



Assessment Policy	
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Policy Statement:

Assessment, feedback, data analysis and intervention have been grouped together into one policy. Together, they should be seen as a process. Departments will plan their assessment cycle, teachers will assess and give feedback, data will be analysed and interventions made as a result of the data. Research tells us that the key areas that will impact upon student progress are feedback and the intervention that takes place as a result of the data analysis.

Aims:

The aims of assessment are:

- To enable students to demonstrate what they know, understand and can do
- To assess students' prior knowledge and ascertain their strengths and weaknesses
- To recognise sustained effort
- To allow teachers to plan work that accurately reflects the needs of each student
- To challenge and support students in their learning
- To identify the progress a student has made. (Teachers should understand what progress looks like in their subjects. What are the key important ideas that students need to grasp and what misconceptions are predictable and will need to be overcome).
- To provide regular information for the SLT, staff, parents that enables them to support each student's learning and make decisions about their future.
- To provide the SLT and Governors with information that allows them to make judgements about the effectiveness of the school.

Practice and procedure:

- We believe that effective assessment provides information to improve teaching and learning. We provide students with regular feedback on their learning so they can develop an understanding of how to improve.
- We provide parents with regular reports on their child's progress so that teachers, parents and students are all working together to raise standards

How should students be assessed and how often?

We recognise various methods of assessing learning: departments should produce a brief summary of their own assessment plan (both formative and summative) based on the principles detailed below:

- Student assessment should concentrate upon the key skills and knowledge appropriate to each subject
- There should be a variety of different skills assessed, not just written work. Opportunities should be given for assessments to be conducted under exam conditions at strategic points during all Key Stages, as appropriate.

- Effective teachers constantly assess for understanding whilst teaching, for example with effective questioning. However, at certain points in the curriculum, departments will also need to complete summative assessments.

Formative assessments are defined as where formative feedback is given and students reflect and respond to the feedback. Formative assessments could be in the form of a formal test, a piece of homework or a short exercise in class. The results of the formative assessments should be recorded on the department's tracker in Pupil Progress.

- KS3: Subjects with six lessons and over per fortnight will have at least three formative assessments per term. All other subjects, at least one formative assessment per half term (RE may wish to do less than this).
 - KS4 & 5: At least two formative assessments per half term
- Departments need to record at least one assessment per half term on departmental trackers in Pupil Progress.
 - Ideally trackers are personalised by departments with individual column headers in Pupil Progress.
 - Homework is an important element of student learning. Homework can be used to set formative assessments; however, the focus of homework could be preparation for the next lesson, consolidation of learning, research or reading, or long-term projects which reduce the marking workload of teachers.
 - Access arrangements should be considered and LSA support should be arranged in advance of the assessments where appropriate

Assessment for Learning (AfL) should be the basis of sound teaching and learning in each lesson

Assessment for Learning is at the heart of our teaching, to this end lessons are planned with clear learning objectives that are based on a teacher's detailed knowledge of the students in their classes, so that appropriate tasks are set.

- Students need to understand clearly what they are trying to learn and what is expected of them. This involves sharing the Aim or Learning Intentions either verbally or in written form for the lesson or series of lessons. Students can be involved in this process.
- Teachers should provide feedback which leads to students recognising their next steps and how to take them (see section on Marking and Feedback)
- Students should engage in regular self and peer assessment

Marking and feedback

Departments should produce a brief summary of how they will implement principles detailed below:

- Feedback needs to be manageable for teachers and accessible to students, it needs to be timely and specific. Teachers can predict likely misconceptions in their subjects and assign codes to common feedback statements.
- Teachers need to concentrate upon feedback, which has an impact on the progression of the students. Quality feedback needs to be given and it has to impact on student progress. The Independent Teacher Workload Review Groups state that feedback needs to be "meaningful, manageable and motivating". (March 2016)
- Staff could ask the students to annotate their work with codes so that it is clear which work has been completed independently (and therefore possibly worth marking), and which has been copied from the board/completed as a group or pair. Codes could be written in the margin and could be something like 'ind' for independently completed, 'c' for copied from the board, 'h/w' for homework and 'c/w' for classwork.
- Oral, immediate feedback is extremely important
- Feedback needs to give recognition and praise for achievements against success criteria
- Feedback needs to be positive, with high expectations. For example, summative comments, what went well etc.

- The most important aspect of feedback is to provide clear strategies for improvement (Formative Comments, even better if)
- Whole class feedback is a valuable tool
- Teachers need to maximise the time that students spend on reading, reflecting and responding to marking to improve their work (DIRT – Directed Improvement/Reflection Time).
- Teachers need to incorporate effective peer and self-assessment, involving clear success criteria
- Marking should incorporate responses to students' literacy as defined in the school's Literacy Policy
- The responsibilities of students are to:
 - Act on all feedback to improve their learning
 - Take responsibility for their own learning, particularly in editing and drafting their work
 - Request additional feedback when required
 - Give sensible peer/self-assessment as requested by the teacher
 - Organise their work effectively

Quality assurance of marking and assessment

- Departments will need to undertake quality assurance activities, which includes moderation, standardisation and work sampling. This will take place during department CPD and will be designated by the CPD timetable.
- SLT will support departments by also carrying out quality assurance activities
- Wherever possible, this work needs to be carried out collaboratively by the department, but also with the department's line-manager
- In the 6th Form, cross departmental quality assurance could take place in small subject departments

Data

- Teachers need to have a sound knowledge of the composition of their group (the LAC, Pupil Premium, SEND, EAL and More Able students) and also of the prior data of the students.
- Every teacher is responsible for the progress of the students they teach and for the accuracy of the assessment data provided throughout the academic year
- All data should be added to Pupil Progress in order to build up a picture of progress over time. A2L grades and predicted grades should be added at data entry points dictated by the calendar.
- Departments will analyse their data at least once per term after the data entry of the year group.

Intervention

- As a result of the data entry, time will be allocated to departments during the CPD sessions where department leaders can carry out conversations with teachers about the progress of specific students
- As a result of these conversations, a variety of intervention strategies will be put into place as appropriate to improve the progress of those students who are not on track to meet their target (e.g. a letter home, a change in the seating plan etc.)
- At KS5, the student and/or teacher should plan Guided Learning Hours effectively.

