

St Edmund Arrowsmith Catholic Centre for Learning



Assessment Policy

Amended Feb 2016

This Policy was adopted and ratified by the Full Governing Body of SEA. C.F.L. at the meeting held on

Signed Dated

Chair of Governors J Robson

Signed Dated

Principal M. Campbell

Staff Lead: Mr D. Sharpe

1. Introduction

The term “assessment” refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. It includes all aspects of gathering evidence, recording, reviewing and reporting, which make up an inter-related sequence of events that are integral to the teaching and learning process.

The centre for learning is committed to ‘Assessment for Learning’, a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

2. St Edmund Arrowsmith CCfL fully supports the PRINCIPLES OF ASSESSMENT (taken from ‘Report of the National Association of Headteachers commission on Assessment’ – February 2014). Please see Appendix D.

3. How will progress be measured?

Within the context of the interim statement at the front of this policy the following applies:

In years 7 – 9 for all subjects except Maths and English expected progress will be set against the targets derived from the KS2 Average Points Score. A stretch target will also be given which will be 1 sub level above the KS2 APS expected targets.

All Year 7 students will also be assessed for Reading Ages.

In Years 7 - 11 for English and Maths, progress will be set from the KS2 fine Level. In Years 7 – 9 this will be expressed using the old national curriculum levels 4A, 4B etc. A stretch target will also be given which will be 1 sub level above this. In Years 10 – 11 this will be expressed as a GCSE grade. A stretch target will be given that is 1 grade above expected progress. However in the case of pupils with 3A and 4A the stretch target will be used for both categories.

In years 10 - 11 (for all subjects except Maths and English) expected progress will be compared to the targets derived by the KS2 Average Points Score (APS). A stretch target will also be given which will be 1 grade above the APS expected targets.

If a student does not have any KS2 information we will base line using teacher assessment. If a student is admitted after September in Year 7 and there is no KS2 information we will use teacher assessment to establish a base line.

Formal Assessments will be collected and centralized for all departments and year groups three times per year. There will be an additional three interim assessments per year, the data from which will not be collected centrally but used for teacher planning and interventions.

Parents will receive 3 reports per year, corresponding to the three assessment points. These assessments will be available for discussion at parent consultation evenings or meetings.

Data analysis will be completed following each of the three assessments using SISRA analytics. Key findings/trends will be discussed and analysed by Subject Teachers, Subject Leaders, Pastoral

Leaders, SLT and the Governing Body. Interventions strategies will then be determined, organised and implemented following this assessment data.

4. ASSESSMENT – Role of Subject Teacher

Subject teachers will ensure that:

- All lessons allow for continuous checking of progress/learning
- Lessons planned remain flexible and allow all students to make ambitious progress
- Summative and interim assessments are completed in line with the marking policy in terms of frequency and as designated by the Subject Leader
- Exercise books are formatively marked in green in line with the Marking Policy issued by the centre. Feedback should include clear actions for improvement and student response. Particular attention should be made to encouraging a 'learning dialogue' and it is therefore crucial to monitor the completion of student responses to teacher comments.
- The schools agreed literacy codes are used when providing feedback. (Appendix A)
- On the front of all exercise books at KS3 and KS4 there is a 'Progress and Monitoring' sticker which is to be completed 6 times a year. (This information will also feed into Progress Reviews to parents and other forums). (see Appendix B)
- Teacher comments for improvement should indicate to students how or what they need to do to improve through written targets and next steps.
- The student response should be written in purple.
- Detailed records are kept and pupils' progress, their attitude to learning, strengths and areas for development, as well as their completion of classwork and homework are regularly reviewed. These records should be readily available to other key staff and the Principal.
- Nearly all marked work in exercise books is comment based only. Drafts of complete units may have an indicator level/grade on to help students aspire to achieve the next level/grade.
- Appropriate intervention programmes are created for underachieving students.
- Opportunities are included in the academic year for peer and self-assessment.
- Praise will be used appropriately to motivate and encourage appropriate and deserving work.
- Data is analysed to ensure that students identified as vulnerable (e.g. Pupil Premium) or at particular risk are making appropriate progress and that all students are suitably stretched.

