



Assessment Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Senior Leadership Team	

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Approval by	Governing Body to determine

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Agreed to publish on school website	Yes

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Executive Headteacher (JB)	27 April 2018	0.1	Initial draft based on ACHS Assessment Policy (March 2015)
Changed by	Revision Date		
Executive Headteacher (JB)	22 June 2018	0.2	Updated to incorporate SLT and LSG comments
Business Manager (BW)	24 July 2018	1.0	Final approved version for publication
Business Manager (BW)	11 June 2019	1.1	Review frequency amended
Business Manager (BW)	24 June 2019	2.0	Final approved version for publication (following review by all teaching staff and inclusion of Mathematics appendix)

1 Overview

1.1 There has recently been a great deal of change in assessment. With this change comes a move to a far more sophisticated way of thinking about how we assess pupils and about how assessment sits within the curriculum. We want the federation and our schools' assessment systems to support the pupils' journey through the curriculum. We must design systems that reflect each pupil's achievement, as that is the achievement that has come about through the teaching in our curriculum.

1.2 This policy covers three areas:

- The methodology we use to help us know how well our pupils are doing at the point they are at in the curriculum
- What we are doing with that information to support better pupil achievement
- How well we support pupil progress and deepen their knowledge in order to promote understanding and develop their skills

1.3 As a federation, we understand progress to mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key concepts and ideas? And is this enabling them to develop the skills they need to master? The key reason for all assessment is to ensure that teaching and learning are working well and that the children are benefiting from a deep and rich education.

1.4 This policy should be read alongside the federation's Presentation, Teaching and Learning, and Feedback Policies.

2 Aims

2.1 In our assessment processes we aim to gather information which will enable us to:

- evaluate and record the attainment and progress of each pupil and identify individual strengths and weaknesses
- provide an accurate representation of pupil achievement for effective use in evaluating and planning schemes of learning in departments and to inform whole school analysis of pupil progress
- evaluate our teaching effectiveness and to plan future teaching and learning experiences
- match work to the needs of individual pupils
- compare individual and school levels of attainment and progress with that of the wider school population
- provide reliable and regular information to staff, pupils, parents, partner schools, governors and other interested parties about the progress and development of each child
- recognise and celebrate success
- identify and respond to underachievement

3 Effective assessment

3.1 We recognise and encourage the following as features of good assessment practice:

Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning strengths and weaknesses

- encourages progression in learning

Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages reflection

Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties and measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes differentiation by outcome
- provides effective and progressive pupil records
- informs regular reporting to parents

Uses appropriate and diverse strategies

- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both qualitative and quantitative
- is carried out in a range of contexts

Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

4 Responsibilities

Senior Leadership Team

- sets challenging but realistic and achievable whole school targets
- ensures key data is available to all staff
- informs governors of targets, standards and achievement
- monitors assessment through classroom observation and work scrutiny to judge the standards in the departments that they line manage and, where necessary, put in place and support intervention strategies
- analyses tracking data and respond to outcomes

Faculty Leaders/Middle Leaders

- develop departmental policy which translates the whole school assessment policy into detailed requirements of the subject
- are aware of, and work towards meeting, departmental targets
- monitor that each teacher has access to, understands and makes effective use of key data to differentiate and provide appropriate feedback to parents, pupils and other colleagues in school
- produce formal assessments for each year group and ensure that pupils are given suitable prior warning/information regarding the time and nature of the assessment task in order to prepare appropriately
- ensure that teachers regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
- ensure that all pupils have the opportunity to reach their full potential in their subject areas
- ensure teachers are sharing learning objectives with pupils every lesson
- ensure assessment tasks are differentiated to assist pupils' understanding
- ensure that all departmental staff complete tracking data at the appropriate time and this data is informed by assessment
- analyse data and implement intervention accordingly informing SPLs and Heads of Year, SENDCo and parents of any concerns
- use analysis of data as a diagnostic tool and to set targets for groups of pupils where appropriate
- co-ordinate the use of CPD time or directed time to promote good assessment practice

Teaching Staff

- understand and appreciate the value and importance of assessment
- adhere to all departmental and whole school guidelines on assessment
- provide a range of assessment opportunities in lessons
- keep appropriate records in line with whole school and departmental policies ensuring that information is kept secure
- regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
- ensure that assessment informs the learning of all pupils
- ensure that tracking data is produced at the appropriate time and is informed by assessment
- ensure that pupils understand what is being assessed and know how to improve
- use assessment results and target setting data to motivate pupils
- use available data on pupils to inform planning and personalisation of learning

