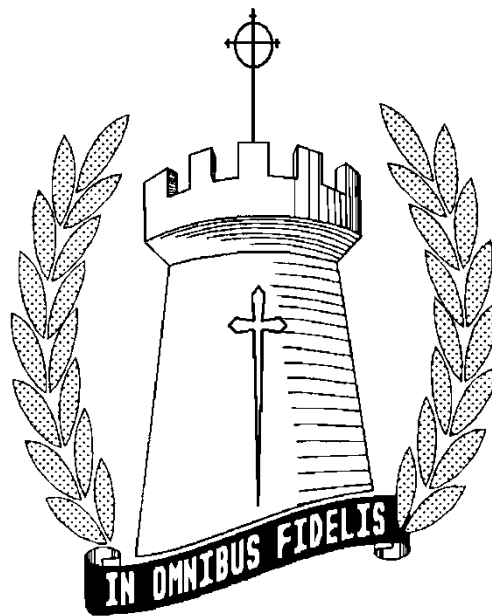


ST. DAMIAN'S RC SCIENCE COLLEGE



Assessment Policy

Approved by Governors:	November 2017
Date to be reviewed:	Annually

Assessment Policy

Assessment occurs in many forms in order to determine and support the progress made by each child.

Rationale

The Mission Statement of St. Damian's RC Science College expresses our intention to ensure that all pupils, regardless of their academic ability, age, gender, race or disability are given the opportunity to fulfil their potential- not only academically but spiritually, morally, socially, emotionally and physically. Assessment of pupil progress indicates how well pupils are performing academically in meeting the demands of the curriculum and how well the college is meeting its Mission Statement.

Purpose

Through following a broad and balanced curriculum, pupils should make excellent progress. Assessment should take place in the classroom to ensure pupils understand the focus of each lesson. Formative assessment enables achievement to be celebrated and concerns over progress raised. Effective formative assessment will also help to ensure pupil progress is accelerated and enable summative assessment to provide evidence of each pupil receiving an outstanding catholic education.

Aims

Assessment should be used to support pupils in making further progress; it must have meaning and outcomes should be used to inform planning. Assessment should provide additional opportunities to encourage pupils to learn and reward their endeavours.

Assessment should aim to:

- Establish what curriculum objectives pupils have met.
- Establish what objectives pupils are not yet secure with.
- Support pupils in making further progress; engaging pupils in their own learning.
- Inform lesson and intervention planning.
- Provide an accurate measurement of pupil progress; of individual and groups of learners.

- Ensure pupils' achievement is recognised and celebrated.
- Inform Parents/ Guardians of progress and achievements accomplished.
- Establish what additional support and care may be required to ensure pupils develop as successful learners and responsible and happy young adults.

College Assessment Calendar

A College Assessment Calendar will be published each year with dates and deadlines regarding the following:

- Target Sharing
- Assessment weeks
- Examination weeks
- Data Entry deadlines
- Progress Checks
- Moderation weeks
- Reporting on Pupil Progress

Assessment of Learning

Each year group has 5 key assessment points during the academic year. One of these points will be a formal examination period, giving pupils the opportunity to develop their understanding of the demands that will be placed on them during external examinations. All assessments and examinations should give pupils the opportunity to demonstrate their full understanding of the curriculum covered and the skills they have developed. It is important that pupils' ability to achieve in linear assessments is assessed as this reflects the challenge they will face when completing their key stage 4 courses.

Assessment Periods at Key Stage 3

At key stage 3, all Ebacc subjects will carry out a formal linear assessment. This will be a common assessment task for all teaching sets in each year group but may be differentiated.

Due to reduced curriculum time, some subjects will only carry out 1 formal assessment per term; most likely to be in half terms 2 and 4 with a formal examination in either half term 5 or 6.

These subjects are:

- Art
- Computing & Technology
- Drama
- Music
- PSHE

As a result of this, these subject areas will require a smaller assessment based on a key piece of classwork which should be integrated into the course as a natural part of the Scheme of Work.

