



Assessment Policy

Part of the Quality of Education Suite of Policies

Committee Responsible:	Curriculum and Achievement
Reviewed by:	H Ilanko
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Assessment Policy

Using prior data and a school expectation that all students will exceed national benchmarks, informed aspirational targets are set. Students, teachers and parents use these targets and regular assessments to establish whether an individual's potential is being met.

Aims: Through the application of assessment for learning principles, in the planning and delivery of learning episodes and formal and informal assessment of students' work our aims are:

- To ensure all groups of students are provided with regular quality feedback to help them reach or exceed their full academic potential enabling them to learn more and remember more;
- To ensure that students take increasing responsibility for assessing their own progress;
- To establish a consistent approach to the way we feedback on students' work, so that students feel valued and have a clear understanding of how well they are doing;
- To ensure that students are able to explain what they need to do to demonstrate success;
- To empower students to respond to their teacher's comments and improve their learning;
- To establish constructive dialogue between teacher and student;
- To be able to leaders to analyse students' performance over time, spot trends and identify key groups of students

Responsibilities of Head of Department and responsibility holders within the department:

- To supports their team to implement the school policy and follow the school assessment calendar;
- To ensure the team deliver rigorous formal assessments which are integrated into curriculum plans. These assessments are fairly moderated and standardised before they are graded and recorded at each assessment point;
- To establish consistency in assessment processes across the team;
- To ensure all formal assessments have elements of skill and content tested within them. The skills identified stretch, challenge and support the students through the key stages;
- To use student's assessment grades in comparison to their target grades to identify students who need additional support or to celebrate student's success. The assessment grades may also identify students who have been targeted too low and who need their target grade adjusted to reflect a great academic potential;
- To monitor and feedback to the team the effectiveness of assessment and feedback within the whole school Monitoring, Evaluation & Review cycle. (MER) (See Appendix 1).

Responsibilities of class teachers:

- To ensure students are given feedback, in a variety of ways including: peer marking, self-marking, verbal feedback and written feedback;

- To make formative and summative assessments for each unit of work according to the curriculum plans. This will be a mixture of classwork and homework tasks;
- To ensure all summative assessments are completed according to the schemes of work and whole school requirements – grades will be given and referenced against targets to measure progress over time;
- To ensure students action feedback appropriately to demonstrate they understand how to improve their work;
- To make a formal record of students' progress, record onto the school's SIMS mark sheets.
- To enter student data in a timely manner following the assessment calendar

Responsibilities of the student:

- To act on all feedback to improve their learning;
- To request additional feedback when required;
- To be aware of their target levels/grades and their current tracking level/grade;
- To give sensible peer/self-assessment as requested by the teacher.

Target Grade – the target is set from student's prior data (where available) to be achieved by the end of the key stage as follows:

KS3 Target Grade

- based upon GLS CATS tests and KS2 scores and FFT estimates;
- Grades awarded 1 to 7

KS4 Target Grade

- FFT estimates, KS2 scores and internal KS3 assessments;
- Grades awarded 1 to 9 or pass/merit/distinction

KS5 Target Grade

- ALPS A Level Target
- Year 12 ALPS Target maybe adjusted upwards by an excellent GCSE grades in same subject and Year 13 ALPS Target may be adjusted upwards in response to an excellent AS grade.
- Grades awarded A* to E or pass/merit/distinction

Projected Grade- an indicator of achievement will be given in the form of a projected grade at each assessment point. This grade predicts what grade they are likely to achieve at the end of the key stage. This is based on current performance in lessons, tests, homework and coursework tasks or a combination of these. This grade is the primary means by which the student is tracked and monitored, as their final results are compared to their target grades. As students get closer to their terminal exams, this grade will also be used as predictive grades for 6th Form, Colleges and Universities. Grades awarded match grade set of Target grades.

Examination mark - this is only entered for an assessment collection after an examination period. This is a current performance indicator. It also allows the teacher to assess how well a student copes with the pressures of being tested on a large quantity of work.

