



# CS06 – Assessment of Learning



<b>Last Review Date</b>	November 2024	<b>Next Review Date</b>	November 2026
<b>Leader of Policy Review</b>	Assistant Headteacher, Assistant Headteacher		
<b>Associated Policies</b>	Assessment for Learning, Additional Needs, Attendance, Behaviour, Home School Partnership, Record Keeping		

The school's Assessment Policy comprises two strands:

- Assessment of Learning
- Assessment for Learning

This policy document focuses primarily on Assessment of Learning, although it will necessarily contain references to Assessment for Learning strategies.

Assessment of learning should:

- ◆ lead to the reward of achievement and motivate students
- ◆ actively encourage the participation of students and parents
- ◆ offer evidence of the work of the school and provide data for analyses
- ◆ be manageable

Responsibility for whole-school guidelines rests with an Assistant Headteacher. The Assessment Policy is a 'living' document and is supplemented by papers presented to committees guided by statutory guidance.

Responsibility for departmental practices rests with Heads of Department and is subject to regular review. The pillars of assessment (assessment policy) of all departments will reflect the whole-school policy, conform to assessment criteria as specified in statutory orders and form a working document integrated into departmental practice.

## 1. Principles

- place equal value on all students and present all students with equal assessment opportunities
- maintain high expectations of all students and seek to raise expectations and self-motivation
- place the emphasis upon assessing performance in terms of what can (rather than what cannot) be done, and judged in relation to a student's own potential and previous performance
- ensure regular and systematic monitoring of the progress of all students
- provide accurate feedback to students and parents on performance
- involve students in their own learning
- enhance relationships between teachers, students and parents

### Legal Requirements

- comply with all statutory requirements for assessment
- monitor at a departmental level the implementation of such orders
- report achievement to at least the statutory requirement
- seek to integrate such requirements into the school schedule

### Curriculum Planning

- integrate all assessment policies within departmental programmes of study
- complement good practice and be used as a systematic part of the teaching strategy
- ensure progression through 11-16, taking into account links with pre-11 and post-16 education
- diagnose weaknesses so as to inform planning of learning targets
- assist in providing the information required to develop differentiated materials

- assist in the diagnosis and support of students with additional needs

#### Evaluation and Review

- be monitored and evaluated on a regular basis
- respond to statutory changes and incorporate further non-statutory guidance
- support and develop the skills of teachers in assessment, recording and reporting
- help to identify opportunities for professional development

## 2. Assessments and Reports

During the academic year students are formally assessed a number of times, either through the spotcheck or annual report procedures. The school calendar states deadlines for the assessment of each year group. The dates refer to the deadlines for Spotchecks, Annual Reports, Examination/Assessment periods and Parents' Evenings. The dates are discussed at Development & Evaluation Committee in the Summer Term.

Year Group	Autumn Term	Spring Term	Summer Term	Internal Assessment	Parents' Evening
7	SC	SC	Rep		Spring
8	SC	SC	Rep	Autumn	Autumn
9	Rep	SC	SC	Spring	Spring
10	SC	Rep	SC	Spring	Summer
11	SC	Rep / SC		Autumn	Autumn
12	SC	Rep		Spring	Spring
13	Rep	SC		Spring	Autumn

SC - Spotchecks, Rep - Annual Report

During Y7, 8 and 9 students will take the National Reading and Numeracy Tests. The results of which will be feedback to parents at the end of the academic year. Also, at the end of Y9, students receive their end of KS3 levels.

All assessments can be completed in SIMS or Edulink. Students are assessed for their Learning Score (LS), their progress against target (Y9-Y13):

- Y9 students' progress is assessed against GCSE predictors generated from FFT data
- Y10 and Y11 students' progress is assessed against GCSE predictors generated from FFT data and Y9 progress
- Y12 and Y13 students' progress is assessed against teacher set A level predictors set using ALPs MEGs

The indicators are used as follows:

- + current standard of work indicates potential to exceed target grade/level
- = current standard of work indicates potential to match target grade/level
- current standard of work indicates that target grade/level will not be achieved.

These target grades or levels will be the minimum achievement that is expected and as such they will be closely monitored through the Key Stages.

### Y7 and Y8

Y7 and Y8 attainment is tracked by staff placing them termly into quartiles. This data is not reported home but forms part of pastoral and academic tracking systems by feeding into achievement reward and intervention systems.

Staff also allocate Learning Scores for the following elements:

1. **Behaviour** shows respect for their learning and the learning of others
2. **Classwork** is completed as well as possible in line with ability
3. **Homework** is completed as well as possible in line with ability
4. **Engagement & Effort** promotes learning
5. **Organisation** of work and equipment enables learning
6. Shows **Personal Effectiveness** in learning from feedback and correcting mistakes
7. **Punctuality** enables learning

Every student is assessed according to the following descriptors for each of the Learning Scores in every course studied

### Learning Score Descriptors

- 1 – The student demonstrates this **all or almost all** of the time. (100-90% of the time)
- 2 – The student demonstrates this **most** of the time (70% of the time or more)
- 3 – The student demonstrates this **sometimes**, but improvements should be made (40% of the time or more)
- 4 – The student **rarely** demonstrates this, and significant improvements are needed (less than 40% of the time)

Pastoral Team and SLT scrutinise the assessments to:

- direct intervention
- implement the reward system

Tutors use registration time to discuss outcomes of the spotchecks/reports with students who self-assess their progress and where appropriate, contact is made with parents.