5. Role of Subject Leaders

Subject leaders will ensure that:

- A growing bank of high quality formative assessment statements are kept to use in exercise books and on stickers. Best practice in feedback will be shared within subjects.
- Schemes of Learning (medium and long term plans) include regular opportunities for developing assessment for learning and providing quality feedback to pupils.
- Schemes of Learning are flexible and ensure that all students have the opportunity to make more than the expected level of progress.
- Each formally assessed unit of learning will have a clear student progress ladder and examples of modelling of success criteria, including differentiation by input.
- All departmental staff use agreed marking codes (as per the Marking Policy).
- A minimum of six assessments are implemented in line with the Marking Policy. Each of these will have the following elements:
 - (i) Use of agreed departmental assessments.
 - (ii) Teacher assessment level/grade plus comments identifying key targets for improvement and next steps.
 - (iii) Student response to feedback.
- All teachers are assessing work appropriately as per agreed department guidelines.
- A range of targeted intervention programmes are provided for different groups of students as identified by the whole school system for tracking progress.
- Progress data is analysed to ensure that students and/or groups of students identified as vulnerable (e.g. Pupil Premium) or at particular risk are making appropriate progress and that all students are suitably stretched.
- Sample books, during book scrutiny, from all staff across the age range as per school monitoring calendar. Ensure that this allows for triangulation regarding 'progress over time'.
- They analyse information gained from monitoring and feed this back to line managers.
- Arrange support and further monitoring for those staff highlighted as not fully implementing the policy, by the monitoring process.
- They monitor the quality of lesson planning.
- They organise standardisation activities that ensure consistency and accuracy of assessment judgments across all key stages using both internal and external mechanisms.

- They work with the leadership team to use external validation of systems where appropriate.

6. Role of the Senior Leadership Team (SLT)

Senior Leaders will ensure that they:

- Collect evidence of monitoring outcomes from linked Subject Leaders and discuss interventions and support training as required.
- Sample books and/or folders of all subjects and year groups as per the school monitoring calendar and also conduct “blind” work samples to ensure robustness.
- Provide support and further monitoring for those departments not meeting the required standard.
- Analyse the data to ensure that groups of students identified as vulnerable (e.g. Pupil Premium) or at particular risk are making appropriate progress and that all students are suitably stretched.
- Ensure that Learning Dialogue remains a continuing priority for CPD across the whole school.
- Work with Subject Leaders to use external validation of systems where appropriate.
- Use current research into assessment, both in school and externally, to ensure best practice is followed.

7. Role of students in their assessment

A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students. They should:

- Act upon the advice given to them via teacher comments by making a response in purple pen to highlighted areas in their work, thereby engaging a positive and ongoing learning dialogue. Time will increasingly be given to this at the start of lessons.
- Feedback constructively and honestly to staff when giving their ‘perceptions of the work’.
- Submit work on time, adequately attending to interim draft and final deadlines without exception.
- Follow deadlines for large assignments to ensure adequate progress and maximize potential.
- Take pride in their work ensuring that it is well presented

8. Role of parents / carers to support progress

Parents who take on a supportive role in their child's learning make a difference in improving achievement and behaviour. To support children in making good progress in schools, parents should:

- Take an interest in the work their child is completing for school.
- Provide a quiet area where their child can work.
- Ask to look at the front of their child's exercise books in order to look at the Progress and Monitoring sticker.
- Ask to look at or read the learning dialogues.
- Contact the school for assistance if they need help in providing a quiet place for their child to work.
- Ensure they read all Progress Reviews and attend Parents' Evening to discuss progress.

9. Role of Governors

The assessment policy plays an important part in ensuring improvements in pupil progress in all areas of the curriculum. A key role for governors will be analysing the impact of the school's Assessment Policy and Practice.

They should therefore:

- Analyse and question all Year Progress reports reported annually to the Pupils and Curriculum Committee where relevant.
- Analyse and question assessment and marking information given to them as part of performance management processes.
- Read and question assessment policy updates.
- Consider departmental assessment procedures as part of link governor visits as per protocol.

10. Assessment at Key Stage 3

Due to the removal of National Curriculum levels in year 7, it has been necessary to develop a new organisational approach to both target setting and the assessment and monitoring of progress. As such, we have developed a system where year 7 pupils are placed into one of four pathways, dependent upon their attainment at KS2. These four pathways are outlined below:

Progress from KS2 – KS4							
KS2 Sub-levels	Path	KS2 Profile	Y7 EP	Y8 EP	Y9 EP	Old GCSE	New GCSE
<3b	F	6F-	7F-	8F-	9F-	G – F - E	1 - 3
3b		6F	7F	8F	9F	E – D - C	
3a		6F+	7F+	8F+	9F+		
4c	D	6D-	7D-	8D-	9D-	D – C - B	4 / 5
4b		6D	7D	8D	9D		
4a		6D+	7D+	8D+	9D+		
5c	S	6S-	7S-	8S-	9S-	C – B - A - A*	6 / 7
5b		6S	7S	8S	9S		
5a		6S+	7S+	8S+	9S+		
6	E	6E	7E	8E	9E	A - A*	8 / 9
			7E+	8E+	9E+		

