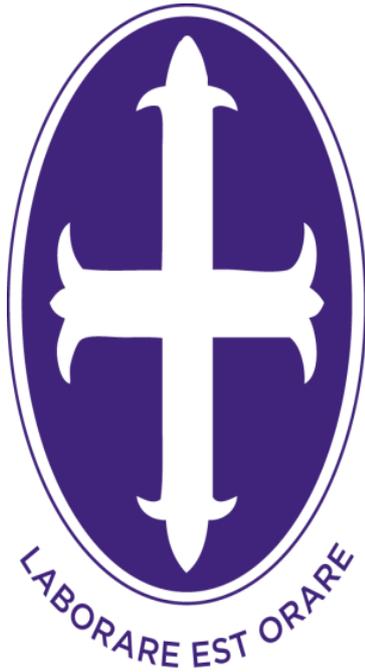


ST HILDA'S
CE HIGH SCHOOL

Assessment Policy

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St Hilda's is educating for Wisdom, Hope, Community, Dignity and Equality



ST HILDA'S CE HIGH SCHOOL

VALUE			THE POLICY	
Wisdom	Dignity	Hope	Community	Equality
<p>We aim to develop excellent standards of performance and conduct to deliver excellence in all that we do. This policy aims for the highest standards of assessment throughout the school. It is based on current understanding of best practice in assessment.</p> <p>The policy is designed to: a) help establish the high standards we require: b) help colleagues maintain these standards: c) ensure colleagues understand the process if the standards are not met.</p> <p>A key principal is to prevent and correct rather than punish, to be achieved through support and guidance wherever reasonable in the circumstances.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our values.</p>				

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

The overarching principle of assessment is that it is an important tool in supporting students' learning.

Formative assessment at St Hilda's is an important aspect of outstanding teaching and learning. It uses evidence of students' understanding and learning to make decisions about the next steps in teaching and learning and has significant implications for the classroom practise of teachers.

In school summative assessment provides evidence of students' learning over a period of time but again, **the outcomes should inform the planning of subsequent teaching and learning.**

Assessment is also used to inform all stakeholders of student progress over time and identify opportunities for intervention.

This policy outlines the principles of assessment at St Hilda's. Subjects will have their own assessment practises that reflect the unique nature of their subject but all subjects will adhere to the whole school assessment policy.

Assessment is for all students and so inclusion in assessment is included in this policy.

4. Assessment approaches

At St Hilda's we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support, challenge or extension, evaluate teaching and plan future lessons.
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment will be used by teachers to check the progress of students throughout lessons and then intervene where gaps in knowledge and misconceptions are identified.

Strategies for formative assessment will include questioning, written and oral feedback, self and peer assessment and observation of pupils.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessment will take place termly. Assessments will be submitted, in advance, to the Deputy Headteacher (Curriculum) to allow moderation of assessments. When students have been assessed, marking will be moderated within the Department. Student assessments will be analysed by Heads of Department and Class Teachers to identify gaps in students' knowledge and skills.

Identified gaps in student understanding will be used to:

- Adapt teaching plans to inform subsequent learning.
- Identify students for intervention at class or department level.

Students in years 7, 8, 9, 10 and 12 will take a more formal internal examination in the summer term. This will assess the learning over the whole academic year. In Years 11 and 13, mock examinations will take place earlier in the academic year to prepare students for external examinations, inform future teaching and identify students requiring intervention.

Summative assessments (for Years 7-11) will be graded using the 1-9 GCSE grading system and will be used to monitor student progress over time.

Assessment will be adapted to meet the needs of students with special educational needs or disabilities.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A Levels and Level 3 BTEC qualifications in Key Stage 5.

5. Collecting and using data

Assessment data will be entered into SIMS by Class Teachers (by the deadlines published in advance in the Assessment and Reporting Schedule). Data is collected twice a year for Year 13 and three times for all other year groups. Collecting data at approximately termly intervals allows students to make progress between data collection points and avoids unnecessary workload for teachers.

Data will be analysed by Class Teachers, Heads of Department and SLT. It will also be available to Heads of House. It will be used to analyse student progress against their targets and identify underperformance to inform intervention at class, department and whole school level.

The data will also be used to monitor the progress of groups of students within the wider cohort. Where underperformance at a group level is identified, intervention can be planned and targeted.

6. Reporting to parents

Assessment data will be communicated to parents after data is entered into SIMS. Reports will include:

- Target grades
- Current attainment grades
- Behaviour for Learning
- Strengths and areas for development

Once a year, the report will contain a more detailed, personal comment that communicates to parents/carers ways in which their child can make improved progress. (This will be in place of the strengths and areas for development).

A letter with a reply slip will be sent home with each report. Reply slips will be checked by Heads of House and Form Tutors in the first instance and forwarded to the appropriate member of staff for them to take action as applicable.

Reports for years 7 to 11 will contain the student's attendance record. This will show:

- Total number of possible attendances
- Total number of unauthorised absences, expressed as a percentage of possible attendances.

Parents' evenings will also be held annually for each year group to allow parents/carers to discuss their son/daughter's progress in each subject.

Results for public examinations will be given to students on the nationally agreed results days. These will show subjects and grades.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. We will also take into account the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to starting points, and take this into account alongside the nature of students' learning difficulties.

8. Training

The Deputy Headteacher (Curriculum) and Assistant Headteachers (Teaching and Learning) will maintain an understanding of current best practice in assessment through wider reading and attending appropriate network meetings.

Up to date developments in assessment practice will be shared with teachers in 'Development Thursday' sessions and Heads of Department will feed back from Curriculum Meetings when assessment is discussed. Where an aspect of assessment is identified as a need for a member of staff through performance management, professional development will be arranged.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every 2 years, or sooner if there is a significant change to assessment to ensure we are using best practise, by the Deputy Headteacher (Curriculum). At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Deputy Headteacher Curriculum is responsible for ensuring that the policy is followed.

The Deputy Headteacher Curriculum will monitor the effectiveness of assessment practises across the school, through:

- Lesson observations
- Learning walks
- Moderation of in-school, summative assessments
- Work scrutiny
- Line management meetings between SLT Line Manager and Heads of Department
- Analysis of assessment data

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Examination contingency plan
- Teaching and Learning Policy