

# Assessment Policy

Littleport and East Cambridgeshire  
Academy



Approved by: [Name]

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WORKING DOCUMENT

## 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

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](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

## 3. Rationale

At Littleport and East Cambridgeshire Academy (LECA) assessment is undertaken across a range of scenarios in order to inform our understanding of the of students' knowledge, skills and understanding. Assessment and feedback is used to support students' learning and progress towards targets.

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured against both subject specific assessment criteria (KS3) and against nationally agreed criteria (KS4). Formative assessment is used throughout the year to support students' learning and identify any areas for improvement. This includes low-stakes testing to establish the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level. Summative assessment is used to evaluate learning and progress by awarding a Performance Standard statement (KS3) or grade (KS4) to a student. We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability. Work undertaken by students deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding.

## 4. Assessment approaches

At LECA assessment is an integral part of learning, and it is embedded within our subject curriculums, to support students' development of key knowledge and skills.

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

### KS3 Assessment:

Students will be assessed against the requirements of the individual subject curriculums, in line with the Active Learning Trust's Principles for Assessment.

Attainment grade	Definition of the performance standard
<b>Exceeding</b>	The pupil has performed exceptionally well in all aspects of the subject's curriculum so far, demonstrating comprehensive knowledge and understanding. The pupil has performed exceptionally well and is working beyond ARE in all aspects of the subject's curriculum so far, demonstrating comprehensive knowledge and understanding.
<b>Secure</b>	The pupil has performed at least competently in all aspects of the subject's curriculum so far, demonstrating secure knowledge and understanding. The pupils have performed at the expected standard and is working at ARE in all aspects of the subject's curriculum so far, demonstrating a secure knowledge and understanding
<b>Developing</b>	The pupil has performed below the expected standard in all aspects of the subject's curriculum so far, demonstrating a developing knowledge and understanding.

#### 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
  - Grammar, Punctuation and Spelling marking
  - Live marking (against clearly defined success criteria)
  - Whole-class feedback
  - Individual learning demonstration assessment and feedback
  - Low-stakes testing

#### Assessment for literacy

Assessment for literacy is a whole-school priority. To support the assessment for learning guidelines, it is important that students receive feedback from staff in a consistent manner when marking for accuracy of language.

All staff should use the schools literacy code when marking for literacy:

Code	Code meaning	Student action
G	Grammar	Re-write the sentence, in full, below your original work. If you are not sure why it is wrong, ask a neighbour to check it for you.
P	Punctuation	Use a green pen to add the missing punctuation mark.
SP	Spelling	Use a dictionary or super speller to help you identify the correct spelling and write it out <b>in pencil</b> three times, below your work.
CP	Capital letters	Add or remove the capital letter.

## 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

Within LECA's subject curriculums, summative assessments take place for each unit of learning and at the end of each academic year. The purpose of summative assessment is to ascertain at a particular point in time what students know and do not know, and to identify any gaps in learning, individually or collectively. Examples of summative assessment include:

These assessments may include the following formats:

- GCSE examination papers
- End-of-unit tests
- End-of-term exams / assessments
- End-of-year exams/assessments

Summative assessments are used to:

- › Measure, at a particular point in time, student learning relative to specification.
- › Quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports
- › Inform future learning and curriculum content
- › Identify students who may need further support in learning

Summative assessments should be robust and standardisation and moderation are vital to maintain their validity and reliability.

## 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 include:

At KS3, nationally standardised summative assessments take the form of GL Assessments: Cognitive Ability Tests (CATs); Progress Tests (Maths, English and Science) and Reading-age tests

At KS4, nationally standardised summative assessments take the form of GCSEs and vocational qualifications, both during and at the end.

## Whole school assessment: MINIMUM EXPECTATIONS\*

### For Key Stage 3

- Three Summative assessments a year in accordance with subject curriculums – one per term
- One End of Year Summative Assessment

### For Key Stage 4

- Year 11: Two Summative assessments, in the form of PPEs, in accordance with the school calendar\*
- Year 10: Three Formative assessments a year – one per term; this includes a PPE in Term 5

### For both key stages

- Individual faculties may decide when assessments take place within each assessment period. Assessments however must be completed and marks recorded on G4S ahead of scheduled data captures.

The minimum expectations for student feedback are as follows:

**Formative and summative assessment** - Next Step comments are meaningful, individualised and clearly state what the student needs to do in order to improve their learning

**Response** – Each student has responded to the teacher's feedback in green pen

**Pride & Presentation** – the student displays an awareness of the school's high expectations in relation to presentation, with teacher guidance.

\*After a course has been completed in Year 11, teachers may use their professional discretion in terms of assessments and the marking of students' work. Teachers should ensure that regular and precise feedback is given throughout KS4 and during final examination preparation.

## 5. Collecting and using data

All staff have access to Go4Schools mark sheets for their allocated classes and these have been created by curriculum leaders, to ensure they reflect the learning within the curriculum (KS3) or the KS4 specification. These mark sheets will include information regarding prior attainment, SEND, PP and other student groups.

All staff are responsible for ensuring that the mark sheet entries are kept up to date to allow for data snapshots throughout the year. Mark sheets will include the following information:

- All assessment titles which have been carried out in the half term, in line with the school policy
- An accurate "Performance Standard" (KS3) or a 'Current' grade
- For Key Stage 4 students, a professional prediction for the end of the key stage based primarily on assessment evidence, moderated by professional judgement

Data collection will take place at various points in the year; please refer to the Assessment Calendar for exact dates.

### Regular Assessment

- All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of mark sheets
- Formal assessments will be signposted in schemes of work
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work
- The school will provide opportunities for formal summative examinations (eg mock exams) at least once a year for selected subjects, year groups or groups of students.

## Self and Peer Assessment

All teachers will provide regular opportunities for self-assessment and peer assessment.

## Monitoring

- Curriculum leaders will put in place a rigorous and representative monitoring system that includes sampling of work at least once per half term, to ensure that our whole-academy priorities are met. CLs will ensure that the sample covers all members of staff and represents the range of abilities and student groups. Any outstanding practice will be shared, and staff will be challenged where practice is less than good.
- Moderation and standardisation of student work will be regularly undertaken by faculty staff within faculty meetings. INSET time can also be provided to support this work where it has been agreed within the Improvement plan.
- Faculty work sampling will be supplemented by work scrutiny by members of the Senior Leadership Team, which will form part of the quality assurance process. This sampling may also be used to provide evidence of progress in different student groups, and will provide feedback to CLs on the quality of assessment and feedback in their faculty areas.

## 6. Reporting to parents

### Progress Checks

Students and parents will receive two progress check reports over the course of the year, containing the following data:

A statement or grade for each subject for

- Attitude 2 Learning (A2L) (1-6) (representing homework, behaviour and engagement)
- At KS3, it will state where the student is currently working, using one of the performance standard statements (Developing, Secure or Exceeding)
- At KS4, it will state the current grade (CG), projected end of year grade (PG) and end of year 11 target grade

## 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. Roles and responsibilities

### 8.1 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
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### 8.2 Principal

The Principal 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 assessment competently and confidently, including training and moderation opportunities

### 8.3 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

## 9. Monitoring

This policy will be reviewed annually by the Vice Principal. At every review, the policy will be shared with the governing board.

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

The Vice Principal will monitor the effectiveness of assessment practices across the school, through: Line management meetings, data analysis, book audits, learning walks and student voice.

## 10. Links with other policies

This assessment policy is linked to:

- › Curriculum policy
- › Non-examination assessment policy
- › Examination contingency plan