ASSESSMENTS POLICY

2023-24

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Reviewed by- Chair of Trustees
Approved by- SGA Governing Body

CONTENTS

ASSESSMENT POLICY

1. INTRODUCTION

Assessment, Recording and Reporting are vital components in effective teaching and learning, and important tools by which to raise achievement. Assessment is an on-going process which occurs *continually at an informal level* as well as formal level. The teacher's job is to use it as a positive and constructive means to enable all pupils to progress and raise levels of achievement.

Assessment should also be a *formal process* in which both formative and summative judgements of pupils' effort, ability and attainment are recorded. Teachers should record, as appropriate, information relating to a range of assessments. Reporting to parents is an essential part of schooling because it helps in developing the link between school and home, which is beneficial in raising achievement.

Teachers should regularly feedback to pupils about their work. Assessment data that is recorded and *not* communicated is less effective than information that is used for motivational feedback and/or objective analysis. Feedback must be honest and constructive so that it motivates all pupils to achieve their best.

2. PRINCIPLES

- Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the schools' curriculums and learning opportunities.
- Assessment is an integral part of the teaching and learning process, a valuable formative tool. See 'Assessment for learning' section.
- The outcomes of assessment can modify teaching methods as well as indicate pupil progress.
- We recognise the potential for assessment in developing a positive self-image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
- Teachers in the department are developing a common framework for marking work to be fully understood by all the team.
- Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
- Assessment gradually builds up into a profile for each pupil over their school career.
- Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self-assessment.
- Summative tests have an ongoing policy in their construction, marking and usage. These tests should show what a pupil can do, i.e. be criterion referenced.
- Assessment records should provide confidence between teachers across phases and enhance progression for pupils.

3. METHODOLOGY

Target setting

Pupils are assessed on entry to SGA as well as using Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results. Information on prior attainment, such as KS2, KS3 and Year 10, is also collated as available, and used to inform target setting. All pupils are set a

target level, in relation to their individual prior attainment, for all courses they study. At KS3 targets are set using the CAT and KS2 results. At KS4 targets are set using KS3 teachers' assessments and CAT results. In English, Maths and Science pupils will be tested within the first few weeks of entry to Year 7, providing a further benchmark against which accurate targets can be set.

4. **FEEDBACK**

Every pupil should gain feedback from a range of formal and informal assessments.

Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress towards achieving at least their target level/grade.

Assessment and feedback should motivate **all** pupils to want to continually progress.

Feedback to pupils must distinguish between 'effort' and 'attainment'

Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:
- Spontaneous verbal feedback in lessons
- Marking of assignments/homework's
- Internal moderation at ks3 in english/maths and science for standardization of work level
- Tests/exams
- Pupil/teacher dialogue

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:
- Self-evaluation
- Self-marking
- Peer marking
- Setting and/or reviewing assessment criteria
- Target setting

Pupils' self-assessment and peer marking will be completed in blue. Pupil reflections will be completed in green.

5. **RECORDING**

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with line managers.

Departments should develop and update portfolios of pupil work providing examples across the range of attainment for the purpose of standardizing assessments, resulting in a shared understanding of the standard of work required to meet each assessment level and consistency within departments. These portfolios could include exemplars from sources such as the exam boards.

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- o   Subject staff to reflect on the progress of different groups

- o   HODs to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.

- o   The Assessment Coordinator, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- o   Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes

6. REPORTING

Pupil progress is reported in writing to parents 2 times a year, following the schedule below:

- • October   Year 7 Settling in Meeting
- • January   Interim Report
- • July   Annual summative report

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held once annually for most pupils, with an additional meeting for parents of pupils causing concern

Interim and Full reports summarize pupil progress in relation to end of year targets and the full report will offer formative advice on how to improve further in the form of action points. Full reports include a pastoral overview from Form Tutors and Heads of Year. The distribution of these is planned to balance the workload of staff. Parent Consultation Evenings are scheduled likewise in an attempt to suit the requirements of the year group, eg prior to mock exams for Year 11.

TERM		TASK	DEADLINE
AUTUMN TERM	SEPTEMBER 2023-DECEMBER 2023	Staff reminded about exams papers due date	Monday 9th October 2023
		Exam papers submission for review	Friday 3rd November 2023
		Exam analysis and quality check	Monday 6th November 2023
		Exam timetable shared with staff and students	Monday 6th November 2023
		Results deadline	Friday 29th December 2023
		Results analysis	Wednesday 3rd January 2024
		Review meetings	Friday 5th January 2024
		Review lessons	Week commencing 8th Jan 2024
	Examination Week	Monday 11th December – 15th December 2023	
	Parents review day	Wednesday 10th January 2024	
YEAR 11 MOCK EXAMS	SEPTEMBER 2023-DECEMBER 2023	Staff reminded about exams papers due date	Monday 2nd October 2023
		Exam papers submission for review	Friday 20th October 2023
		Exam analysis and quality check	Monday 30th October 2023
		Exam timetable shared with staff and students	Monday 30th October 2023
		Results deadline	Friday 29th December 2023
		Results analysis	Wednesday 3rd January 2024
		Review meetings	Friday 5th January 2024
		Review lessons	Week commencing 9th Jan 2024
	Examination Week	Monday 4th December – Friday 15th December 2023	
	Parents review day	Wednesday 10th January 2024	
SUMMER TERM	JANUARY 2024-JULY 2024	Staff informed about exams papers due date	Monday 15th April 2024
		Exam papers submission for review	Tuesday 7th May 2024
		Exam analysis and quality check	Friday 10th May 2024
		Exam timetable shared with staff and students	Friday 10th May 2024
		Results deadline	Friday 28th June 2024
		Results analysis	Monday 1st July 2024
		Review meetings	Monday 1st July 2024
		Review lessons	Week commencing 8th July 2024
	Examination Week	Monday 10th June – Friday 14th June 2024	
	Parents review day	Wednesday 10th July 2024	