

Assessment policy



Approved by: Governors **Date:** June 2018

Last reviewed on: June 2018

Next review due by: Summer 2020

Contents

| | |
|-------------------------------------|---|
| 1. Aims..... | 3 |
| 2. Legislation and guidance | 3 |
| 3. Principles of assessment | 3 |
| 4. Assessment approaches..... | 4 |
| 5. Collecting and using data..... | 5 |
| 6. Reporting to parents | 5 |
| 7. Inclusion..... | 6 |
| 8. Training..... | 6 |
| 9. Roles and responsibilities | 6 |
| 10. Monitoring..... | 7 |
| 11. Links with other policies | 7 |

1. 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

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment is a central process in Church Stretton School. It is through assessment that we can find out whether students have learned what they have been taught, so that we can make appropriate adjustments to our teaching. All assessment is based on evidence. We can't see inside pupils' heads so we need to draw out the evidence. The tasks and questions we set elicit the right evidence so we can judge whether pupils know, understand and can do what we want them to.

1. Assessment of any kind should ultimately improve learning
2. Assessment methods should enable progress in all important learning goals to be facilitated and reported
3. Assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose
4. Assessment should promote public understanding of learning goals relevant to pupils' current and future lives
5. Assessment of learning outcomes should be treated as approximations, subject to unavoidable errors
6. Assessment should be part of a process of teaching that enables pupils to understand the aims of their learning and how the quality of their achievement will be judged
7. Assessment methods should promote the active engagement of pupils in their learning and its assessment
8. Assessment should enable and motivate pupils to show what they can do
9. Assessment should combine information of different kinds, including pupils' self-assessments, to inform decisions about pupils' learning and achievements
10. Assessment methods should meet standards that reflect a broad consensus on quality at all levels from classroom practice to national policy.

4. Assessment approaches

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. Fostering a dialogue between student and teacher is important in our school as it can:

- Enable effective reflection by the student to enable them to make progress
- Involve them in the assessment process
- Identify individual strengths and weaknesses
- Indicate the next steps in the learning process
- Motivate them through success and encouragement

4.1 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

Formative assessment can be through marking, written or verbal feedback (see marking policy for further detail), questioning, self and peer-assessment and observation. Formative assessment is used to check on learning to date, to diagnose problems, assess knowledge, skills and understanding. It also helps to identify gaps and misconceptions. Formative assessment takes place every day in our school.

4.2 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

Summative assessment can take place after a unit or topic of work at varying points throughout the school year. We have Exam Weeks for Years 7-10 in order to prepare them for the terminal exams they sit in year 11. This allows students to practise revision techniques for a longer sequence of work and prepares them for the situation that they will find themselves in at the end of year 11. The range and content of the exam is in proportion to the curriculum time afforded to that subject. This ensures that teachers have a proportionate and equitable workload. The calendar point for the exam week will also vary for each year group to ensure that the workload of marking is spread evenly throughout the academic year. Such exams will take in work that has been covered in that subject for at least the preceding year and in most cases since the start of Year 7. This means that an end-of-year exam in Year 8 will take in work from Year 7 as well as that from Year 8. End of year 10 exams and Year 11 mock exams will take in work that has been done in preparation for the GCSE/BTEC qualification being studied up to the point of the exam.

The purpose of the summative testing is to grade students and measure progress against targets. This is an objective process, based entirely on evidence. School Leaders are responsible for ensuring the validity and reliability of the assessments used, ensuring that published materials/past exam style questions are used where possible. Summative assessments provide useful information for improving future learning.

Summative testing may also be used as part of the review process for pupils with special educational needs/disabilities or with groups of students starting Year 7 below the national standard at KS2 SATs.

4.3 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 take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

All summative assessment data is recorded in mark books on GO 4 Schools and can therefore be accessed by students and parents directly. This avoids adding to teachers' workload unnecessarily as the data is entered just once into the school system. This also reduces the delay in data being available and presents an ongoing up to date picture of progress.

6. Reporting to parents

GO 4 Schools is the system used in school to report home on a continuous basis. As this is a live update a snapshot is taken at the end of each term, this snapshot includes:

- Target grade
- Current Grade
- Tracking statement
- Attitude to Learning
- Attendance Information
- Behaviour Information

In addition to this a written report is produced once a year for each group and a progress evening is calendared. Both of these present an opportunity to find out the story behind the grade. The report has a tracking statement that uses the traffic light system. Red is for two or more grades below target, amber is one grade below target, and green for on target. There is a fourth colour, blue, that indicates above target (where possible).

As amber is just below target it is not necessarily a cause for concern as it is not unusual for progress indicators to fluctuate between grades. The first time this arises a parent may want to ask their child why they think it might be amber, and what they could do to improve. They could perhaps ask them about an area where they are on target and ask why that is, as a comparison. Students should be encouraged to speak to the teacher concerned. If a grade remains amber for two or more terms parents should consider contacting the teacher for further advice.

A red indicator is two or more grades below target. This needs to be investigated. Contact the Head of Department or class teacher to seek clarification on the reasons for being this far below target. If there are two or more red indicators you should consider contacting the House Leader who will then offer the appropriate support needed.

The Head of Department or subject teacher will be able to talk to you about progress in their subject. You can telephone the school and the member of staff will return your call. You can email in to office@csschool.co.uk and the email will be passed on to the appropriate member of staff. Further contact details can be found on the school website.

7. 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.

8. Training

School Leaders are responsible for ensuring that developments in assessment practices are kept up to date by:

- Disseminating information from awarding bodies to classroom teachers through department meetings
- Using regular standardisation and moderation exercises, often using exemplar material supplied by awarding bodies.
- Use of mark schemes for Nationally standardised summative assessments
- Use of moderator reports
- Use of examiner reports

The school's professional development programme will also ensure that teachers have a good understanding of assessment and assessment practice and that teachers will have access to quality professional development on assessment.

9. Roles and responsibilities

9.1 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

9.2 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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every 2 years by Senior Leaders. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed.

School Leaders will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- lesson observation
- work scrutiny
- pupil progress meetings

11. Links with other policies

This assessment policy is linked to:

- Non-examination assessment policy
- Marking Policy
- Examination contingency plan
- Target setting policy