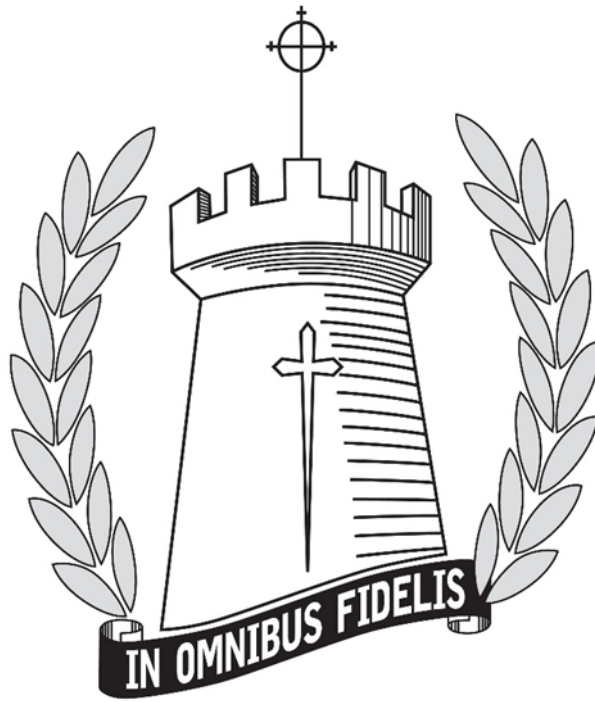


# ST. DAMIAN'S RC SCIENCE COLLEGE



## Internal Assessment Policy

<b>Approved by Governors:</b>	<b>Nov 2021</b>
<b>Date to be reviewed:</b>	<b>Annually</b>

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## **Intent: The Principles & Aims of Assessment at St. Damian's RC Science College**

### **Assessment at St. Damian's:**

- is inextricably linked to the curriculum and is used diagnostically to evaluate the effectiveness of teaching and learning, growth in pupils' deeper learning, breadth and depth of knowledge, understanding and skills
- places an emphasis on the specific curriculum knowledge pupils should acquire by the end of each year and each key stage, referred to as curricular goals
- focuses needs on high-quality, in-depth teaching of the curriculum, supported by in-class high quality formative assessment.
- provides pupils with feedback which clarifies those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps.
- fosters in pupils' a sense of responsibility for their own learning within the schools' curriculum
- promotes meaningful dialogue between pupil and teacher
- engages with parents & carers to clarify what learners know and understand, and what they need to do to improve as well as what they, as parents, can do, to support their child's continued progression
- is used by teachers to inform teaching, lesson planning and the next steps in curriculum learning
- enables teachers to grow professionally and make effective use of their time, knowledge and skills in the classroom to implement the planned curriculum
- ensures that recording, tracking and monitoring does not contribute unnecessarily to teachers' workload
- raises standards by enriching curriculum learning and pupil motivation
- is used by school leaders to evaluate impact of the curriculum and to ensure that the full curriculum is being delivered effectively and is being accessed by all pupils
- promotes improved pupil outcomes

### **A Mastery Approach to Curriculum & Assessment**

- 'Mastery' is used to denote a high level of performance against curriculum expectations
- Ensures that all learners have grasped fundamental, necessary content
- Is about deep, secure learning which enables content to be recalled over time and allows for the extension of able students
- Learners undertake formative assessment that shows what they have learned well and what they still need to work on and identifies specific 'corrective' activities to help them do this

### **A Fully Inclusive Approach to Assessment – Pupils with SEND**

- This policy has due regard to all relevant guidance including, but not limited to the following:
  - Equality Act 2010
  - DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- Prior attainment is taken into account; however, the emphasis is on providing the opportunity for *all* pupils to succeed if taught and assessed effectively
- The principles of assessment include pupils with SEND and is inclusive of all abilities
- High expectations apply equally to pupils with SEN and disabilities as to all other pupils
- It is used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention
- For pupils with recognised SEN and disabilities, assessment considers long-term wider outcomes such as higher education, employment and independent living
- The school considers a range of meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.
- Assessment methods may need to be adapted for some pupils with SEN and disabilities, for example by using visual stimuli and alternative means of communication