Assessment Periods at Key Stage 4

At key stage 4, pupils on all GCSE courses and Btec qualifications will complete a formal linear assessment. This assessment should replicate external examination papers and should be assessed using formal mark schemes and grade boundaries. The assessment chosen should be common to all teaching sets following the same course.

Controlled Assessment

In addition, to formal assessment periods, pupils on some key stage 4 courses may be required to complete Controlled Assessment tasks. The number of tasks and the weighting of each task will vary depending on the subject and course being followed. A College Controlled Assessment Calendar will be published each year. The aim of this is to maximise attainment and achievement on such tasks by distributing the demands placed on each pupil as evenly as possible. The level of control on controlled assessment will also vary depending on the stage of each task and the course which is being followed. All teachers are reminded that they must be aware of the formal guidelines produced by the appropriate examination board and that they are responsible for ensuring rules and regulations are adhered to.

BTEC portfolios are moderated by the Btec coordinator prior to marks being submitted and samples being sent for external verification.

Marking of Assessments

Key stage 3

All subjects have devised College Assessment Levels. In ascertaining the level of attainment a pupil has achieved, these assessment levels must be utilised. This means level boundaries established for each formal assessment should complement the level descriptors devised.

At key stage 3, all pupils should receive feedback on the agreed whole school 'Assessment for Learning' pro-forma. This will ensure that all pupils are informed about the following in regards to their progress:

- Attainment; using the College's assessment levels
- 'What went well'
- 'Even better if'
- If they are likely to meet or surpass their target.
- How to improve their literacy

Subjects may choose to give additional feedback with regards to a specific assessment focus and make reference to the specific pupil college assessment levels they have devised. Teachers should utilise this information regarding pupil outcomes to inform their lesson planning.

Key stage 4

At key stage 4, all pupils should receive feedback which ensures pupils are informed about the following in regards to their progress:

- Attainment: using GCSE/ Btec grade descriptors and boundaries
- Strengths
- Areas for development
- If they are likely to meet or surpass their target.
- How to improve their literacy

However, subjects are encouraged to develop a pro-forma which subject and course specific, thus providing pupils with detailed, personalised feedback on how to make further progress. Teachers should also utilise this information when planning lessons in the future.

Flight paths

Pupils at both key stages will be expected to track their own progress and attainment on the front of their exercise books by employing the use of pupil flight paths. These flight paths have been developed by subject leaders and may be differentiated depending on pupil ability. This will act as a visual aid to support pupils in considering how they are progressing and determine whether they are likely to meet their targets. It will encourage an open dialogue about pupil progress both between pupils and their teachers but also pupils and their parents/ carers.

Standardisation and Moderation

Subject leaders must be confident that assessment and tracking of pupil progress is rigorous and accurate. For this reason, the College Assessment Calendar has scheduled moderation periods for both key stages. During this time, Subject leaders should help to establish 'Levelled and Graded Standards' of each formal assessment. The assessment 'standards' can be used to moderate a range of assessments from pupils of all abilities. Copies of 'standards' and moderated assessments will then be placed in subject portfolios to be used as a reference. This will support all teachers within the faculty in providing accurate judgements and guidance in regards to pupil attainment.

Tracking Pupil Progress

Formal assessment data should be entered in Sims under 'my mark sheet'. Deadlines published on the assessment calendar for data entry must be adhered to. This will ensure that formal assessment data will

be available to inform pupil progress checks regarding judgements made about current performance and therefore improving their reliability and accuracy.

Subject leaders; supported by Lead teachers when appropriate, will then use this data to check and analyse pupil progress across each year group. Assessment data will allow subject leaders to identify which pupil groups are achieving well and which require additional intervention. Micro populations should be a focus in all faculties across all year groups. As well as establishing levels of pupil attainment, outcomes of assessment may indicate that further developments in Learning and Teaching need to occur. For example, schemes of work need to be reviewed, increased level of challenge may be required or further differentiation should be employed. Subject leaders will use the assessment outcomes to amend and update their half term plans. Ultimately, pupil outcomes should inform both faculty and teacher planning.

