



ASSESSMENT POLICY

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ASSESSMENT POLICY

November 2024

RATIONALE

The school believes that to facilitate effective and highly effective teaching and learning, a comprehensive and robust assessment cycle is essential. The process of assessment is central to supporting pupils to progress and fulfil their potential. Furthermore, effective assessment provides a framework that learning objectives and success criteria can be measured, while informing individualised lesson planning, curriculum, and in-class interventions.

COMMITMENT

We are committed to:

- o Ensuring early and accurate identification of individual needs.
- o Involving all staff, pupils and parents/carers in the process.
- o Ensuring students have individual formative targets.
- o Regularly monitoring progress.
- o Acknowledging achievement across a range of contexts.
- o Working with other agencies as needed.

AIM

Using the principles and processes of assessment, our aim is to:

- o Monitor progress and support learning.
- o Identify gaps in knowledge, including misconceptions and provide next steps in learning.
- o Inform pupils of their progress and provide on-going guidance on how to improve.
- o Ensure core expectations of planning, teaching, additional support, curriculum development and the creation of learning resources, are at the forefront of day to day practice.
- o Communicate with parents and the wider community about our pupils' achievement.
- o Provide timely step up information to ensure continuity and challenge when pupil's move up to the next year group, key stage or pathways leading to post 16 study.
- o Comply with statutory requirements.

ROLES AND RESPONSIBILITIES

All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and Headteacher.

- o **Governing Body** - The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- o **Headteacher** - The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- o **Senior Leadership Team**
 - o ensuring CPD time is made available to support staff in developing assessment practices, learning from each other through moderation activities and keeping up to date with changes in exam board/DfE expectations
 - o liaising with the SENCO to ensure provision is made for the identification, referral and assessment of exam access arrangements, reflecting students' usual ways of working
 - o reporting outcomes of formal assessment points and projections to the Trust.
 - o ensuring a systematic and balanced approach to intervening where underachievement is identified is in place, considering implications for staff and student wellbeing
 - o taking an evidence based view of progress and attainment through tracking, use of learning from QA activities and feedback from stakeholders to evaluate the effectiveness of the curriculum and inform academy improvement planning

- **Subject Leaders**
 - ensuring that formal assessments are planned according to the LCT/School Assessment Calendar.
 - keeping up to date with exam board/DfE guidance around arrangements and scope of external assessments sharing updates with team members
 - supporting and guiding individual teacher assessment practices, ensuring appropriate use of CPD time for collaboration and moderation.
 - modelling best practice around how to use robust assessment effectively to inform teaching and learning in their subject, sharing methods and resources with others in their team and across the trust where appropriate
 - reviewing outcomes of formal assessments to evaluate effectiveness of curriculum and inform subject improvement planning
- **Classroom Teachers**
 - using a full range of assessment methods in their subject to assess and project performance outcomes
 - ensuring planned low stakes assessment for learning opportunities are embedded in learning sequences
 - maintaining a record of formal assessment using their agreed data tracking system.
 - maintaining a record of the outcome of standardised assessments completed as part of the assessment calendar.
 - monitoring progress of all students in their classes according to their individual starting points and using outcomes of assessments to inform teaching and learning
 - reporting progress to parents/carers
- **Support staff** - the special educational needs coordinator (SENCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records, reviewing Pupil Passports and managing statutory assessment, as appropriate, including access arrangements where appropriate
- **Students** - students are expected to engage fully in the assessment process by demonstrating scholarly and resilient approaches in both formative and summative assessments. This extends to following external exam regulations in line with examination boards.
- **Parents / Carers** - parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and progress meetings as appropriate, encouraging their children to prepare fully and attend all relevant revision/preparation sessions

TYPES OF ASSESSMENT

The school acknowledges that internal assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

Day to Day Assessment

Assessment carried out within the classroom. This may include:

- Oral feedback
- Written feedback
- Self-assessment
- Peer assessment
- Group assessment
- Targeted questioning
- Step up/Gap tasks

Progress Assessment Tasks (PATs)