## **Roles & Responsibilities**

### **Leaders & Teachers:**

- understand fully what is expected to be mastered by pupils at any given stage
- ensure that assessment is inclusive of all pupils including PP & SEND
- view assessment as a 'powerful learning event'
- are clear why pupils are being assessed
- conduct assessment, confidently and competently
- know what the assessment is intended to achieve
- implement high quality diagnostic assessment
- use assessment for the effective monitoring of pupil progress
- know how the assessment information will be used

### **Subject Teachers:**

- ensure that pupils have a clear understanding of the curriculum objectives and assessment criteria at KS3, GCSE & Vocational courses
- provide opportunities for ongoing formative assessment in all lessons to ensure pupils meet curriculum objectives including PP & SEND
- regularly assess and mark pupils' work according to the subject marking and feedback policy and employ a range of assessment styles to ensure effective delivery of the curriculum
- contribute to the development and implementation of assessment rubrics
- ensure pupils are confident and well prepared to engage in summative assessment
- use the results of all assessments to evaluate the effective implementation of the curriculum, monitor progress and plan future learning tasks which match pupil capabilities
- motivate pupils by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time in to secure their curriculum knowledge
- plan for independent reflection time in lessons to enable pupils to reflect on the next steps of their learning and improve their work
- gain the necessary expertise and knowledge about data analysis, curriculum and assessment through training

### **Subject Leaders:**

- support subject colleagues in the implementation of the Assessment Policy
- ensure that their Assessment Policy is regularly reviewed and updated and aligned with curriculum developments
- plan assessment opportunities into their schemes of work and regularly use assessment to evaluate the effectiveness of the subject curriculum
- establish agreed subject criteria for assessment and marking which meet whole school expectations
- monitor the consistency of assessment and marking
- ensure that required assessment information is systematically recorded and appropriate accurate information is provided in SIMS for Progress Checks and Progress Check Analysis
- analyse performance data, monitor progress of pupils towards their curriculum objectives throughout the year and put in place appropriate interventions to address identified underachievement. This includes PP & SEND
- carry out detailed self-evaluation by analysis of the impact of the curriculum through pupil attainment at KS3 & KS4 (including examination analyses)
- use assessment information appropriately for the setting pupils
- identify and address the INSET needs of their team in relation to assessment
- maintain a portfolio of assessed work at KS3 & KS4 to ensure consistency of standards

- attend regular line management meetings with SLT to discuss, monitor, evaluate curriculum impact and focus on the achievement of individuals, groups, year cohorts and across the key stage and to coordinate and evaluate the impact of interventions
- ensure that their Subject meets the report deadlines and standards

### **Heads of Year**

- Use Progress Checks to evaluate the impact of the curriculum on micro groups including SEND / PP and all individual learners within their Year Group
- Use assessment outcomes to help inform pastoral care decisions, make referrals to the SENCO or external agencies
- Use the ASPIRE system to praise and reward pupils who have achieved well across the curriculum
- Delegate key pupils to form tutors for daily monitoring
- Identify pupils causing concern with ATL / HWK and ensure behaviour intervention / Study club support
- Contact parents as needed

### **Senior Leaders:**

- strategically analyse, monitor and evaluate key assessment data (internal and external) including identified micro groups including PP & SEND to assess the impact of subject curricula
- lead and support staff in implementing whole school interventions to raise achievement and attainment and address gaps in curriculum knowledge
- support and monitor subjects in the implementation of assessment, recording and reporting practices
- ensure that there is a coherent strategy for the effective management of performance data
- set evidence-based pupil curriculum targets with middle leaders which are agreed for all pupils in all subjects
- monitor pupil progress towards their curriculum targets
- ensure staff receive training on the interpretation and use of data to inform their planning
- make use of ASP, IDSR and other sources of data to assist with self-evaluation and analysis of the curriculum and plan the next steps at a strategic level

### **Engagement of Parents/Carers**

Parents/carers should:

- use the Curriculum Overview to review the topics and assessments their child has completed in school
- discuss feedback given to their child via formative assessment and their child's response to the feedback
- monitor their child's completion of homework and independent learning using the school planner
- read Progress Checks and School Reports and discuss them with their child
- support their child in the lead up to formal assessments and examinations
- contact the school for assistance if they are concerned about their child's progress

### **Types of Assessment used at St. Damian's**

1. Formative Assessment
2. Summative Assessment
3. KS3 ACT Assessment System
4. KS4 Examinations [GCSEs and Vocational Courses]

## [1] FORMATIVE ASSESSMENT

### Types of Activities

- Clarifying, sharing and understanding learning intentions and criteria for success.
- Questioning and Discussion [open ended / closed questioning, one to one / group]
- Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning
- Marking and scrutiny of pupils' work
- Observational assessment
- Retrieval practice
- Providing feedback that moves the learning forward
- Activating learners as instructional resources for one another
- Activating learners as owners of their own learning

### Benefits of Formative Assessment

Formative Assessment is used to assess curriculum knowledge, skills and understanding, and to identify gaps and misconceptions.