Heads of Year are expected to analyse assessment and pupil progress check data of every pupil. This information will then be utilised to identify which pupils may benefit from intervention programmes and additional study clubs. When analysing micro populations, Heads of Year would quickly become aware of any underachievement which is developing and therefore determine how this can be effectively addressed.

The introduction of formal examinations in the summer term has ensured pupils' ability to perform in linear examinations is being assessed. This examination data will help both Subject Leaders and Heads of Year to determine what level of intervention and additional support with revision may be required both for individuals and pupil groupings.

Outcomes of pupil assessment and examinations will support the robust tracking of pupil progress. A summary of this tracking is produced in the form of '*Raising Achievement Plans*': RAPs. These plans are updated termly and are divided into the following:

- Faculty RAPs for each year group
- Heads of Year
- SEN
- EAL
- Year 7 'Catch- up' premium

Tracking of pupil progress ensures pupils Achievement and Attainment are recognised regularly. As well as staff awarding Achievement points in line with the college's ASPIRE system, pupils successes are celebrated by the faculties and year groups in termly ASPIRE assemblies. In addition to this, the annual Celebration Evening ensures parents and carers are given the opportunity to celebrate pupils Achievement, Attainment and Effort.

Examination data is also analysed by the Data Manager to identify which pupils deserve additional recognition due to their performance in examinations when compared to their individual targets.

Assessment for Learning

Pupils must be made aware of what they are trying to learn and how they will be assessed from the outset. Strategies employed should encourage pupils to improve their work further and as a result aid progression.

In the classroom

Throughout every lesson, teachers will use a variety of strategies to assess whether their pupils are making progress. These may include:

- Clear Learning Objectives and Success Criteria discussed and explained at the start of the lesson.
- Questioning; higher order questions used to further develop understanding when appropriate.
- White boards; used to identify which pupils may need additional support.
- Self and Peer assessment; using clear success criteria and model answers as appropriate.

Marking for learning

All faculties utilise the 'marking for learning' stickers developed by the Learning and Teaching forum in consultation all colleagues and the Pupil Learning Forum. These ensure that all pupils are aware of their current attainment, what they have shown to be a particular strength and how they can improve their understanding and progress further. Advice given by teachers at this point should be Subject specific. Pupils are then encouraged to make the improvement suggested by their teacher in green pen with the intent of ensuring pupils are engaged with the marking process. Using this sticker results in all pupils also being awarded an '*Effort*' judgement and teachers are encouraged to award *Achievement points* in recognition of pupil attainment and/or effort. This is part of the whole school ASPIRE rewards system.

Frequency of marking is determined by the Subject Leaders and the amount of curriculum time awarded to each subject. It is expected that pupils will receive written and verbal feedback and guidance regularly in order to assess how well each pupil is progressing. However, during Assessment periods this may not be evident in exercise books/ folders as marking of completed assessments will take priority in order to ensure prompt and useful feedback. Subject leaders are given the autonomy to determine how these assessments should be completed and stored. Subjects may decide to have a separate assessment book/ folder or to integrate formal assessments in ordinary pupil exercise books.

Monitoring & Evaluation

Outcomes of assessment will be monitored and evaluated at all levels after each assessment cycle:

Subject teachers: monitoring outcomes of assessment and using this information to support pupil progress and reflect on the accuracy of the assessment.

Lead Teachers/ Subject Leaders: monitoring outcomes of assessment and evaluate the effectiveness and accuracy of assessments when analysing groups of data. Use of moderation and standardisation will help to ensure judgements made are providing accurate pupil data in regards to progress.

Head of Year: monitoring the outcomes of assessment to help inform pastoral care decisions and support pupil progress of individual pupils/ micro populations and the entire cohort.

Senior Leadership Team: monitoring judgements made by teachers in regards to pupil progress and the use of intervention strategies.

A detailed review of assessment procedures and how pupil progress will be measured will occur during the academic year. This is to ensure the college's assessment practice embodies future developments in Education:

- Removal of National Curriculum Levels
- Introduction of new GCSE specification and the 1 – 9 grading system
- Removal of Controlled Assessment from GCSE specification resulting in 100% Linear examinations.