Two tasks each half term are identified as Progress Assessment Tasks (PATs) and these are delivered across the whole cohort. This ensures consistency when analysing data and contributes to the triangulation of information for current and predicted grades. These tasks are conducted as set out by the Subject Leader and have published marks schemes, with Directed Time set aside to allow standardisation of work. The second PAT of each half term is summative and forms the basis of reporting to all stakeholders

End of Year Assessments

End of Year summative assessments take place in all years, reflecting the demands of the courses undertaken. These assessments are timetabled and sat in formal examination conditions. The marking of these assessments are standardised within the department

NEA / Internal Assessment / Coursework

Where internal assessments or coursework forms part of the course, all JCQ and examination board guidelines are adhered to, in both delivery of the taught element of the course and the completion of the task

All forms of assessment support success at summative points, be that End of Key Stage 3 assessment or the end of Year 11. Success criteria is used throughout and links to external assessment made clear.

KEY STAGE 3 ASSESSMENT

Curriculum Related Expectations (CREs) are identified for all students to achieve by the end of Key Stage 3. These are statements of what a child is expected to know or be able to do, based on the National Curriculum but also a breadth of research and recognition of local factors. These are shared with all stakeholders and used across the Key Stage to monitor progress.

At the end of each year and the end of the Key Stage, progress against this expectation is measured as:

- Working Above the CRE
- Working At the CRE
- Working Towards the CRE

Across the year, assessment in Key Stage 3 is expressed as a percentage and this is recorded internally and reported to parents

Baseline and summative assessments are undertaken using the GL assessments (nationally standardised). The purpose of this is to evaluate the effectiveness of the curriculum and to monitor students' progress towards benchmarks and identify students in need of intervention/support. Students in all years take the reading assessments annually, students in Year 7 and 8 take the CAT4 tests and students in Year 9 complete the end of Key Stage tests in English, Maths and Science.

KEY STAGE 4 ASSESSMENT

Assessment in Key Stage 4 is set against the exam expectations for the course being delivered, be that GCSE or vocational.

Assessments undertaken may marked and recorded as a percentage but these are also converted to a grade and this is used to generate a 'current' grade in the MIS.

TRACKING AND REVIEWING MANAGEMENT

Information System

Formative and summative assessment milestones are recorded electronically using Go4Schools, the School's MIS. Within Key Stage 3, GL, PATs and End of Year assessments are recorded as percentages and the end of year assessment is recorded as progress against the target statement. For Key Stage 4, all assessments are recorded as a grade, with the system combining elements as directed to produce a 'current grade.'

Data Trawls

Although Go4Schools provides live current grades (a combination of elements of the course undertaken eg completed Controlled Assessment, mock examinations), data collections are undertaken in line with LCT expectations in which teachers provide a 'projected grade', a grade indicating what the student is likely to achieve at the end of the course.

Standards Meetings – (please standardisation and moderation policy)

Standards meetings are held across a half term with a specific focus on a Key Stage, subject or qualification. Using information from data trawls, the attainment and progress of individuals and groups of students is analysed with a focus on implementing and evaluating intervention plans. These are followed up with individual department meetings to develop subject specific issues.

VOCATIONAL ASSESSMENT

Practices for the management of BTEC and other vocational courses are in place for individual departments which conform to the guidance provided by the examination boards for the planning and implementation of the internal assessment of such qualifications.

REPORTING

Reports promote and ensure:

- o Positive home/school relationships
- o Information for parents
- o Opportunities for discussion with parents/carers
- o In some cases, information for partnership agencies
- o Targets for students are known and understood

Reporting will be against the summative assessments at the end of each half term. Reporting will be in the form of:

- o Key Stage 3
 - o A percentage from the last summative assessment – a personal score, a class score and a cohort score
 - o Attitude to Learning ARC statements
 - o Attitude to Learning ARC Score for each subject (an average of the 3)
- o Key Stage 4
 - o A percentage from the last summative assessment – a personal score, a class score and a cohort score
 - o A projected grade (GCSE or equivalent)
 - o Attitude to Learning ARC statements
 - o Attitude to Learning ARC Score for each subject (an average of the 3)

Parents' Evenings are scheduled across the academic year. Class teachers, middle leaders or senior leaders may invite parents for interview beyond these times if required.

The Headteacher reports progress to governors on a termly basis, in the form of a Headteacher's report.