

ASSESSMENT POLICY

RATIONALE AND AIMS

Overall the purpose of assessment is to improve standards, not merely to measure them. The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

The core purpose of assessment is to move students on in their learning.

AIMS

To provide clear guidelines on the our approach to assessment, recording, reporting and target setting

To establish a coherent approach to assessment, recording, reporting and target setting across all departments

To provide a system that is clear to students, staff, parents and other stakeholders

To monitor and record students' progress

To ensure that appropriate assessment takes place that does not unnecessarily add to teacher workload

RATIONALE

- Assessment should inform teaching, learning and progress
- Assessment should be manageable and useful
- Assessment has to give understandable information to the appropriate stakeholders
- Assessment has to help set achievable targets for future improvement
- Assessment has to give information about strengths and areas for development
- Assessment has to compare achievement and progress against prior attainment between students
- Assessment has to evaluate the success of teaching strategies providing an indication of what works and what does not work
- Assessment has to be positive, provide motivation and the hope of a successful way forward
- Assessment has to involve students and should include them assessing their own work and the work of others

Assessment must be:

Manageable and useful

A reliable source of information

Positive and support success

Understandable to students, parents and teachers

PURPOSES OF ASSESSMENT

Assessment may be used in a variety of ways for a variety of purposes. It may be:

- **Formative** - recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future. This is to test short term memory and should involve low stakes testing. Students should be able to identify how well they have understood a concept or developed a skill. It should be as non-threatening as possible to all students. It enables a teacher to effectively implement Assessment for Learning.
- To enable students to commit knowledge to their **longer term memory**.
- **Summative** - recording a student's overall achievement at the end of a series of lessons / topic areas / unit of work. It is assessment away from the point of learning that requires students to remember and make links with larger amounts of information.
- **Diagnostic** - identifying a learner's strengths and weaknesses which prompts appropriate guidance and support
- **Evaluative** - providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies
- **Informative** - providing information for reports to parents the most important purpose of assessment is to try and motivate and encourage by:

Involving students in the learning process through explaining the reasons for the assessment and its relationship to the course

Recording positive achievement which contributes to a summative statement

Making sure that students are fully aware of assessment objectives and the criteria for success

Discussion of performance and establishing clear, achievable targets for students

PRACTICE AT BLESSED GEORGE NAPIER SCHOOL

ASSESSMENT IN LESSONS

There are a range of processes to inform and improve student progress:

- A variety of assessment formats are used including practical work, student presentation, coursework, fieldwork, written exercises, group work as well as informal assessment such as question and answer
- Minimum targets are available for all students. BGN uses KS2 data to arrive at these. In Years 7, 8 and 9, a banding system of 1 to 9 has been introduced. Students will be allocated a band, indicating the potential grade at the end of KS4. The band is based on CATS data and KS2 assessments.

- There is a fixed schedule of reviews of progress against targets of all students in all subjects by subject teachers. The schedule is dependent upon each year group and pertinent times for them.
- These reviews will inform the Heads of Department who may decide to review student groupings
- Records of all assessments including regular marking should be kept by all teachers in either a written or electronic format and should be available for reference to subject leaders and members of the Leadership Team. Formative assessments will be added to SIMS at the appropriate time, according to the whole school assessment schedule.
- End of unit/module tests are used to gather summative assessments. Such tests must be used to inform teaching and identify gaps in students learning
- Schemes of work should indicate key assessment points and their contribution to the review of student progress
- Lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives. Low stakes testing and interleaving.
- Students must have access to level/grade descriptors to aid their learning. These descriptors should be on display in teaching rooms and can be in student's books

Formal Assessments

Are undertaken throughout the student's time at BGN, with data used to inform progress. We aim to gather a comprehensive range of prior attainment data on entry to the school.

Data collected includes:-

- Key Stage 2 results
- Unit/modular tests in some subjects
- Annual examinations for all year groups (mocks for KS4 and 5, in class assessments for KS3)

Target Setting

An essential part of improving achievement is to agree targets with each student that are aspirational. Targets and progress being made towards them will be discussed regularly with students and also their parents.

Parents receive information about progress of their child against agreed targets regularly through the school reporting schedule and parents consultation meetings.

The governing body receives information on progress throughout the year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

Reporting

Is in a variety of formats:

- Interim summative reports for all students, according to the assessment schedule
- A full formative report once per year
- A Parents Consultation Evening once per year
- The publication of GCSE and A'Level results

Inclusion

There remain the high expectations and aspirations for all students. The SENCO and team use the extensive data from primary school to highlight any pupils who may require further support. If necessary, diagnostic tests may be used. A programme of planned intervention will take place for students who arrive in Year 7 below the national expected level of attainment. At assessment points, the SENCO and team will look particularly at the progress of SEND students and put appropriate interventions in place, where necessary. Subject teachers will refer students to the SENCO, if they feel it is necessary, following assessments and intervention within the department.

RESPONSIBILITIES AND DUTIES

The Governing Body will:

- Support the school to deliver all aspects of the Policy
- Ensure that the Assessment Policy is regularly reviewed and updated
- Set realistic targets for achievement at Key Stage 3, Key Stage 4 and Key Stage 5

The Leadership Group will:

- Undertake a regular review of the Policy through link meetings with Heads of Departments and focused department reviews, which are calendared
- Support and monitor the different staff teams in the implementation of assessment, recording and reporting practices
- Be responsible for the maintenance of the SIMS Assessment Manager and any other data collection / analysis software
- Ensure that there is a coherent strategy for the effective management of performance data
- Set evidence-based student progress targets which are agreed for all students in all subjects.
- Ensure there is a coherent assessment schedule that is published in a timely manner, so that departments can plan their subject assessments, to meet deadlines

These targets are reviewed annually

- Monitor student progress towards their targets
- Ensure staff receive training on the interpretation and use of data to inform their planning
- Periodically measure the 'value added' of individual students and groups in order to recommend whole school targets for achievement to the Governing Body.
- Make use of government produced, national data, FFT, ALPS and other sources of data to assist with the target setting process across the school

Heads of Department will within their subject areas:

- Support department members in the implementation of the Policy
- Plan assessment opportunities into their schemes of work, in line with the whole school assessment schedule
- Establish agreed subject criteria for assessment and marking which conform to whole school policy

- Monitor the consistency of assessment and marking through department meeting time. Ensuring the FAR practice is embedded by all staff within their department.
- Ensure that assessment information is systematically recorded and appropriate information provided in a timely way, according to the assessment schedule
- Analyse performance data, monitoring progress of students towards their targets throughout the year
- Use assessment information for setting students
- Identify the INSET needs of their team
- Maintain a portfolio of assessed work to ensure consistency of standards in marking
- Ensure that their department meets the report deadlines and quality standards

Subject Teachers will:

- Follow the school feedback policy, using Feedback, Action and Response as standard, formal feedback
- Use blue pens when using FAR marking and ensure students use green in order to respond
- Record assessment levels / grades termly on SIMS
- Intervene when assessments fall below the expected level for students by using the class reflection sheets.
- Ensure that appropriate assessment methods are used to inform AfL, planning and intervention

Parents will:

- Be involved in regular communication with the school in order to understand the learning needs of their son/daughter
- Assist their son/daughter in achieving the learning targets through homework
- Regularly monitor the use of the student planner
- Attend Parent Consultation Evenings

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