



Assessment Policy

Empathy, Respect, Forgiveness and Responsibility

Committee Response:	Curriculum Committee
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Mission Statement

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

'Aspire, Believe and Achieve Together'

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

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Rationale

- To provide clear guidelines on the school's approach to assessment to all stakeholders.
- To establish coherent assessment practices across all curriculum departments (and Faculties) and to develop a common language for learning and assessment.
- To maintain assessment practices that enable our students to become effective, creative and independent learners.
- To enable the school to compare headline results with national data

Aims

Assessment is a term which encompasses a wide range of activities; formal and informal, summative and formative.

The purpose of assessment

- To assess students' ability and performance levels and to use assessment to differentiate curriculum provision to meet effectively the needs of individual students.
- To inform appropriate strategies and methods of teaching
- To implement effective systems for recording relevant assessment data and sharing this effectively with students to inform next steps
- To report students' progress to parents
- To evaluate performance in relation to whole-school targets

Summative assessment or **Assessment of Learning** (external and internal exams) has a place in providing a summary of achievement. Formative assessment or **Assessment for learning** (AfL) has an impact on motivation and attainment, and can offer students a more engaging and relevant learning experience in which they can thrive as independent learners. AfL is a day to day method of assessment.

Extensive research on formative assessment has identified the following strands as important in raising standards:

- Sharing with students the learning objectives and learning outcomes in lessons
- Involvement of students in the assessment procedure through peer and self assessment
- Using effective questioning strategies to develop meaningful dialogue
- Teacher assessment feedback that is dominated by formative advice both written and oral rather than summative grading
- The formative use of summative assessment

In order to support a revised framework the expectations and responsibilities of all staff is outlined below.

Classroom Teachers will:

1. Have in their mark books achievement and progress data for students (including indicators for vulnerable groups) and access data management systems for data input and tracking.
2. Use data to plan for the different needs of the students they teach, making effective use of the whole school development priorities for T & L.
3. Ensure all pupil have a flight plan in their book or portfolio and ensure this is updated after each KAP.
4. Share learning objectives and learning outcomes with students for every lesson in a language that students can understand and linked to Key Performance Indicators (KPIs) at KS3 and Success Criteria at KS4 – 5. WALT and WILF will be the common terms used.
5. Use plenary and review activities appropriately to enable students to reflect on what they have learnt and what they need to do next.
6. Use the shared learning objectives and outcomes as the benchmark for teachers oral and written feedback.
7. Provide students with regular and detailed feedback on Key Assessed Pieces of Work (KAP). This will be on their assessed key pieces of work every half term (using a department version of the schools student assessment feedback sheet) and other independent work or performance. This will be constructive, informative and focused, so that students understand how they are progressing and what steps they need to

take to improve. Oral feedback being the most frequent and interactive form of feedback in their lessons on a day-to-day basis.

8. Follow the department marking policy. The school marking policy indicates the use of green pen marking and that the school marking and literacy codes to be used consistently.
9. Ensure feedback also includes comments from peers, and thorough self assessment, as well as from teachers. Students need to be shown how to assess and evaluate their own and their peers' work. Feedback will also involve teachers being aware of feedback from students about their learning following assessed work. Students will use the purple pen strategy.
10. Provide planned opportunities for providing oral feedback in lessons to groups, pairs, individuals and the whole class and quality feedback on selected pieces of written work
11. Ensure all student independent class and extended learning tasks are frequently marked/checked with a focus on giving detailed quality marking, written comment and feedback on "next steps". Time is given to enable the students to read and respond to the feedback.
12. Set aspirational learning targets (linked to KPIs) for each student after each key assessed piece and ensure students respond to these and are given time to do so.
13. Follow the school assessment calendar for data input for every class taught – making judgements on Predicted Grade (PG), Current Attainment (CA), Approaches to Learning (ATL), Extended Learning (EL) and internal examination results.
14. Inform parents by written report of student performance and progress against stated targets when calendared – using data logged in the mark book and relevant information from feedback and dialogue with the pupil to make these judgments.
15. Mark and provide feedback to pupils on internal exams and key tests and engage in moderation at department level. In line with the assessment calendar.