Form Tutors

- are familiar with the Prior Attainment Profile of each individual in the tutor group
- engage in the assertive intervention process
- offer praise/support in response to academic information received
- communicate with Student Progress Leaders, Heads of Year and subject teachers with regard to praise/concern for individuals
- check that tutees are recording all homework in their diary

5 Types of assessment

- 5.1 We acknowledge that assessment should be formative as well as summative and must point the way forward in the learning process, for all pupils, as well as recording the point reached in any given area of the curriculum.
- 5.2 **FORMATIVE ASSESSMENT:** This type of assessment is at the heart of Assessment for Learning and gives children feedback on how they are doing and advice on what they need to do to make further progress. It is informed by decisions that teachers make every day which can help the teacher to plan the next stage in each child's learning. Formative Assessment depends on evidence and on interpreting that evidence. The things that children say, draw, write construct or perform during the course of the school day are all sources of evidence on which formative assessment can be based. Formative assessment is ongoing. It promotes feedback/communication, identifies an individual's strengths and weaknesses. It tells them what level they are at and why and makes it clear what they need to do to reach the next level. At its heart is a target setting process, as such it provides information which can result in positive future development.
- 5.3 **SUMMATIVE ASSESSMENT:** This describes what level a pupil has reached at a specific point in time. Assessment information is summarised at particular times to determine achievement, for example at the end of a module of study or at the end of a Key Stage. It gives a standard or level of attainment at a particular time.
- 5.4 **DIAGNOSTIC ASSESSMENT:** Often linked to the outcomes of Formative Assessment. Diagnostic assessment is assessment for particular strengths and weaknesses. It helps to identify gifted children or children with particular learning difficulties. It is a method of assessment through which specific learning needs or difficulties may be identified in order that the right support may be provided. This assessment should be used when and as deemed necessary by a teacher with regard to a pupil's progress in learning. The implementation of such assessment is usually discussed with the SENDCo. Results, information, and any strategies decided upon should be made available to all teachers of the individual concerned and should be shared with the pupil and their parents.
- 5.5 **SELF ASSESSMENT:** This is where pupils consider their own learning achievements. The process of self assessment should foster greater self awareness and raise self-esteem. It encourages pupils to take an increased responsibility for their own learning. This in turn should allow individuals to set their own future learning targets helping them to develop a clearer understanding of what they are expected to learn and how they can make progress. The sharing of learning objectives and success criteria are fundamental to successful self-assessment in raising standards of achievement.
- 5.6 **PEER ASSESSMENT:** This is a method of assessment where pupils assess the performance or achievement of other pupils. It requires pupils to think critically about the achievement of others whilst comparing their own achievement. It should be based on clear criteria which the children understand and which they apply to the work they are assessing. As such it should help pupils understand what achievement at different levels looks like and should help them give positive feedback to their peers as well as suggestions on how they could improve. Part of this process involves each individual gaining greater insight into the levels of progression within the topic/subject they are studying and what they need to do to make further progress. An example of this is the interactive learning wall used in some subjects.

6 Target setting

6.1 We believe that enabling children to realise their potential is fundamental. In particular, we acknowledge that ambitious target setting is critical if our pupils are to achieve the educational outcomes of which they are capable. Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom.

6.2 As part of our tracking process, we use targets and monitoring to:

- identify pupils who may have fallen behind and who need extra help to catch up
- check that pupils are progressing at the rate needed to meet age related expectations
- check that pupils are progressing at the rate needed to meet the targets that the school has agreed
- ensure that all pupils make the progress of which they are capable
- identify areas of teaching that may need improving

6.3 All pupils across all Key Stages will be given subject specific targets for all subjects that they follow. These targets will be driven by prior attainment data. Subject Leaders will decide how best to share this information with pupils in order to ensure that they can readily access the information.

7 Tracking

What is Pupil Tracking?

- Pupil tracking is a whole school procedure in place in all of our schools, for measuring and recording individual pupil information at regular intervals over the school life of the child
- Effective Pupil Tracking is a process which should be used in planning for improvement for individuals, groups of pupils and the whole school
- It is the essential prerequisite for personalised learning

Why do we do it?

