

Assessment policy

Ramsey Grammar School



Approved by: SLT and Governors

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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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Assessment is an integral part of teaching and learning at Ramsey Grammar School. We believe that, for students to make progress, we and they need to know where they are and where they are going to, and how they will arrive there. Marking and feedback at Ramsey Grammar School will be consistent with the principles of Assessment for Learning (AfL). Our assessment and marking processes will offer a good balance between this formative approach and providing summative information, ongoing feedback that supports the next stages of learning and making judgments about past or present attainment.

“Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.” (J.Rowe 2007)

Outcomes of assessment will inform team and subject planning and be shared with students in the form of targets for improvement. Setting challenging targets and assessing progress towards them is fundamental to the whole improvement cycle.

Assessment has the purpose of informing:

- students and their families about progress and achievements;
- students and their families about the next steps required for further progress;
- teachers about gaps in students’ knowledge and understanding, or skills that need to be addressed through further teaching;
- leaders about the progress of students and groups of students to ensure equality of opportunity, and to help them target resources and intervention strategies;
- identifying opportunities for development and training of teachers.

4. Assessment approaches

At Ramsey Grammar School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school 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

Formative Assessment involves the ongoing monitoring of student progress that shapes future lesson planning and intervention. This is not graded, with the focus instead on positive actionable feedback to help students "close the gap" between their current and potential attainment (or challenge their learning further). Examples include, but are not limited to; verbal feedback, questioning, self and peer-assessment, observations.

4.2 In-school summative assessment

Effective in-school 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

Summative Assessment involves designated graded assessment and often comes at the end of a module or course including, but not limited to; end of year assessments, mock examinations and half-termly assessments. Feedback should be given on such assessments. Summative assessments could include, but is not limited to any of the following;

- sample examination questions,
- extended writing tasks,
- speaking or listening tests,
- activity or project to demonstrate skills recently learnt.

Each subject's Scheme of Learning has specific detail on the nature of each Summative Assessment delivered. The outcomes of these assessments inform progress within each year and over a student's time at school. This is fed back to both students and parents via reports and review days which are distributed throughout the academic year. In-school Summative Assessments are designed by Heads of Department using exam board resources that reflect each subject's scheme of learning.

4.3 Nationally standardised summative assessment

Nationally standardised 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 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. Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Departments will have agreed assessments in each year group mapped out for the whole year. These assessments are used to form a judgement on the attainment of the student in any given subject.

Students, teachers and families should always be aware of the current position with regards to progress, next steps and targets for improvement. Any interventions taking place to address faltering progress should be planned in conjunction with all parties concerned and monitored and recorded openly. Teachers are expected to employ and share clear assessment criteria and targets for improvement. Assessment by formative and summative marking may contribute to the summative level or grade. Examples include;

- internal exams,
- externally set coursework tasks,
- subject-based standardised tests,
- formatively assessed projects.

Student attainment is benchmarked against a target set by the teacher, as outlined below and communicated to families via a report.

6. Reporting to parents

Two or three summative assessments will be reported formally to families via reports, review days and mock results days. Reports will be colour coded to indicate progress, attitude to learning, behavior, response to feedback and independent study. Departments are required to monitor the progress of students and groups of students. Interventions should be implemented when required with parents and students included in the intervention process.

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 use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. 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 nationally 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

Staff receive a comprehensive CPD program across the academic year. The CPD program includes keeping staff up to date with developments in assessment practice through internal sessions including, CPD Twilight Sessions, Teaching and Learning Teach-meets, Middle Leader Meetings, Department Meetings and Year Team meetings. Activities include but are not limited to moderation of assessment, as well as Examination Board resources.

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 Teachers

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

10. Monitoring

This policy will be reviewed annually by the Leadership Group. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Assistant Headteacher in charge of data and reporting, Mr William Wood, will monitor the effectiveness of assessment practices across the school, through actions such as; moderation, action points from department meetings, line manager meetings with the Senior Leadership Team.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy