



Assessment Policy

Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher, Assessment and Pupil Progress

Evaluation

The policy was reviewed by the Assistant Headteacher, Assessment and Pupil Progress and the Senior Leadership Team on 26th September 2022 prior to submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Board for approval

Policy Review Dates:

Date last approved by Full Governing Board: New

Date submitted to governor committee: 23rd November 2022

Date submitted to Full Governing Board: 7th December 2022

Review Frequency: Annual

Start date for policy review: June 2023

Aims

This policy aims to:

- To highlight the principles of how St Gregory's Catholic High School approaches assessment
- Provide a definitive approach to formative and summative assessment
- To establish a consistent and coherent approach to recording and using assessment outcomes for the purpose of accurate data collections
- Clearly set out how and when assessment practice will be monitored and evaluated

Principles of assessment

St Gregory's use assessment to check our pupils' understanding of what they should know, to identify and correct misunderstandings and to inform teaching. Effective assessment helps staff to check pupils have embedded key concepts, can use knowledge fluently and that they are not simply memorising disconnected facts.

St Gregory's believe that assessment should not be an excessive burden on staff workload and all assessment actions should lead to conclusions about learning and subsequent actions that will help pupils make progress. A key principle of this assessment policy will be to ensure that staff voice is collated yearly to check that none of our assessment practices create unnecessary burdens.

All forms of assessment will be used to determine the progress of individual pupils and to highlight any gaps in their intended learning. Formative assessment will take place during every lesson, using 'assessment for learning' techniques in order to gauge understanding and to adapt to the needs of all learners. This will ensure that progress and potential can be maximised and misconceptions and cumulative dysfluency can be addressed during every lesson. Forms of assessment for learning include, but are not limited to: Peer and self-assessment, questioning, use of mini whiteboards, traffic lights (red, amber, green cards in the school planner), thumbs up, live marking and routine written feedback in books that refers to success criteria and next steps.

Most subject areas will also 'summatively' assess pupils at **six planned points during the academic year**. The number of assessments will be lower for subjects that have fewer lessons per term such as Art, Drama and Music to ensure a proportionate approach subject by subject. All assessments will generate feedback and a current working grade for pupils that will support their progress and provide evidence that will, along with a teacher's professional judgement, help inform the progress data that is submitted for each data collection point. Grades entered to SIMs will be quality assured to validate professional judgement and the evidence used. The current progress data entered for each pupil will be collated onto a progress tracker which will be communicated electronically with parents/carers. At least one progress tracker for each year group will be sent prior to an Engage Evening, so that outcomes can be discussed with the subject teacher.

All cohorts have scheduled summative assessment points on the whole school assessment calendar. Summative assessments may include, but are not limited to:

- End of unit tests
- Mock examinations
- Practice exam questions from an online source, for example, Testbase or Exampro
- Extended writing tasks
- Project work
- Collaborative work (particularly for subjects such as Performing Arts)
- Speaking or listening tests

Samples of summative assessments are quality assured and standardised by SLT and the subject leader to ensure that they satisfy the criteria designed by the Assessment Lead which includes at least 15-20% of iterative content and the acquisition and embedding of key skills over time. Moderation of assessments will also be routinely carried out within subject teams at fixed points in the school year (e.g. subject team meetings) to ensure consistency and rigour of marking and grading.

Summative assessment points will be made clear on subject schemes of learning and feedback from these should be considered a valuable learning opportunity with time spent having maximum impact on pupil progress. The outcomes of assessment and its feedback will be integral to future lesson planning and intervention. By focussing on a range of assessment opportunities and techniques, teacher workload can be managed more effectively and feedback can be given more immediately which will more effectively support pupil progress.

All subjects will share success criteria with pupils, indicating the knowledge, skills and understanding required. The success criteria shared with all pupils across both key stages will reflect the flightpaths towards positive outcomes.

The use and correct implementation of the assessment policy will be monitored and evaluated through:

- Routine Learning walks
- Lesson observations (part of Departmental Reviews and Global Overviews)
- Routine book scrutiny
- Data collections
- Termly QA of data
- Pupil Voice
- Tracking documentation

Assessment Approaches

At St Gregory's Catholic High School we consider assessment an integral part of teaching and learning, and it is inextricably linked to our curriculum. We therefore consider assessment to be the best way of judging the implementation of our curriculum intent.

All assessment types include day-to-day formative assessment, summative assessment and nationally standardised assessments.

Formative assessment enables:

Teachers- to identify how pupils are performing on a continuing basis and use this information to provide appropriate support and challenge, while simultaneously evaluating teaching for future lessons.