Curriculum Team Leaders will:

1. Follow a department assessment and marking policy that reflects whole school policies and also meets the unique needs of the subject specialism.
2. Ensure schemes of work include half termly KAP of work that allow students to access aspirational targets and understand clearly the KPI and success criteria. These assessments should be unique, engage, and challenge the learner, making use of a range of resources that develop a wide range of subject specific skills.
3. Maintain and update schemes of work and linked assessments.
4. Ensure that teachers use this data to differentiate work for their class.
5. Ensure that teachers regularly mark work set (as per policy) and provide appropriate feedback on successes and next steps – develop a work scrutiny programme and department self-review activities every half term – sharing the evaluation with the department team.
6. Ensure that teachers have updated the flight path in every pupil book, portfolio or online folder.
7. Ensure that teachers are sharing learning objectives and key performance indicators with their classes by which their work will be judged.
8. Maintain departmental records of assessment following each assessment point (as per assessment calendar) and use the data analysis tool provided (SISRA and SLT procured reports) to support interventions across the department.
9. Produce internal exam resources.
10. Ensure moderation of internal exams and key tests takes place and that standards files are maintained. This will be in line with the assessment calendar.

Heads of Faculty / AAPs will:

1. Monitor progress across a range of subjects
2. Lead data review sessions with CTLs
3. Ensure moderation is taking place at department and review the process.
4. Attend weekly Year 11 and 13 progress meeting and KS3 and Year 10 Achievement meetings as set out in the calendar

Heads of Year will:

1. Monitor pupil progress and lead interventions
2. Report on progress of target cohorts
3. Lead on reporting to parents and parents evenings

Senior Leadership Team will:

1. Ensure that data analysis is available for all stakeholders following each assessment point.
2. Monitor the assessment policy through the School Self Review (SSR) calendar and Learning Walks to judge the standards in departments and where necessary to put in place appropriate training and support for staff. Undertake frequent evaluations of the SIP as per calendar using evidence collected from internal reviews.
3. Review and revise the assessment policy as assessment practices develop across the school and to reflect national changes.
4. Promote self assessment, study skills and personal pupil progress tracking through lesson activities, intervention programmes, and IAG.
5. To determine an intervention strategy for students who are underperforming.
6. Maintain and review the effective use of targets and measure the progress of students through whole school tracking.
7. Ensure students teachers and middle leaders engage in dialogue with individual students identified as underachieving and set personal learning goals.
8. Create and ensure delivery of the school assessment and reporting calendar and the monitoring and review calendar. To include a programme of internal exams across all year groups KS3-5.
9. Allow time for moderation of internal exams as part of meeting agendas and INSET.
10. Provide written and interim reports to parents as per the school assessment calendar.
11. Maintain effective dialogue with parents and engage them in the assessment policy of the school and the progress of their child.

Students will:

1. Be aware of assessment criteria and engage in a language for learning.
2. Carry out self-assessment on their work when required and consider and log next steps in their learning and their progress to target on subject flight paths.
3. Use advice from subject teachers and form tutors provided through marking, assessments, target grades/target levels.
4. To set targets (both at subject level and in IAG) to ensure that they maximise their potential and fully develop as independent learners.

Parents will:

1. Attend parents evenings to discuss progress and future targets.
2. Use information on extended learning and assessment available in the student planner, to support their child in revision for assessment and the completion of tasks.
3. Discuss interim and full reports with their child.

Assessment and Reporting Cycle

During the year pupils in all key stages will receive regular interim reports tracking their current attainment (CA) and Extended Learning (EL). For Year 11 and 13 this will include an end of year Predicted Grade (PG). The reports also inform of the pupils' end of year target which is calculated from the Fisher Family Trust data (FFT 20). Once a year, pupils receive a full report that give subject specific targets. Pupils also have a progress tracker sheet on the inside cover of every book for each subject which enables pupils to plot and track their progress after every key assessed piece of work.

In addition staff will share data following the marking and moderation of internal exams and Pre-Public Exams (PPEs).

