Coding AEP rules derived from common sense, safety, and politeness.

Sanctions

Sanctions are vitally important in setting the teacher's expectations. By using them appropriately, it is hoped that the students will understand the level of work required and so they are not needed in the future.

Staff should **not send students out of their class to stand in the corridor**. If it is felt that the student needs to be sent out of the class as they are being disruptive, the Director of Education and Quality should be called for immediately. An appropriate course of action will then be followed.

Mark books

The AEP department uses shared excel sheets mark books for each year group. Internal test scores must be put onto the year group excel sheet in the "Mark Sheets" folder as soon as possible after marking. The year group excel sheet will have the following information.

1. Name
2. Gender
3. SEN issues
4. Implications of SEN
5. EAL
6. G+T



Differentiation

All students should make progress during each lesson, irrespective of ability. Teachers should ensure their lessons are planned to allow for all abilities to access the work. This may mean that students cover different work in class or have different outcomes based on their ability. Where available MAA students should have access to higher ability work, and this can either be given to them instead of the standard work or students can do it by self-selection. Any differentiated work should be added to the departmental shared areas so best practice can be shared.

SSSD

Members of the department keep a record in the shared mark books of those students who receive help from the SSSD, along with the name of their teacher. Lessons are presented in a way to encourage multi-sensory learning. Students are provided with a synopsis of the unit of study under consideration (a checklist – written in pupil-friendly language), which they should show their SSSD tutor and use to highlight areas of weakness/ confusion. Students are to be given additional time in tests, internal exams and external exams as specified on the appropriate register.

More Able

AEP ethos is to support all students to be the best they can be. Therefore, it is important to recognise more able students and ensure they are provided with stimulating and challenging material.

EAL

EAL students should be able to make progress in each lesson and are offered support where necessary. They should have access to a dictionary/translator.



Extra Tuition

During term time sessions can be provided for additional help. students should be encouraged to attend these sessions if they are struggling with a topic or want to progress further.

Peer teaching

Stronger students should be given the opportunity to lead in the classroom, by taking responsibility for key areas of syllabus delivery, carefully managed by the teacher.

Continuing Professional Development

Teachers are expected to attend CPD sessions as their commitments allow. The Director of Education and Quality is expected to observe each member of the department once a year, ideally more. Formal feedback will be provided, and all observations will be documented and saved in OneDrive.

New members of staff will take part in the New Staff Observation Programme. This is a series of observations by the Director of Education and Quality, formal feedback will be provided.

Department meetings

Department meetings are to take place once a week. During the meeting, the School of Coding AEP will take time to look at best practice including marking and feedback as well as what has been successful and what has not. Changes can then be made to SOWs.

The School of Coding AEP will also be able to discuss pupil progress and what topics are currently taught.

Once a term, the department will standardise and discuss marking and feedback.