



## Assessment Policy

<b>Applicable to:</b>	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
<b>Approval body:</b>	Full Governing Body	
<b>Approval date:</b>	18 March 2015	

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<b>Approval by</b>	Full Governing Body

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## **Rationale**

At Astley Community High School we believe that the main purpose of assessment is to allow our pupils to fulfill their potential by knowing where they are in their learning and knowing what it is they have to do in order to continue to make good progress. The school also needs to be able to judge the standards that pupils are achieving compared to similar schools locally and nationally and whether it is in line to meet targets.

Assessment is a fundamental part of Learning and Teaching and therefore all pupils are entitled to assessment which is used effectively in managing and supporting their learning in all subjects throughout each key stage.

## **Aims**

In our assessment processes we aim to gather information which will enable us to:

- evaluate and record the attainment and progress of each pupil and identify individual strengths and weaknesses
- provide an accurate representation of pupil achievement for effective use in setting pupil targets, evaluating and planning schemes of learning in departments and to inform whole school analysis of pupil progress
- evaluate our teaching effectiveness and to plan future teaching and learning experiences
- match work to the needs of individual pupils
- compare individual and school levels of attainment and progress with that of the wider school population
- provide reliable and regular information to staff, pupils, parents, partner schools, governors and other interested parties about the progress and development of each child
- recognise and celebrate success
- identify and respond to underachievement.

## **Effective Assessment**

Astley Community High School recognises and encourages the following as features of good assessment practice:

- **Promotes and Supports Learning**
  - identifies what pupils know, understand and can do
  - enables consistent monitoring of pupil progress
  - identifies individual learning styles
  - identifies individual learning strengths and weaknesses
  - encourages progression in learning
- **Informs Teaching**
  - assists lesson planning
  - informs review of content and skills
  - promotes a variety of teaching strategies
  - enables consistent monitoring of teaching progress
  - encourages reflection

- **Is both formative and summative**
  - promotes a shared learning culture
  - provides clear and regular feedback
  - diagnoses learning difficulties and measures pupil performance
  - identifies clear and shared targets for pupil progress
  - promotes differentiation by outcome
  - provides effective and progressive pupil records
  - informs regular reporting to parents
  
- **Uses appropriate and diverse strategies**
  - is both formal and informal
  - accommodates a variety of learning styles
  - tests a range of skills
  - encourages effective and standardised marking procedures
  - is both qualitative and quantitative
  - is carried out in a range of contexts
  
- **Recognises ALL pupil progress and achievement**
  - rewards progress, effort and achievement
  - fosters motivation and promotes a commitment to learning
  - creates opportunities for self-direction
  - fosters self-esteem and social development
  
- **Develops the capacity for Self-Assessment**
  - shares learning outcomes and assessment criteria
  - gives sensitive and constructive feedback
  - supports pupils in self and peer assessment activities
  - engages pupils in realistic target setting
  
- **Fosters a shared involvement and responsibility between school and home**

## Responsibilities

- **Senior Leadership Team**
  - sets challenging, realistic but achievable whole school targets.
  - ensures key data is available to **all** staff
  - informs governors of targets, standards and achievement
  - monitors assessment through classroom observation and work scrutiny to judge the standards in the departments that they line manage and, where necessary, put in place and support intervention strategies
  - analyses tracking data and respond to outcomes
  
- **Faculty Leaders**
  - develop departmental policy which translates the whole school assessment policy into detailed requirements of the subject
  - be aware of, and work towards meeting, departmental targets.

- monitor that each teacher has access to, understands and makes effective use of key data to differentiate and provide appropriate feedback to parents, pupils and other colleagues in school
  - produce **formal** assessments for each year group and ensure that pupils are given suitable prior warning / information regarding the time and nature of the assessment task in order to prepare appropriately
  - ensure that teachers regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
  - ensure that all pupils have the opportunity to reach their full potential in their subject areas
  - ensure teachers are sharing learning objectives and success criteria with pupils every lesson
  - ensure assessment tasks are differentiated to assist pupils' understanding
  - ensure that all departmental staff complete tracking data at the appropriate time and this data is informed by assessment
  - analyse data and implement intervention accordingly
  - use analysis of data as a diagnostic tool and to set targets for groups of pupils where appropriate
  - co-ordinate the use of Learning and Teaching Time, on Wednesday afternoons, to promote good assessment practice
- **Teaching Staff**
    - understand and appreciate the value and importance of assessment
    - adhere to all Departmental and Whole School guidelines on assessment
    - provide a range of assessment opportunities in lessons
    - keep appropriate records in line with whole school and departmental policies
    - regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
    - ensure that assessment informs the learning of all pupils
    - ensure that tracking data is produced at the appropriate time and is informed by assessment
    - ensure that pupils understand what is being assessed and know how to improve
    - use assessment results and target setting data to motivate pupils
    - use available data on pupils to inform planning and personalising of learning
- **Form Tutors**
    - to be familiar with the Prior Attainment Profile of each individual in the tutor group
    - to help tutees to understand, review and take responsibility for their academic progress, expecting **ALL** to achieve challenging targets
    - to keep up to date with external, and internal, test results as and when available
    - to offer praise / support in response to academic information received
    - to communicate with the Student progress Leaders and subject teachers with regard to praise / concern for individuals
    - to check that tutees are recording all homework and key assessment dates in their diary

### **Links to other policies**

Learning & Teaching  
Feedback.