Staff complete all reports in Assessment Manager on SIMS. Lead staff will email out detailed guidance for completing reports. The deadlines for the reports are set out in the whole school calendar and staff handbook. It is critical that all staff meet these deadlines which allow time for the reports to be checked and issued to pupils and parents. Staff are given a week to complete the data entry and three weeks for full written reports.

Interim Reports report on:

Extended learning

Green	All tasks are completed to best of the pupil's ability and all deadlines met
Amber	All tasks are attempted and most deadlines are met
Red	Tasks are often not completed and deadlines missed

Current Attainment using the GCSE grades 9 to 1 for KS3-KS4 and KS5 distinctions between A level and BTEC grades

Predicted Grade will be reported in the last report of year 10 and throughout year 11 and for the last report of year 12 and throughout year 13. GCSE and A level grades will be used.

Exam Weeks

There are two formal exam weeks for each year group during the year. A summary of the dates is given below. The recovery curriculum and Covid-19 planning has led to amendments being made, especially in the Autumn term.

Autumn Term	
	Year 7 Baseline Assessments
	Year 7 CATS Tests
Spring Term	
	Year 9 Exam Week
	Year 11 and 13 Exams (3 weeks)
Summer Term	
	Year 10 and 12 Exam Fortnight
	Year 7 and 10 Exam Fortnight
	Year 8 and 9 Exam Fortnight
	Year 10 and 12 Resit Exam Week

Progress Weeks

2021-22 onwards will have calendared Progress Weeks. The focus will be on leaning progress and learning dialogue with Individual Advice and Guidance (IAG) at the core. All pupils KS3-5 will engage in their interim report based on data available at the data point. This will be done in form time and the form tutor will lead the IAG. In addition:

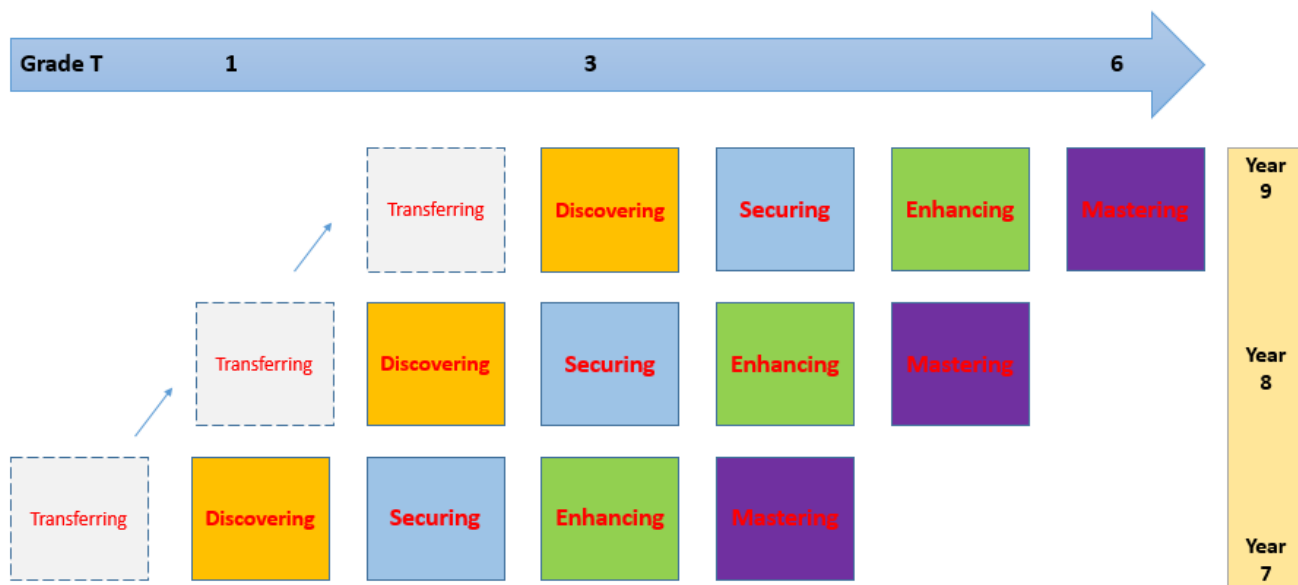
- Pupils will set personal learning targets
- At KS3 pupils will use subject KPIs to identify next steps in learning.
- Parents will be guided in the progress their child is making and next steps in learning
- Pupils identified as needing intervention will have their IAG meeting with HOY/SLT link and this will include a work scrutiny
- Pupils who have been identified as making excellent progress will also have their IAG with HOY/SLT link with a work scrutiny. VoL and evidence will be shared with stakeholders as best practice.
- SLT will complete targeted Learning Walks during progress weeks to check T&L and the use of assessment.
- Data Analysis reports will be shared in these identified weeks.