Pupils - to measure their knowledge against progression maps and success criteria, and identify areas in which they need to improve.

Parents- to gain an understanding of how their child's learning is progressing and the knowledge and skills they need to develop further.

Recommended formative assessment strategies should be included in all schemes of learning.

Summative assessment enables:

Leaders - to monitor the performance of pupil cohorts and groups in order to identify where intervention may be required, and to work with subject teams to ensure pupils are well supported.

Teachers - to evaluate the learning and the impact of teaching at the end of a point in the scheme of learning and to adapt subsequent lessons to address gaps before moving the learning on, thus avoiding any cumulative dysfluency.

Pupils - to understand how they have progressed over time and consider the feedback provided so that they are empowered to make progress using quality feedback.

Parents - to provide information about their child's achievements, progress and wider outcomes over time.

Nationally Standardised Summative Assessment enables:

Leaders - to compare against national data and set expectations for staff and pupils to work towards in order to be competitive nationally.

Teachers- to understand national expectations and assess their own class performance within a national context.

Pupils and Parents- to understand how pupils are performing in comparison to similar ability pupils nationally.

Nationally standardised summative assessments take the form of GL CAT4 Assessments at the start of Year 7 and GCSE and Vocational qualifications at the end of KS4.

Collecting progress data

All data collections are pre-scheduled for each year group as outlined below. Data collection has been minimised to an average of just under 3 collections per cohort across the whole school to minimise workload on data usage and to ensure that there is adequate time to react:

Year 7: 2 collections per year (DC1 and DC2)

Year 8: 2 collections per year (DC1 and DC2)

Year 9: 3 collections per year (DC1, DC2 (*to support options process*) and DC3)

Year 10: 3 collections per year (DC1, DC2 and DC3)

Year 11: 4 collections per year (DC1, DC2, DC3 and DC4)

The data submitted will be informed by formative and summative assessment alongside professional judgement. At KS3, staff are required to enter a CWG (current working grade), a HW (homework) grade and a grade for ATL (attitude to learning). At KS4, staff are also required to enter a predicted grade, which will be more reliant on professional judgement using appropriate available evidence.

For data collection, targets will remain on SIMs and SISRA and teachers will still be required to enter a numerical grade into SIMs for every pupil. The data that is entered will then be compared with the expected attainment pathway and a statement will be generated. This will be:

Developing: for pupils who are below target

Secure: for pupils who are on target

Exceeding: for pupils who are up to one grade above target

Excelling: for pupils who are more than one grade above target

These statements will appear on the progress trackers instead of numbers, so that parents are very clear about their child's progress over the course of the year.

Staff training and CPD

St Gregory's staff receive a comprehensive and bespoke CPD programme throughout the academic year. This programme includes keeping staff up to date with developments in assessment practice through internal sessions during whole day and twilight INSET, staff briefings, subject link meetings and middle leader meetings. Subject leaders attend Archdiocesan and WASCL meetings to keep abreast of external best practice, and staff also have curriculum meetings to share best practice, moderate and discuss assessment data and developments in assessment practice. All staff have access to expert level senior / support staff in school on all assessment matters.

Assessment Implementation

Formative - Pupils will be given regular verbal feedback in class to facilitate progress. Written feedback should include the following for each marking cycle:

- The marking of a piece of work that shows application of knowledge or skill
- A current working grade based on the progression map
- A target or challenge that will enable the pupil to achieve higher success criteria
- An acknowledgement of good work to promote positive self-esteem
- Implementation of whole school literacy policy (see below for marking guidance)
- An opportunity for pupils to respond to your comments using red pen response

MEANING	SYMBOL
New Paragraph	//
Capital letter required	CL
Missing or incorrect punctuation	Circle gap / error and add letter P
Spelling error*	SP
Missing word	MW
Missing letter	^

Target Setting

KS2 SAT's and Year 7 CAT's data will be used by the school to set targets for all pupils. All pupils will have a MEG (minimum expected grade) for all subjects and an ASP (aspirational) grade. The grades generated for each pupil will be carefully considered by school leaders through the Assessment Lead and the Data Manager using historical A8 estimates from the DfE.

In order to align with the school's Ambition for All initiative, every pupil will be allocated an aspirational grade of at least a 4 or above. However, 'MEG' grades may be lower than this for those pupils with low KS2 attainment.

KS3 pupils will not be aware of their target grades in order to remove any limitations on their potential for accelerated progress, however staff *will* be able to access pupil target information on SIMs and SISRA in order to track against expected progress. At KS4, pupils are informed of their aspirational (ASP) grades and are encouraged to work beyond these, so that their progress and potential can be maximised.