#### Pupils:

- can measure their curriculum knowledge and understanding against learning objectives and wider outcomes
- can identify where they need to target their efforts to improve
- can correct mistakes and change misconceptions

#### Parents /Carers:

- can see the broader picture of where their children's strengths and weaknesses lie within curriculum areas and what they need to do to improve
- can strengthen their partnership with school by supporting their child's education and further development
- Can promote home learning and learner independence

#### Teachers:

- define and re-define curriculum content so that there are clear opportunities to stretch and challenge, re-enforce the learning and deepen understanding
- can ensure that assessment is an integral part of teaching and learning
- can understand pupil performance on a day-to-day basis
- can identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.
- can provide appropriate support or extension, as necessary.
- can evaluate their own teaching of topics or concepts and to plan future lessons and tailor teaching accordingly.

#### School leaders:

- can ensure that staff carrying out effective formative assessment identify problems at an individual level
- can ensure that every child will be appropriately supported to make progress and meet curriculum expectations

## **Marking for Learning**

- Marking informs future planning and learning
- Pupils act on their feedback and make progress over time
- Pupils learn to value hard work and the quality of work they produce
- Marking is meaningful, manageable and motivating
- Careless mistakes are marked differently to errors resulting in misunderstanding
- Time is set aside for pupils to respond to marking
- Focus on quality rather than quantity
- All subjects have their own marking policies that must be followed

## **Feedback**

- Justifies to students how their mark/grade was derived
- Identifies and rewards specific qualities in pupils' work
- Promotes a dialogue between staff and pupils
- Guides pupils to adapt and adjust their learning strategies
- Guides teachers to adapt and adjust teaching to accommodate pupils' learning needs
- Motivates pupils to improve and be self-driven
- Has a high impact on pupils' learning and progress
- Guides pupils to move forward
- Feedback is constructive, so that students feel encouraged and motivated to improve

## **CPD to ensure best practice in Assessment**

- Pop up sessions are offered to staff to support assessment within the classroom
- Staff training sessions on; whiteboard fi, kahoot, quizlet, TEAMS, Seneca Learning etc throughout the year
- Teaching and Learning bulletins shared with staff to share best practice
- Opportunities provided throughout the year for staff to collaborate and watch each other teach, with a specific focus on assessment
- Twitter used to share current research
- EduBook club offered within school to engage staff with research around assessment

## [2] SUMMATIVE ASSESSMENT

### **Types of Activities**

- End of year exams
- Formal Assessment Weeks
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

### **Benefits of Summative Assessment**

Summative Assessment information produced is based on a variety of evidence of curriculum knowledge, understanding and skills, is targeted, and appropriate for informing teaching and learning.

#### **Pupils:**

- receive information about how well they have learned and understood a curriculum area taught over time
- can respond to feedback provided on how they can continue to improve.

#### **Parents:**

- are informed about the achievement, progress and wider outcomes of their children in a range of curriculum area

#### **Teachers:**

- can evaluate both pupil learning at the end of a curriculum area (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes)
- can plan for subsequent teaching and learning to ensure an even deeper understanding of the curriculum

#### **School leaders:**

- can monitor the performance of pupil cohorts and the impact of curriculum implementation
- identify where interventions may be required
- work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment across the curriculum



### [3] KS3 ACT ASSESSMENT SYSTEM – Target Setting

#### Pupil Starting Points

- The following information is considered when placing a pupil into a Curriculum Pathway:
  - KS2 Scaled Scores in English
  - KS2 Scaled Scores in Maths
  - Average KS2 Scaled Scores
  - St. Damian’s Reading Assessment
  - Baseline assessments in other subjects in the first half term

#### Curriculum Progression Pathway

Based on starting points, pupils are allocated to a Curriculum Progression Pathway at KS3:

St. Damian’s three key curriculum progression pathways are called: **Advance, Challenge & Thrive**

- The curriculum pathway determines expected progress through KS3
- It will allow pupils to progress to & meet the demands of GCSE & Vocational courses at KS4
  - **Advance** will deliver curriculum challenge at the highest levels
  - **Challenge** will present curriculum strategies to accelerate progress
  - **Thrive** will deliver aspirations to achieve
- For a very small number of pupils, a foundation pathway will support pupils to close identified gaps in prior learning. Pupils will then access and meet the core expectations of St. Damian’s Curriculum Pathways

#### Curriculum Stage

- Is used to denote a high level of performance against curriculum expectations
  - Ensures that all learners have grasped fundamental, necessary content
  - Recognises knowledge is cumulative and progresses through 3 key stages: **Developing, Secure, Mastery**
  - Is graded on the Progress Check using the descriptors below:

<b>MASTERY</b>	Detailed curriculum knowledge and understanding Applies skills with a consistent level of accuracy and precision.
<b>SECURE</b>	Secure in key curriculum knowledge Applies skills with an increasing amount of accuracy and precision.
<b>DEVELOPING</b>	Some key curriculum knowledge Working on developing skills with accuracy and precision.

- The **Curriculum Stage** [Developing, Secure, Mastery] assigned to a child, is dependent on the **pupil starting point** and **expected rate of progress** as well as the minimum expected level of attainment at KS4

## Overview of the Curriculum Progression Pathways & Stages [Y7-11]

Curriculum Progression Model						
Progression	KS3 Curriculum Stage			Minimum Expected Grades at GCSE		
Pathway	Y7	Y8	Y9	Y10	Y11	Potential
Advance	Mastery	Mastery	Mastery	7	8	9
	Secure	Secure	Secure	6	7	8   9
	Developing	Developing	Developing	5	6	7
Challenge	Mastery	Mastery	Mastery	4	5	6
	Secure	Secure	Secure	4	5	6
	Developing	Developing	Developing	3	4	5
Thrive	Mastery	Mastery	Mastery	2	3	4
	Secure	Secure	Secure	2	3	4
	Developing	Developing	Developing	1	2	3
Foundation	Mastery	Mastery	Mastery	F	1	2
	Secure	Secure	Secure	F	1	2
	Developing	Developing	Developing	F	1	2

- As a minimum, pupils should:
  - aim to achieve a consistent level of performance across their expected **Curriculum Progression Pathway & Curriculum Stage**
  - be ambitious so they can be recognised for achievement & progress, at and beyond expectations
  - recognise that strong curriculum knowledge and skills at KS3 will ensure good progression at KS4

### Movement within and between Curriculum Progression Pathways

- If a pupil:
  - demonstrates curriculum knowledge, which is better than expected, they will change pathway
  - is underachieving, the pupil must engage with intervention to improve

## The Progress Check Report

### Curriculum Progression Pathway

- The Curriculum Pathway suggests the potential grades a child might achieve at GCSE.

KS3 Progression Pathway	Potential Grades at GCSE
Advance	6-9
Challenge	4-6
Thrive	2-4
Foundation	1-2

### Curriculum Stage

- The Curriculum Stage indicates how secure a child is with their curriculum knowledge at Key Stage 3.

MASTERY	↑
SECURE	
DEVELOPING	

### Progress Differential

- This indicates if a child is achieving the curriculum expectations from their starting point.

Exceptional	2
Exceeds	1
Expected	0
Below	-1

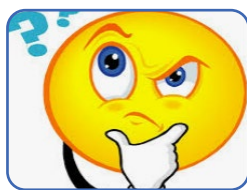
Attitude to Learning, Independent Learning and PE kit are graded:

- **E:** Excellent
- **G:** Good
- **M:** More effort needed
- **U:** Unacceptable

### Grade Descriptors

Learning Grade Descriptors		
	Attitude to Learning	Independent Learning
<b>E</b>	<ul style="list-style-type: none"> <li>• I produce work that exceeds my target <input type="checkbox"/></li> <li>• I give extended answers verbally and in writing <input type="checkbox"/></li> <li>• I ask questions to extend my learning <input type="checkbox"/></li> <li>• I have a very strong work ethic <input type="checkbox"/></li> <li>• My behaviour is excellent <input type="checkbox"/></li> <li>• My attitude to learning in class is excellent <input type="checkbox"/></li> <li>• I put in excellent effort <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• I always meet homework deadlines <input type="checkbox"/></li> <li>• My homework frequently meets or exceeds my target <input type="checkbox"/></li> <li>• I complete complex tasks showing evidence of independent research <input type="checkbox"/></li> <li>• I complete high quality work on MS Teams <input type="checkbox"/></li> <li>• I always respond to the advice and feedback given by the teacher <input type="checkbox"/></li> <li>• I read widely around the subject outside lessons <input type="checkbox"/></li> <li>• I re-visit work &amp; do revision independently <input type="checkbox"/></li> </ul>
<b>G</b>	<ul style="list-style-type: none"> <li>• I produce work that meets my target <input type="checkbox"/></li> <li>• I put my hand up to answer questions in lessons <input type="checkbox"/></li> <li>• I ask questions to clarify and extend my learning <input type="checkbox"/></li> <li>• I work hard in lessons <input type="checkbox"/></li> <li>• My behaviour is good <input type="checkbox"/></li> <li>• My attitude to learning in class is good <input type="checkbox"/></li> <li>• I put in a good effort <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• I meet homework deadlines <input type="checkbox"/></li> <li>• I do good quality homework and meet my target <input type="checkbox"/></li> <li>• I complete complex tasks and show some evidence of wider reading <input type="checkbox"/></li> <li>• I complete a good standard of work on MS Teams <input type="checkbox"/></li> <li>• I respond mostly to the advice and feedback given by the teacher <input type="checkbox"/></li> <li>• I read some additional material outside lessons <input type="checkbox"/></li> <li>• I do some additional revision outside lessons <input type="checkbox"/></li> </ul>
<b>M</b>	<ul style="list-style-type: none"> <li>• I produce work of an inconsistent standard <input type="checkbox"/></li> <li>• I have to be asked a question in order to participate <input type="checkbox"/></li> <li>• I rarely ask a question <input type="checkbox"/></li> <li>• I could work harder in lessons <input type="checkbox"/></li> <li>• My behaviour is inconsistent and I need reminders <input type="checkbox"/></li> <li>• My attitude to learning in class is variable <input type="checkbox"/></li> <li>• My effort is inconsistent <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• I do not always meet homework deadlines <input type="checkbox"/></li> <li>• The quality of my homework does not always meet my target <input type="checkbox"/></li> <li>• My homework is sometimes incomplete or has gaps <input type="checkbox"/></li> <li>• I do not always complete enough work on MS Teams <input type="checkbox"/></li> <li>• I do not always respond to the advice and feedback given by teachers <input type="checkbox"/></li> <li>• I do not always read regularly outside lessons <input type="checkbox"/></li> <li>• I do not always revisit work or do independent revision outside lessons <input type="checkbox"/></li> </ul>

## Planning an Assessment Point – Key Steps



### 1. Plan the Assessment

- Which components & composites of Curriculum Knowledge need to be assessed? Use the Curriculum Overview & SOW to determine this
- Which of these elements are linear and test knowledge over time
- Which skills do you want to assess?
- What knowledge is **essential** for each curriculum pathway?
- Determine the SECURE Mastery Stage for each Pathway: Advance / Challenge / Thrive
- What are the success criteria for each Curriculum Pathway?
- Is the assessment inclusive of all abilities?



### 2. Prepare the Pupils

- Generic revision list
- Share the success criteria
- Ensure pupils know the best revision techniques



### 3. Set up the Assessment with Staff

- Ensure staff are confident with the assessment criteria
- Share the subject mark-scheme
- Set up SIMS tracking
- Staff enter raw marks by a given deadline
- Raw marks are converted to percentages
- Percentages will be used to rank pupil performance in the assessment
- Determine what information will be used for current performance to define: Developing, Mastery, Secure



### 4. Mark the Assessment

- How do you know that the assessment criteria & mark-scheme have been applied accurately across the cohort?
- Have you seen samples of pupil work?
- Have you reviewed the raw marks entered? Is the data reliable?
- Is the assessment data representative of the expected outcomes?
- Have you challenged any anomalies?



### 5. Moderation & Standardisation

- Have standards been applied consistently across all groups?
- Are any adjustments needed to the guidance for current performance in relation to the Assessment
- What are the strengths & weaknesses of the assessment set?
- What needs to be reviewed in the future?