## Types of Assessment

As a school we acknowledge that assessment should be formative as well as summative and must point the way forward in the learning process, for all pupils, as well as recording the point reached in any given area of the curriculum.

**Summative Assessment is Assessment OF Learning.** It is used mainly to measure performance and clearly identifies a standard of student / pupil attainment. It is carried out at the end of a period of learning.

The assessment calendar states when staff will be expected to update students' / pupils' current performance. At Astley Community High School, this process is referred to as **TRACKING** and takes place termly for all year groups.

**Formative Assessment is Assessment FOR Learning.** It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. e.g., class work, homework, questioning, oral discussion, presentation, short recall test, practical project, demonstration etc.

At Astley Community High School we believe that AFL is an essential and necessary part of every lesson, as reflected in the **Learning & Teaching Policy**.

**Self-Assessment** encourages pupils to take responsibility for their own learning by:

- evaluating their own achievement against shared learning outcomes
- identifying their own strengths and areas for improvement
- fostering a self-reflective learning culture
- encouraging independence in learning

## Target Setting

At Astley Community High School we believe that enabling children to realise their potential is fundamental. In particular, we acknowledge that ambitious target setting is critical if our pupils are to achieve the educational outcomes of which they are capable.

Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom. As part of our **Tracking Process**, we use targets and monitoring to:

- identify pupils who may have fallen behind and who need extra help to catch-up
- check that pupils are progressing at the rate needed to meet age related expectations
- check that pupils are progressing at the rate needed to meet the targets that the school has agreed
- ensure that all pupils make the progress of which they are capable
- identify areas of teaching that may need improving

***At Astley Community High School all pupils across all 3 Key Stages will be given subject specific targets for all subjects that they follow.*** These targets will be driven by prior attainment data. (Pupils of compulsory school age will also be issued with attendance targets.) Subject Leaders will decide how best to share this information with pupils in order to ensure that they can readily access the information.

### **Key Stage 3**

The Local Authority provides us with Target Setting Support Data for the end of Key Stage 3 is based on pupils Key Stage 2 results. The end of Key Stage 3 targets for all subjects are based on this information.

In Mathematics and English, subject leaders also receive Optional test data which assist them with target setting and setting of pupils by ability.

Subject Leaders of Foundation subjects are provided with a copy of the Target Setting information so that they have an over view of the academic profile of year 9 and can see, at a glance, for example, which pupils are the most able and which are the least able and therefore likely to be in need of extra support.

Foundation subject leaders will also receive end of Year 8 teacher assessment data from partnership schools and this will aid the target setting process in these departments.

### **Key Stage 4**

At the start of each academic year, subject leaders will be provided with a projected grade for each Year 10 and 11 pupils studying their subject. This information will be used to inform individual pupil targets and overall Departmental targets. It will be based on 3 levels of Progress from KS2 and FFT predictions. If there is a difference between the 2 then the higher grade will be the one used. These rates of progress are based on national patterns of progress seen from KS2 to KS4 and, consequently, will vary from department to department

Progress towards these targets will be monitored as part of the whole school **Tracking Process** and discussed, with individual subject leaders, during Departmental Review Meetings. Targets will be shared with pupils and reviewed at each tracking point.

### **Key Stage 5**

In line with procedures at Key Stage 4, Subject Leaders will be provided with MEG for each student who is following their course and these should be used to set targets at the start of the course. These grades are based on prior attainment data in the form of average GCSE score.

## **Tracking**

### **What is Pupil Tracking?**

Pupil tracking is a whole school procedure for measuring and recording individual pupil information at regular intervals over the school life of the child. Effective Pupil Tracking is a process which should be used in planning for improvement for individuals, groups of pupils and the whole school. It is the essential pre-requisite for personalised learning.

### **Why do we do it?**

- To provide appropriate and challenging opportunities for all pupils in order that they can be enabled to fulfill their potential
- To track and monitor progress of individual pupils/groups of pupils/cohorts against prior attainment.
- To compare attainment of individuals/groups/cohorts against local and national standards
- To inform curriculum planning.
- To provide an evidence base with which to identify priorities and set a range of targets.
- To provide a system for receiving targets.
- To help with smooth transitions from year to year/teacher to teacher.
- To provide evidence of monitoring of progress for other interested parties e.g. parents, governors, OFSTED.
- To enable managers, middle and senior, to ascertain how the school/cohort is performing and how it can improve performance.

### **Who is it for?**

All those concerned with the child's progress.

- The child
- The parents/carers
- All teachers/adults working with the child
- The Senior Management Team
- Partnership schools
- Governors
- External agencies
- LEA

### **What do we do?**

- Decide on a timetable for the tracking process.
- Assess the children.
- Collect the results and record them as a central system.
- Analyse and interpret new results for individual pupils/groups of pupils/cohorts in the light of prior attainment.
- Identify issues arising from the analysis
- Prioritise the issues according to need
- Plan actions to address priorities
- Evaluate progress.