Each department has used the new national curriculum for KS3 to create 4 ‘tiers’ of subject content to be covered and assessed in year 7, in line with the 4 pathways. Within each pathway there are 3 subcategories which correlate to the top third, middle third and bottom third of the pathway. Again, their placement within their designated pathway will be determined initially by KS2 NC scores. It is envisaged that pupils will remain on their starting pathway throughout key stage 3 (though there will be the option of moving pathways should assessments demonstrate significant over/under performance). Some subjects have been given the option of completing a baseline assessment in order to more effectively place pupils on a pathway for their subject; typically this affects the creative arts subjects, where English and Maths KS2 scores don’t necessarily correlate to ability in their subjects.

11. Monitoring and Evaluation of Assessment

The monitoring and evaluation of the quality and frequency of assessment is completed in a variety of ways:

- Departments meet to standardise and moderate the work of pupils to ensure that there is consistency across the department.
- Subject Leaders and Senior Leadership Team monitor exercise books to ensure consistency of practice both during lesson observations and through a process of departmental and senior leadership work scrutiny.
- Assessment is also monitored through observation of lessons using a cycle outlined in the Teaching and Learning policy.
- The Deputy Principal (Teaching and Learning) has undertaken a programme of meetings with Subject Leaders to monitor formal assessments to assess the content and suitability, as well as looking through some completed examples to identify consistency of administration, marking and feedback as well as moderation. These will be reviewed periodically.
- The Deputy Principal (Assessment & Data) monitors the completion of reports and utilise the data to analyse progress and facilitate interventions, which would potentially highlight anomalies to subject leaders and subject teachers
- The Deputy Principal (Assessment & Data) undergoes a rigorous analysis and evaluation of end of key stage assessment data to identify key issues to be raised during the annual departmental reviews, with the Principal, Subject Leaders and SLT line manager, to inform Departmental Development Planning

- Regular Quality Assurance meetings are then undertaken to review departmental developments, including progress towards targets.

10. Monitoring and Review

This policy will be regularly assessed for impact on progress at all levels in the school in accordance with the above roles and responsibility and also via external moderation procedures / reviews to ensure robustness.

Glossary

APS Average Point Score

CPD Continued Professional Development

GCSE General Certificate of Secondary Education

KS2 Key Stage 2

KS3 Key Stage 3

NAHT National Association of Headteachers

NC National Curriculum

SLT Senior Leadership Team

Appendix A

Standard Marking Codes

Code	Meaning
sp with word underlined	Spelling error
gr with phrase underlined	Incorrect grammar
^	Omission (with comment nearby or in margin)
np with // or [Start new paragraph
P	Punctuation
✓	Correct
x	Factually incorrect answer

Appendix B – Monitoring and Progress Sticker (Front of Exercise Book)

Name	Teacher
Subject	Class
End of year target grade	Stretch target

KS2 Level (English for English, Maths for Maths, Fine Point for all others)

Grade/Level Assessments 1 - 6

Appendix C

Assessment

As a school we have researched carefully the new flexibilities offered with the Department for Education's decision that the National Curriculum Levels do not need to be used by schools from September 2014 for assessing progress at Key Stage 3.

We have always prided ourselves on ensuring our assessment system is robust and fit for purpose, allowing scrupulous tracking of student progress. Our current system is extremely refined, designed to identify any actual or potential underperformance quickly with rapid intervention then put into place to close any gaps in learning.

We believe that the National Curriculum Levels are currently familiar to and understood by the vast majority of students and parents and we therefore intend to continue using this system of assessment at Key Stage 3. However, we intend to enhance the National Curriculum levels further with all subjects conducting formal assessments of Spelling Punctuation and Grammar in addition to their subject specific assessments. We hope this will provide a clear and formal mechanism for promoting the critical importance of Literacy in every area.

Appendix D

THE PRINCIPLES OF ASSESSMENT (taken from 'Report of the National Association of Headteachers commission on Assessment' – February 2014)

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.
- Assessment is honest/fair.
- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- Assessment outcomes are used in ways that minimise undesirable effects.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning.

Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.