

Assessment Policy 2022-2024

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# Aims

This policy aims to:

* Provide clear guidelines on our approach to formative and summative assessment
* Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
* Clearly set out how and when assessment practice will be monitored and evaluated

# Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

* The recommendations in the [final report of the Commission on Assessment without Levels](https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report)
* Statutory reporting requirements set out in [the Education (Pupil Information) (England)](http://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made) [Regulations 2005: schedule 1](http://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made)

# Principles of assessment

Our principles of assessment are as follows:

-To identify students’ levels of knowledge, understanding and areas for development.

-To help identify targets for improvement.

-To help ensure students make good progress across each Key Stage

-At KS4 and KS5: to get an indication of students’ current working level in relation to external examinations.

-To give parents, students, governors and other staff a clear indication of students’ current working level at a particular moment in time.

# Assessment approaches

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in- school summative assessment and nationally standardised summative assessment.

## In-school formative assessment

Effective in-school formative assessment enables:

* + - Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
		- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
		- Parents to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Examples of formative feedback include: marking and feedback, questioning, regular short recap quizzes, self and peer-assessment, whole class feedback.

## In-school summative assessment

Effective in-school summative assessment enables:

* + - School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
		- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
		- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
		- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

We summatively assess pupils in the following way:

Reading tests in Year 7/Year 8

A termly assessment in each subject being studied (in some cases this can be half termly). End of year exams

A Yellis Test in Y10 (to support target setting only) Mock exams (Y10-Y13 only)

## Nationally standardised summative assessment

Nationally standardised summative assessment enables:

* + - School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
		- Teachers to understand national expectations and assess their own performance in the broader national context
		- Pupils and parents to understand how pupils are performing in comparison to pupils nationally Nationally standardised summative assessments include:
		- Early Years Foundation Stage (EYFS) profile at the end of reception
		- Phonics screening check in year 1
		- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

# Collecting and using data

We centrally collect assessment data about all students in each qualification three times per year. Attitude to learning (ATL):

All teachers give each student a termly ATL score of 0 1 2 or 3 for the quality of their classwork, homework and the standard of their behaviour (in each subject they study).

0 = significant problem, 1 = cause for concern, 2 = good, 3 = excellent.

Academic grading

Key stage 3 – broad bands

|  |  |  |
| --- | --- | --- |
| Grade | Summary | What this means |
| 1-2 | Weak pass | A student is demonstrating limited levels of knowledge and understanding at this point in the curriculum. |
| 3-4 | Insecure pass | A student is demonstrating some level of knowledge and understanding but this is insecure. A grade 4 at GCSE is viewed as a good pass. A 3/4 suggests they are on the borderline. |
| 5-6 | Strong pass | A student is demonstrating good levels of knowledge and understanding. |
| 7-9 | Excellent achievement | A student is demonstrating excellent levels of knowledge and understanding. They are on track to achieve highly. |

Key stage 4/5 – GCSE/A level/vocational qualifications

The school will collect current and predicted grades about each student in each subject they study

Current grade: the grade they are currently working at if they were to sit their final exams at the point the grade is awarded.

Predicted grade: the grade the teacher thinks the student may achieve based on a student’s current grade, point in the course, and their attitude to learning.

# Reporting to parents

Parents will receive three Progress Updates about their child each academic year. The report will include:

* Students’ grades (KS4/5) – three times per year.
* Broad bands (KS3) – twice per year.
* Students’ attitude to learning grades – three times per year.
* Students’ attendance data – three times per year.
* Students’ target grades (Key Stage 4/5 only).\*\* - three times per year,

We calculate a students’ target grade in each subject by judging what very good progress would be from the child’s starting point. For GCSE, the starting point is usually KS2 data (though the Y10 Yellis test also contributed), and for Post-16 students, the starting point is taken from a student’s average GCSE points score.

# Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.

# Roles and responsibilities

## Governors

Governors are responsible for:

* + - Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils
		- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
		- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

## Headteacher

The headteacher is responsible for:

* + - Ensuring that the policy is adhered to
		- Monitoring standards in core and foundation subjects
		- Analysing pupil progress and attainment, including individual pupils and specific groups
		- Prioritising key actions to address underachievement
		- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
		- Making sure arrangements are in place so teachers can conduct assessments competently and confidently, including training and moderation opportunities

## Teachers

Teachers are responsible for:

* + - Following the assessment procedures outlined in this policy
		- Being familiar with the standards for the subjects they teach
		- Keeping up to date with developments in assessment practice

# Links with other policies

This assessment policy is linked to:

* + Curriculum policy
	+ Non-examination assessment policy
	+ Examination contingency plan