



**KINGSE
SCHOOL**

Assessment Policy

Contents

1. Aims	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Assessment approaches	4
5. Collecting and using data	6
6. Reporting to parents.....	7
7. Inclusion.....	7
8. Training.....	7
9. Roles and responsibilities.....	8
10. Monitoring	8
11. Links with other policies	9

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 at key stage 3 in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels,

It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

In September 2018 we conducted an extensive review of the effectiveness and reliability of assessment at Kingdown School. This policy sets out the changes that have been made to ensure that the assessments that are conducted in all year groups are purposeful, accurate and reliable and enables all stakeholders have relevant, meaningful and timely information to ensure students make sustained and substantial progress. Students, parents, teachers, school leaders and governors are all audiences of the assessment systems we have in place.

This policy's aim is to develop a culture of in-depth independent learning and to afford students timely and accurate feedback about their individual progress and the next steps needed to secure success. To do this the purposes of assessment are clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

Effective day-to-day formative assessment helps students to measure their knowledge and understanding and respond to feedback. It also provides students and parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when students are struggling and what interventions are needed to close that understanding gap.

For example:

- Effective questioning during lessons
- Feedback (both written and verbal) of students' work
- Regular short low stake quizzes

Effective summative assessment will give students the opportunity to understand how well they can apply the knowledge acquired during a topic or course of work taught

over a period of time, and affords students and parents an understanding of achievements, progress and wider outcomes of their children over a period of time.

Summative assessment also gives classroom teachers the opportunity to evaluate the impact of their lessons and inform where additional support and guidance is required. Summative assessment is also used by school leaders to monitor the progress being made by whole cohorts of students and evaluate the gaps between key groups of students (e.g. Disadvantaged students, SEND students etc.) and respond effectively to these gaps in a timely manner.

When in-school formative assessment is planned by subject leaders, we need to ask the following questions:

1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to students in a way that helps them to understand what they need to do to improve?
3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
5. What follow up action should I take to address any gaps in knowledge and understanding or to support progression where learning is secure?
6. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

It is a requirement of staff that formative assessment occurs throughout lessons within effective teaching and learning.

It is the responsibility of the departments to only collect information that is relevant and pertinent and does not put any unnecessary demand on teacher workload.

4. Assessment approaches

At Kingsdown School 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-class formative assessment; in-class summative assessment and nationally standardised summative assessment.

4.1 Formative assessment

Effective formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support 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

For details, please refer to the marking and feedback policy.

4.2 Summative assessment

Effective summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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

At Key Stage 3, this includes assessments that enable the application of knowledge to be assessed. The nature of this assessment will naturally differ from subject to subject, but should be based on the way in which students are assessed in that subject at key stage 4. For instance, it is entirely appropriate for assessment in performing arts subjects to be performance based, whereas in subjects such as science and maths this type of assessment is based on written responses to short and longer answer questions. The appropriateness of each assessment will be quality assured as part of whole school MER processes that will be overseen by a member of the senior leadership team.

Students at Key Stage 3 will complete at least one summative assessment each term, however in some subjects there could be significantly more than this if there is clear purpose and a rationale for this.

At Key Stage 4, this type of assessment should be entirely based on the nature of the assessment at the end of the course. If a subject contains a coursework element, then these assessments should be considered and reported with a similar weighting to the final external assessment.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure students 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 students nationally and gain internationally recognised qualifications for post-16 education and employment

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4. For further details please refer to the exam and coursework policies.

5. Collecting and using data

Department planning should ensure that assessment of all types fits around the curriculum design and not the other way around.

In 2019/20, whole school data captures will take place at the end of Terms 2, 4 and 6 for years 7 and 8 and at the end of Terms 1, 3 and 6 for years 9 and 10. For year 11 we will collect data after both mock examination periods which will take place in terms 1 and 4. Dates for these captures are identified clearly on the whole school calendar for each academic year. For all data captures, data will be recording on the schools central management system (SIMS). There is no requirement for data to be obtained over a particular narrow period of time. This will ensure department leaders are able to fix assessments in around their individual curricula.

For students in Key Stage 3, we will collect an 'Attitude to Learning' grade as well as a percentage attainment. This attainment percentage will be based on both knowledge-based assessments and summative assessments and are weighted in a way that is suitable for each subject. This percentage will then be reported alongside an 'Ability Group Average' which will be based on an average for students who have the same key stage 2 banding but could be inflated to ensure the target is aspirational.