### 6. The Assessment Portfolio

- Use the Assessment Portfolio to define key attainment benchmarks
- Include examples of pupil work from each Curriculum Pathway: Advance, Challenge, Thrive
- Include examples of work from each year group
- Use it as an essential tool for induction & training of staff
- Update at each Assessment Point



### 7. Review the Feedback on the Curriculum

- What did the pupils know and remember? How is success being recognised?
- In which areas of the curriculum did you identify pupils' strengths?
- In which areas of the curriculum was there underachievement? In which pupil groups? Why?
- What were the most common misconceptions?
- What intervention is being put in place? How will it be monitored? What will be the impact?
- What curriculum changes need to be made?



### 8. Next Steps in Teaching & Learning

- How will feedback be given to pupils?
- What did pupils do well?
- What do pupils need to do to improve?
- When will they do it? How will they do it? How will pupil response to feedback be monitored?
- What teaching strategies will change?

#### [4] KS4 EXAMINATIONS [GCSES & VOCATIONAL COURSES]

- are nationally standardised summative assessments are used by the government to hold the school to account
- are used to measure pupil progress from KS2-KS4 and value added across curriculum areas
- provide information on how pupils are performing in comparison to pupils nationally and locally across the curriculum
- help inform parents' choice of schools for their children
- help teachers understand national expectations and assess their own performance in subject implementation and impact in the broader national context
- help school leaders make judgements about the school's effectiveness, curriculum and the quality of education

The school complies with the relevant awarding body's statutory assessment requirements.

- JCQ 'Instructions for conducting examinations'
- JCQ 'General Regulations for Approved Centres'

This policy operates in conjunction with the following school policies:

- Examinations Policy
- Non-Examination Assessment Policy
- Exam Appeals Policy
- Exam Contingency Plan
- Safeguarding Policy

#### **Assessment Calendar**

- The Assessment Calendar is published in September each academic year & outlines the assessment schedule for formal assessment weeks, internal examinations, data collection, Progress Checks, Progress Check Analysis & Parents' Evenings
- It builds in moderation & standardisation & Subject Leader QA of data
- There are two assessment points at KS3, three assessment points in Y10 and two assessment points in Y11
- It is reviewed annually by DHT and involves consultation with Subject leaders & SLT

#### **Assessment Weeks**

- Assessment tasks provide teachers with meaningful, useful insight into a child's knowledge and understanding of the curriculum content and the ability to apply their learning and skills to a broad range of contexts
- A test or examination focuses on what matters in the curriculum, rather than simply what is easy to measure
- Pupils are given advance notice of a summative assessment and are provided with a revision list and key materials
- Pupils are not 'taught to the test' as this produces inaccurate information about what a pupil knows and can remember over time

## Validity & Reliability of Assessment

In the context of assessment:

- **Validity** is understood as the degree to which an assessment measures that which it intends to measure, and the suitability of the data generated for the interpretations intended to be drawn from them
- **Reliability** is understood as the consistency with which an assessment performs its function
- **Moderation** is necessary to help ensure consistency and accuracy of assessment judgements
  
- Subject leaders ensure that subject teachers know which assessment evidence would indicate developing, secure, mastery judgements in a curriculum area and ensure that data provided by assessments is accurate and used to inform next steps in pupil learning
  
- Effective moderation & standardisation is used to do the following:
  - Ensure that the results given back to students are accurate and fair
  - Give the data we report to students, parents and staff greater integrity
  - Diagnose issues/areas on underachievement, informing forward planning
  - Provide feedback on the quality of assessments and the quality of curriculum planning
  - Develops teachers – sharpening their understanding of relevant assessment criteria
  
- Use of Benchmark information from Examination Boards
  - Subject Leaders use feedback from Moderators' Reports, Results plus and external examinations to work collaboratively with subject teachers to ensure a more refined knowledge of assessment criteria at GCSE and in Vocational courses
  - Teachers who mark for examination boards share good practice with other colleagues
  
- Guidance given to Staff for Assessment Points
  1. Assessment Portfolio to be updated & used to bench-mark grades
  2. Plan for linear –include learning & skills from previous terms and the previous year
  3. Provide a generic revision list for the subject area
  4. Encourage pupils to do ongoing revision so linear is cumulative
  5. No 'pre-teaching' for the assessment unless it is agreed at subject level
  6. In large departments, assessments where possible are kept confidential until the Assessment Week
  7. Marking done and outcomes entered into SIMS tracking
  8. Grade boundaries & mastery stages agreed BEFORE work is given back to pupils
  9. Feedback & pupil response
  10. Adapt future teaching to address weaknesses