Areas are given assessment results on a termly basis to monitor progress towards departmental targets. Students who are not achieving their potential are identified and strategies implemented to assist them in reaching their full potential.

Parents have access to spotchecks and reports using Edulink. Paper copies are also given to students to take home or are posted home.

Reports and spotchecks are issued according to the calendar. A reply slip confirms receipt of the report and gives the opportunity for parents to comment upon it. The reports of absent students are posted to their home address. Arrangements are made for a duplicate of a student's report to be made available to parents who do not have day-to-day care of the child, if they retain a legal right of access to such information.

In their report, subject teachers comment on progress and set two targets for improvement. Report writing guidance is regularly updated; training concerning the completion of reports forms part of the school professional development strategy.

All KS3 reports and spotchecks contain results for standardised assessments that students have undertaken in the school. These are:

- National Reading and Numeracy (Procedural and Reasoning) Tests
- CATs
- NGRT

*All KS4 and sixth form reports and spotchecks contain results for internal assessments and external examination. These are:*

- Mock results (in Y11, Y12 and Y13 reports and spotchecks)
- Y10 and Y12 external examination results (in Y11 and Y13 reports and spotchecks respectively)

*All reports and spotchecks also give parents information on:*

- *total number of behaviour notifications (BNs) received in a year*
- *total number of achievement points achieved in a year*
- *percentage attendance*

Group tutors complete a tutor report which gives summary of students' personal qualities and achievements. Group Tutors assist students in writing their own self-assessment report which will be included within the final report. A copy of the report is kept electronically.

### 3. Data and Intervention

Learning Scores are aggregated to produce a mean learning score by subject and by learning score element ranging from 1-4. Mean learning scores are then used:

- to decide on attendees for rewards events
- tutors or pastoral team to inform contact with home
- to generate praise and improvement letters

### 4. Marking

Marking forms the basis for improvement in learning and should always aim to be positive and constructive, containing both diagnosis and guidance. Departments have developed their own procedures for ensuring consistency and quality in all marking activity.

It is impractical to mark all pieces of work in detail, but each piece should receive some form of recognition, with some being close marked and assessed against set criteria. Whenever possible, students should be encouraged to participate in the process of evaluating their own work (see Assessment for Learning).

## **5. Record keeping and standardisation**

Departments use a common format for the storage of information that allows for easy transfer of data between staff.

Records kept by an individual teacher include:

- attendance
- assessment of classwork and homework
- marks resulting from tests and examinations
- National Curriculum, GCSE, AS/A2 or other external assessment (as appropriate)

Departments have procedures for building up profiles of each student from teacher records. These may be recorded manually or in computerised format. Tracking of progress within the department supports the school's assessment systems. At all times the principle regarding record-keeping is that it should be simple to maintain and form a useful basis for improving the teaching and learning processes.

In the case of all AOLEs, departments have methods for assessing students' achievement against progression steps.

### **Y7 and Y8**

Each subject is required to report student attainment termly in quartiles, this data is not reported home but is used internally for monitoring purposes. The award of these quartiles will be based on the 'professional judgement' of staff supported by regular training. Departments meet regularly to ensure that all teachers have a full understanding of the standards required.

## **6. Parental Contact**

### **6.1 Parents' Evenings**

Parents' Evenings are held annually according to the published schedule. Parents make appointments via an online portal. Appointments are limited to 5 minutes - separate interviews are arranged if more detailed discussion is required. All subject staff associated with a year group are expected to be present. Appointments are offered on a first come first served basis. Any parents that are unable to have appointment on the evening can put their name on a waiting list to be contacted at later date.

### **6.2 Y7 Information Evening**

As part of the induction process, all Y7 parents are invited to an Information Evening during the first term at which the school's procedures for monitoring and assessing progress are explained. They are also provided with the opportunity of an interview with House Staff who can provide a summary of progress during the first few weeks in school.

### **6.3 KS4 Information Evening**

In the final half term, Y9 students and their parents are invited to attend an Information Evening as a follow up to the Y9 option/parents evening. During the evening, information is passed to them regarding the structure of the GCSE courses with regards to controlled assessments and modular examinations and exam dates. There is also an opportunity for parents to ask question at the end of the meeting. If parents are unable to attend information is posted to them.

### **6.4 Y12 Information Evening**

As part of the induction process, all Y12 parents are invited to an Information Evening during the first term at which the school's procedures for monitoring and assessing progress are explained. They are also provided the opportunity to speak to a member of sixth form team if they have concerns over progress or choice of courses.