Results days

2021-22

[illegible]

KS3 assessment of progress



KS3 Assessment Methodology

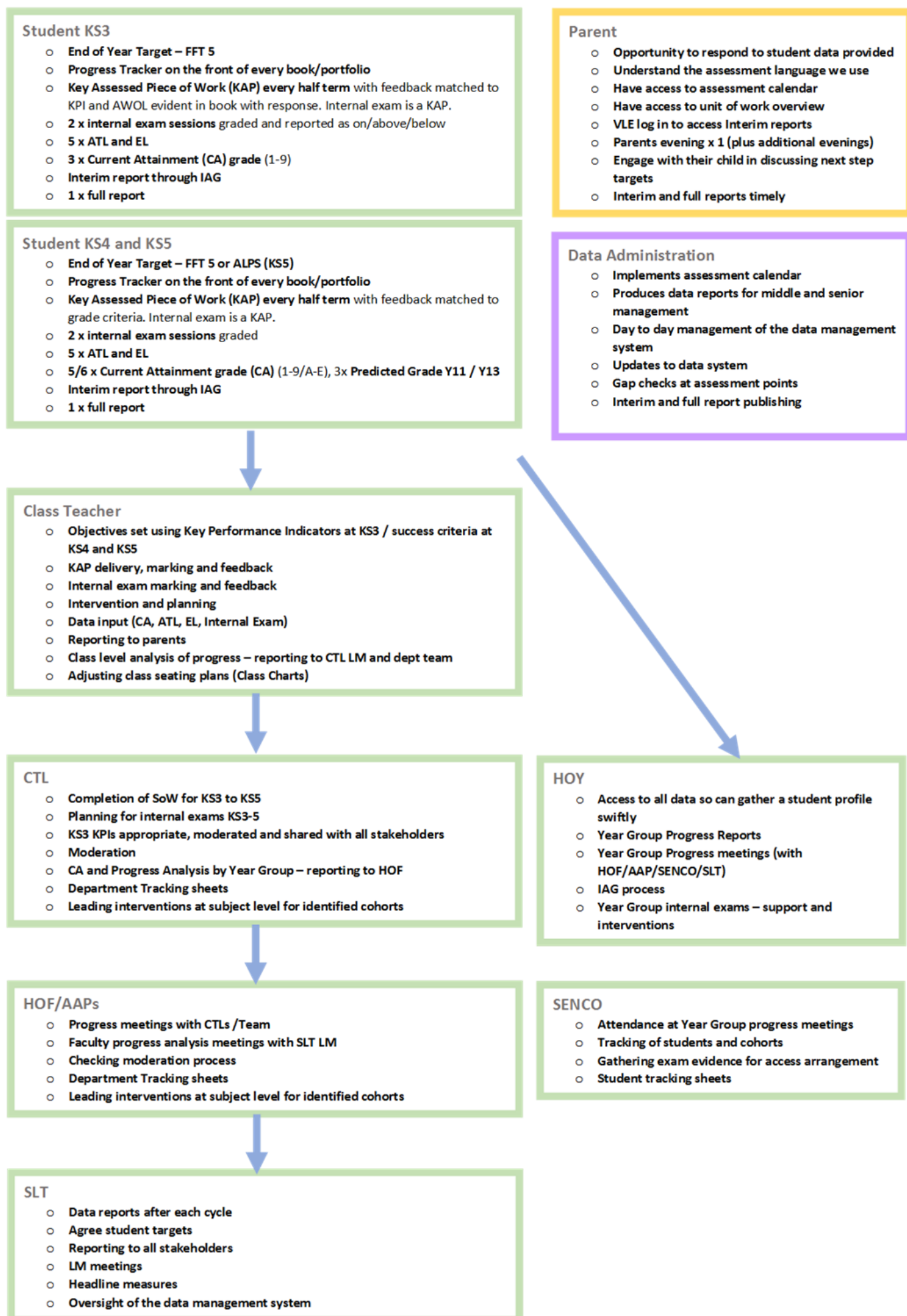
Schemes of work at KS3 have been enhanced to include grade descriptors that have been termed Key Performance Indicators (KPI). The Without Levels agenda from 2014 onwards has been followed to ensure the language of learning in the classroom is focused on the specific skills and knowledge required for pupils to make progress from different starting points.