Effort and Homework Scores

Scores are recorded on a 1 to 5 scale- Definitions behind each score is in student's planner and Staff Assessment Handbook

Important Documents to refer to:

- Assessment Handbook
- Marking and Feedback Policy
- Homework Policy
- MER

APPENDIX 1 MER OVERVIEW

<p>MER OVERVIEW</p> <p>The Monitoring, Evaluation, and Review brings together the key findings, conclusions, and action points from the systematic activities to carry out the process into a consolidated and easily understandable format. Structured half termly plan added to Departmental /Pastoral agenda meetings mirroring the school and assessment calendar with links to MER OneNote.</p> <p>It helps to gain insights into the performance, effectiveness, and impact of our curriculum via common MS Forms for Learning walks, Student focus groups and Book scrutiny (following GTTK templates) Feedback of SLG activities accessible to HODs/HOYs in shared folder and OneNote document.</p> <p>The summary MER OneNote is updated over the HT as activities are completed or curriculum aspects are reviewed. It may include data on progress against targets, evaluation results, learning walks comments, examples of best practices, challenges faced, and recommendations for future actions.</p>	<p>Pastoral</p> <p>The pastoral MER activities look specifically at each year group and understanding the needs of the individuals such as assessments vs targets, tutor time activities and enrichment opportunities. Successes of individuals and groups are celebrated and evidenced and those students that need support can be actioned effectively.</p> <p>Summer term 1</p> <p>Important dates</p> <p>Academic Who are the top achievers from Assessment 1 (recognition)? Who are the top students identified for immediate intervention/catch up – Action points for each student.</p> <p>Attendance Attendance tracker – place link here Top students with lowest attendance – what strategies are in place</p> <p>Punctuality Punctuality trackers – place link here Top students with lowest punctuality – What action points will be in place?</p> <p>Achievement Which students are getting the most achievement points and CARE points – how is this being recognised? Which students are accumulating too many green slips – what strategies are in place?</p> <p>Targeted students Any key concerns of students and what strategies are in place?</p> <p>PSHE/active tutoring Feedback on learning walks Books scrutiny Student focus groups</p> <p>Enrichment Personal development, enrichment and involvement in clubs- How is this being promoted/monitored/used to develop the character and wellbeing of students? Pastoral meeting notes link SLG/HOY meeting minutes link</p>	<p>Curriculum</p> <p>Using the review activities HODs/ department leaders and attached SLG establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students focusing on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>Cross-curricular approach on second cycle of each Half Term plan</p> <p>MER</p> <p>Autumn 2</p> <p>Deadline for MER return 14th December 2022</p> <p>Key Activities</p> <p>Other Subject specific activities</p> <p>SLG+ Activities</p> <p>Personal Development</p>	<p>Y11: 'Key to success in exams' evening 3/11/22</p> <p>Year 8 Parents evening 17/11/22</p> <p>Year 13 Mock 1 exams start 21/11/22</p> <p>Year 10 Parents evening 1/12/22</p> <p>Y11 Mock 1 exams start 1/12/22</p> <p>Assessment 1b Year 8 & 12 - 10/11/22</p> <p>Assessment 1c Year 7 & 9 24/11/22</p> <p>Assessment 2a Year 13 15/12/22</p> <p>Department Meetings twilight 7/11/22 & 21/11/2022</p> <p>Lead comparative judgement activities during standardisation meetings to ensure consistency across assessments. Create target groups from assessment drop and agree intervention.</p> <p>Year 13 Mocks, Year 11 Mocks (Year 12 mocks start 3/1/23). Ensure teams are fully briefed with mark schemes and grading for scripts are consistent across team.</p> <p>HOD plus department leaders attached SLG can establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students via:</p> <ul style="list-style-type: none"> • Learning walks and/or lesson observations to include book looks • Student focus group/Teams or other Survey • Department book scrutiny • Cross-curricular <p>Use learning walk and focus group proforma shared by GTTK SIG to focus on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2</p> <p>Y10 - 1/11/2022</p> <p>Y8 - 29/11/2022</p> <p>Promotion of House Points and Community Service</p> <p>Recognising student achievement and having high aspirations to achieve their very best- How is this being promoted/monitored and used to develop character and wellbeing of students?</p>
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