## Assessment Portfolios

- Each subject area maintains an assessment portfolio which benchmarks agreed standards in pupil curriculum knowledge after each assessment point
- The pupil work is used to develop and evidence the robustness of subject assessments
- Work demonstrates the performance of the higher, middle and lower prior attaining students and key groups
- Assessment scripts are included in the Assessment Portfolio that typify students in each of the groups described above

## Collection of Assessment Data

- SIMS is used for whole school data entry and subject tracking
- The Progress Check deadlines are outlined in the Assessment Calendar
- Staff will input an assessment mark, curriculum band & stage, ATL & Independent Learning grade
- Subject leaders have internal tracking in SIMS pertinent to their subject
- Subject leaders will oversee the completion of the Subject Progress Check Analysis

## Reports to Parents

- All parents receive an individual report for their child each academic year
- Information includes attendance, achievement points and behaviour points
- Progress data includes targets, assessment outcomes, curriculum progression pathway & curriculum stage
- The Subject Reports include personalised information in free text which identifies strengths and areas to develop across the curriculum
- The Form Tutor Report highlights key contributions to the school community [Personal qualities, assemblies, charity work, attendance, punctuality, conduct, ASPIRE, uniform, extra-curricular]

## Use of Assessment Data

- Assessment data is shared with:
  - pupils to aid their understanding of what they need to do to progress.
  - subject leaders, heads of year and senior leaders for self-evaluation
  - parents/carers to inform them about their child's progress and attainment
- Statutory information is sent to the LA / Diocese / Exam Boards on request
- Some data may be used for evaluating teacher appraisal objectives and school performance

## Assessment Practice during Covid-19 & Remote Learning

- Microsoft Teams is the digital platform used for remote education provision to allow interaction, assessment and feedback
- Formative assessment practices include questioning, cold-calling, use of mini whiteboards, Kahoot, quizzes, Assignments
- Pupils receive timely and frequent feedback on how to progress via whole-class feedback or individual feedback where appropriate
- Teachers use assessment strategies to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Reasonable adjustments are put in place as necessary, so that pupils with SEND can successfully access remote education alongside their peers
- Summative Assessment planned on the School Assessment Calendar is reviewed and implemented appropriately.
- Whilst formal exams cannot take place, formal assessments may be conducted digitally & assessed appropriately, taking into account the variation of assessment conditions and validity
- SEND pupils are supported remotely or in school with a digital reader programme, extra time, online LSA support & parental contact
- The School Risk Assessment & Covid-19 related policies are strictly adhered to reduce the transmission of Covid-19 and ensure appropriate safety measures are in place

## **QA of Assessment Processes**

- Subject Leaders are responsible for the QA of formative assessment in the classroom through learning walks, work scrutiny, pupil voice activities
- The AHT i/c of Teaching & Learning oversees the QA processes of Subject Leaders for formative assessment via T&L subject reviews
- Subject Leaders are responsible for the QA of the implementation of summative assessment through moderation & standardisation meetings built into the Assessment Calendar as well as the QA of data entry for Progress Checks and accuracy of Subject Reports
- The DHT & SLT line managers are responsible for the QA processes of Subject Leaders regarding summative assessment and data entry

## **Monitoring & Evaluation**

- The Assessment Policy is reviewed, evaluated and updated annually by the DHT and approved by the HT & Governors
- Monitoring & evaluation includes regular review of classroom practice, pupil voice, teacher voice and pupil work scrutiny & scrutiny of pupil progress check data, reports, Progress Check Analysis
- Ongoing monitoring & evaluation is carried out by Middle Leaders and SLT Line Managers

## **References**

- The Assessment Policy is informed by key publications: Commission on Assessment Without Levels: Final Report, Sept 2015 and educational research: 'Assessment without Levels: Qualitative Research' DFE Dec 2018
- The policy is guided by the requirements of the National Curriculum set out in the programmes of study for all core and foundation subjects at KS3 (National Curriculum 2014) and the exam syllabus requirements of GCSEs and Vocational courses