



Assessment Policy

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Assessment Policy

Assessment is integral to the curriculum of every subject. It should be designed and mapped to aid student progression through the curriculum and be aligned with endpoints. Assessment is about gathering information in order to respond, via feedback and planning, in order to determine the next steps.

In simple terms, assessment is the mechanism by which we determine the following:

1. What do students know, what can students do and what can students remember?
2. What do they **need** to know, do and be able to remember in order to progress through the curriculum?
3. How do we **adapt** our practice to bridge any gaps between 1 and 2?

Assessment Expectations

Assessment Mapping and Sequencing

Assessment opportunities must be mapped so that all staff have clarity about the prescribed assessment checkpoints within departments.

Formal assessment should take place using the following cycle.

- Initial encounter with assessed skill or knowledge followed by feedback
- Subsequent encounter, **presented as a test with revision required**, with assessed skill or knowledge followed by deep marking.
- StAR (**S**tudent **A**ction **R**esponse)
- Monitoring StAR for misconceptions

How often this cycle happens in Key Stage 3 is dependent on curriculum time but the minimum expectations are:

- Core Subjects - 4 cycles per year
- Foundation Subjects - 3 cycles per year
- Other - 1-2 cycles per year

At Key Stage 3, the entirety of the assessment cycle will be evident within class books.

At Key Stage 4 departments may decide that the summative elements of this sequence will be better placed in an assessment folder or book.

Assessment Practices

1. **Formative assessment** should be happening **every lesson** with progress through the curriculum being the focus of that assessment. Formative assessment should be considered an integral component of effective implementation. It should provide current information on progress through the curriculum and also misconceptions that need addressing both within a current lesson and in subsequent lessons.
2. Summative assessment at Key Stage 3 should be aligned to the curriculum map and have a rationalised purpose, preferably with a synoptic element. Progress at Key Stage 3 will be measured against the end points identified in

each curriculum area. Thus students are measured against the progress they make through the curriculum.

These end points will reflect what students **know**, can **do** and can **remember**. Progress towards these end points will be measured according to a three point scale:

Working Towards	A student is not reaching the curriculum end points.
Secure	A student is meeting curriculum end points.
Mastered	A student is reaching a greater depth of understanding.

3. Summative assessment at Key Stage 4, where exam practice is an element of the rationale for testing, should take place once per half term as a minimum. Revision for such tests is a requirement. Students should be measured according to exam board criteria/assessment objectives and graded accordingly.
4. **Deep marking is required at least once per assessment cycle.** Red and green pens/highlighters will indicate **what has gone well** and **what needs improving**. Some time should also be taken to ensure written feedback is personalised.
5. Feedback and the resulting StAR (see below) must be both accessible and challenging, reflective of the ability of the student, and with particular focus on ensuring the understanding of SEN students.
6. SPaG will be addressed in all elements of the assessment cycle.
7. **“Eyes on books” is required at regular intervals in addition to the prescribed assessment checkpoints within assessment cycles. It is for departments to decide on the frequency of this. Evidence of “eyes on books” is not required, but that it happens, is. Tools to facilitate more frequent book checks are:**
 - **Utilising purposeful movement around classrooms to check for understanding and also for standards.**
 - **Conduct quick “book looks” prior to lessons.**
 - **Asking key students to come to the front to discuss their work with them.**
 - **Marking key pieces of work in addition to the Policy-prescribed checkpoints.**
 - **Marking key students’ work in addition to the Policy-prescribed checkpoints.**

Utilisation of these tools will result in the addressing of misconceptions, the plugging of knowledge/skills gaps, and the adaptation of practice.

Student Action Response (StAR)

Students are unlikely to benefit from marking unless time is set aside to enable them to consider and respond to any feedback. StAR time should be focused on reflection and improvement. Therefore,

- Students must be given the opportunity to respond to feedback on a range of work and improve key areas.

- Feedback should be specific and clear, containing specific and actionable targets.
- Where appropriate, comment on progress made e.g. "I can see you were focused on improving "X" as it is much better than last time"
- Feedback should inform StAR time and, as such, be used to feed forward to next pieces.
- Monitoring StAR is a requirement so that misconceptions, inaccuracies and student absence can be addressed.

Assessment Recommendations

- Numerous forms of feedback may be utilised within books.
- Feedback for the initial encounters in the assessment cycle may well be presented on a whole class feedback template which allows the teacher to collate any common errors, misconceptions, SPaG issues or areas of excellence which can then be shared with the class and personalised by the student.
- Peer and self-marking may be utilised alongside clear success criteria.
- An attainment grade or mark does not need to be shared with students.
- Feedback may be recorded instead of written feedback e.g. in Music.
- StAR may take place after a test, prior to a follow up test or indeed in the middle of tested work: students who receive mid-project written feedback may be more likely to act.
- Assessment marking may support dialogic marking, where a written conversation between student/teacher is developed over time.