National standards are refelected in the 'Securing' KPIs. Should a pupils be working below the national standard then 'discovering' KPIs would be met. To be working at 'Enhancing' or 'Mastering' then the pupil would have to be consistently meeting the higher levels of skills, knowledge and understanding in that topic being delivered and assessed. This requires more challenging work for the more able. Some pupils, due to a variety of circumstances and personal needs my not yet be able to access the curriculum - 'Transferring' is used to show KPIs of a level suitable for these learners.

Assessmet feedback sheets are used by subjects to provide effective feedback and targets to pupils after key assessed pieces of work (KAP). These are moderated and subect leaders keep examples in a standards folder.

YEAR 7 Key Performance Indicator	Discovery GCSE grade -1 to 1	Secure GCSE grade 1+ to 2	Enhancing GCSE grade 2+ to 3	Mastering GCSE grade 3+ to 4
YEAR 8 Key Performance Indicator	Discovery GCSE grade 1+ to 2	Secure GCSE grade 2+ to 3	Enhancing GCSE grade 3+ to 4	Mastering GCSE grade 4+ to 5
YEAR 9 Key Performance Indicator	Discovery GCSE grade 2+ to 3	Secure GCSE grade 3+ to 4	Enhancing GCSE grade 4+ to 5	Mastering GCSE grade 5+ to 6

This table shows how KS3 KPI link to the KS3 grading structure.



Appendix

The ATL key used for all year groups.

Approaches to Learning		
Grade 1	Exemplary Learner	Students attitude to learning means they exceed their potential.
		Students focus is excellent as they develop a thirst for learning independently or as part of a group.
		Students support class and group discussions, providing sensible, well-informed contributions.
		The standard of work is exemplary, demonstrating sustained progress and insight.
Grade 2	Independent Learner	Students attitude to learning means they reach their full potential.
		Students focus allows them to be confident in class, meaning they can work independently.
		Students actively contribute to lessons, which helps to both display and enhance their understanding.
		The standard of work is good and well presented and highlights the progress made.
Grade 3	Establishing Learner	Students attitude to learning means that progress does not fully match potential.
		Students focus is good completing all work set, but they lack independence.
		Students contribute in class but answers and understanding often lack depth and detail.
		The standard of work is satisfactory but does not always demonstrate progress.
Grade 4	Inadequate Learner	Students display a poor attitude to learning preventing themselves and others from reaching their potential.
		Students have a notable lack of focus throughout lessons.
		Students fail to contribute in class, which is limiting their progress.
		The standard of work completed is a concern; limited progress is evident.
ABS	Extended Absence	Due to students extended absence we are unable to comment on their attitude to learning.
		Due to students extended absence we are unable to comment on their focus over a period of lessons.
		Due to students extended absence we are unable to comment on their contribution in class.
		Due to students extended absence we are unable to comment on the standard of their work.

Marking codes and strategy

Marking

Classroom target, teacher will explain to class and then provide time to complete/amend.

Vocabulary ✓

Next step target. Read these and respond where appropriate.

Punctuation p

// New paragraph

Full sentence fs

Does not make sense ?

Word missing

Needs further explanation, keep going, something is missing please finish.

Explain what you did well?

Spelling sp

Capital C

Student Response

Respond to your feedback!

Correct spelling mistakes.

Add extra detail.

Where are the gaps in your knowledge?

Personal next step targets.

Assessment Calendar