- To provide appropriate and challenging opportunities for all pupils in order that they can be enabled to fulfil their potential
- To track and monitor progress of individual pupils/groups of pupils/cohorts against prior attainment
- To inform curriculum planning
- To provide an evidence base with which to identify priorities and set a range of targets
- To provide a system for receiving targets
- To help with smooth transitions from year to year/teacher to teacher
- To provide evidence of monitoring of progress for other interested parties e.g. parents, governors, OFSTED
- To enable managers, middle and senior, to ascertain how the school/cohort is performing and how it can improve performance

Who is it for?

- All those concerned with the child's progress:
 - The child
 - Parents/carers

- All teachers/adults working with the child
- Senior Leadership Team
- Partnership schools
- Governors
- External agencies
- Local Authority

What do we do?

- Decide on a timetable for the tracking process
- Assess the children
- Collect the results and record them as a central system
- Analyse and interpret new results for individual pupils/groups of pupils/cohorts in the light of prior attainment
- Identify issues arising from the analysis
- Prioritise the issues according to need
- Plan actions to address priorities
- Evaluate progress

Appendix 1: ACHS Mathematics Department Policy

Classwork

- Teachers will use effective assessment strategies during their lessons to optimise opportunities for LIVE marking. These will include a combination of:
 - teacher circulating and checking work
 - peer-assessment
 - self-assessment
 - starter and exit activities
- Teachers will reinforce the importance of adhering to agreed standards of presentation at the start of the lesson - date & title underlined, final answer clear, logical method, units.
- A PRESENTATION audit will take place half termly for Y9 and termly for Y10. This will be peer assessed using the faculty proforma.

Homework

Y9 Pearson homework

- Class teachers will set Pearson online homework regularly (three to four times per half term minimum). Teachers will communicate scores to the students so that they can complete their assessment log. Teachers will provide individual targets for those students with unsatisfactory scores. Weekly catch up session (Chromebooks) for those students who have had difficulty accessing the ICT or have not completed the homework.
- During the second and third half terms, students will also be tasked to produce revision mats for the mini tests. These will be peer and teacher assessed.

Key Stage 4

- Y10 and Y11 will complete the Bronze, Silver and Gold homework sheets that have been developed by the faculty. All homework will be assessed by the teacher at least once per cycle. The class teacher will use this assessment to plan for supported purple pen activity in the following lesson e.g. starter, DIRT tasks, peer support, bronze/silver scaffolding, teacher hint/comment, revision guide research etc.
- If a student has no corrections, they should be set a challenge question to complete during the purple pen time or act as an EXPERT to support weaker students.
- Students will complete the assessment log during the feedback lesson.

Key Stage 5

- Y12 and Y13 A level students will complete independent practice work in their purple book. This will be self marked. The class teacher will monitor the quantity and quality of this work during lesson time.
- In addition, students will receive separate homework which is to be completed on paper and marked by the teacher. There will also be formal assessments/tests, in line with the school calendar. Students will also complete past papers in line with faculty plan. These past papers will be marked and graded.
- Students will respond to feedback, complete the assessment log and store all assessed work in a folder in school.

GCSE Resit

- Students are allocated independent work via Dr Frost website once per cycle.
- Scores will be recorded on the assessment sheet (file).
- In addition to this, students are allocated past exam papers in line with faculty plan. These are marked and graded (Sept for Nov resit and Feb for Summer resit)

Progress Tests

Key Stage 3 Model

- All students will receive a revision checklist list in advance of the test. Lesson starters and activities will promote in class and independent revision.
- Baseline GCSE test in October (GCSE subgrade)
- Mini tests for next 2 half terms - allowed to use revision mats (Score)
- Last term - GCSE papers - no revision mats allowed. (GCSE subgrade)

Key Stage 4 Model

- These are set half termly. All students will receive a revision checklist list in advance of the test. Lesson starters and activities will promote in class and independent revision. Tests are marked using exam board mark scheme and current GCSE grade awarded.
- Test papers may have comments/hints/annotations so that students can complete purple pen activity. DIRT tasks, peer support, revision guide research and bronze/silver scaffolding will also enable purple pen.

After every progress test

- Teachers mark and grade papers. Marks are scored on central spreadsheet.
- HOF analyses data.
- Faculty meeting to discuss praise and concerns.
- Praise - certificates, call home, Hot Choc nomination, HOF praise
- Concern - target 3 student per class for the next half term. Regular check in. Call home. HOF discussion. Refer to SPL. Intervention after school or in small group.
- Summary spreadsheet is shared with line manager and SPL