For students in Key Stage 4, we will collect 'Attitude to Learning' grade as well as their 'current attainment' which will be recorded as a GCSE grade or similar depending on the course itself. In 2020/21 we will be moving to a system of fine grading to show not only the grade itself, but also whether the result is a high result in that grade boundary (e.g. 5a), a secure grade (e.g. 5b), or an insecure grade (e.g. 5c). This will allow for more forensic analysis to be completed along with 'winnables' and students at risk to be more effectively identified. In addition to this, in Year 11 we will also report a 'professional prediction' that the student is on track to achieve at the end of the key stage. This will be reported alongside a student's aspirational target grade for each subject. This target will be set centrally by the school using estimates produced by the Fisher Family Trust (FFT) and will be based on targets achieved by the top 20% of schools nationally. Although this target is what is reported to students and parents, progress will be measured against the expected level of progress as estimated using 4Matrix which uses national data for previous cohorts with a similar starting point.

The primary purpose of these is to inform teachers, parents and school leaders as to whether an individual student and the cohort as a whole are on track to make the expected level of progress. This data will then be reviewed by subject leaders to identify trends and gaps in learning to create interventions to close the gaps.

For all key stage 3 data, analysis will allow for the internal monitoring of performance within subjects and allow for the monitoring and tracking of individual students as well as which students are performing well and which are performing less well. The analysis produced will give regular insight into the performance of groups such as disadvantaged and SEND within and across subjects and allow for the school to respond appropriately, and accurately report to parents.

For all key stage 4 data, the progress grades recorded will be put onto 4Matrix for classroom teachers and leaders at all levels to easily analyse the data. Teachers and subject leaders will be expected to use the 'transition matrix' function to look at which students in each class/subject are not performing in line with their expected level of progress and act accordingly.

At both key stages, support and guidance systems and interventions will be reviewed as part of the whole school quality assurance processes. In addition to this, heads of subject will be required to attend a support and challenge meeting (RAP Meeting) with a member of the senior leadership team and or an external representative of the 'River Learning Trust' to discuss the results and their action planning.

Judgements on progress will be made based on prior attainment information taken from achievement of students at the end of KS2.

Heads of Department and members of the SLT will also use the data to identify patterns across a year group with regards to individual students and departments. Interventions can then be planned for to close gaps.

6. Reporting to parents

We will report home to parents 3 times a year for all students. In addition to a 'progress report' being sent home three times a year, there will also be an opportunity for parents to attend a parents' evening at least once a year for all students.

The 'progress report' that is issued to all students will contain the following information:

- Attendance of the individual in the year to date alongside the school target for that year group. There will also be a reminder about the effects to progress of below target attendance. This information will include: The total number of possible attendances for that student, and the total number of unauthorised absences for that student, expressed as a percentage of the possible attendances
- The number of behaviour points of the individual in the year to date;
- The number of achievement points of the individual in the year to date;
- Progress grade/percentage for the individual in each of their subjects;
- A target grade/percentage for the individual in each of their subjects, which at KS4 will be their FFT20 target;
- An 'attitude to learning' grade for the individual in each of their subjects. This will transition to be reported as two separate grades that will report on a students' 'behaviour for learning' and their 'preparation for lessons'.

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 have the same high expectations of all students. However, this should account for 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 student starting points, and take this into account alongside the nature of students' learning difficulties.

8. Training

Regular CPD and training conducted in meetings and briefings will ensure all staff have a good understanding of assessment and assessment practice and stay abreast of good practice, and the mechanisms we have in place for conducting it.

All assessments are moderated in departments and samples in some departments may be moderated externally through the RLT. This will ensure all assessment data is consistent, accurate and reliable. Any training needs that arise from this, will be put

into place. Staff are also actively encouraged to take up posts as external examiners for GCSE examinations, and to share their expertise through training in department/school of learning teams.

Regular 'drop in' sessions will be held to ensure all staff and leaders are confident and competent in the use of the data collected to ensure maximum effectiveness.

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 students
- Holding school leaders to account for improving student 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 student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Heads of Department

Heads of department are responsible for:

- Ensuring all assessments in departments are designed to ensure the data obtained gives an accurate and reliable picture of each student
- Ensuring all assessments are moderated and staff training is completed as necessary
- Ensuring all deadlines for data capture are adhered to and data is reported consistently throughout their department
- Completing data analysis as required in order to identify gaps in learning and or between groups of learners and ensuring action plans are put into place to ensure gaps are closed
- Being accountable for the progress made by all learners in their departments

9.4 Teachers

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

10. Monitoring

This policy will be reviewed annually by the senior leadership team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through the whole school MER processes.

11. Links with other policies

This assessment policy is linked to:

- Teaching and Learning
- Curriculum
- Marking and Feedback
- Rewards
- Literacy
- Numeracy
- SEN

Signed by:



Emma Leigh-Bennett

Signed by:



Lynne Scragg

Date : 28th April 2020

Date : 28th April 2020