



Assessment Policy

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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

Since the removal of National Curriculum levels 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 \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The primary purposes of assessment are to:

- Help pupils to learn more effectively by understanding their strengths, weaknesses and next steps.
- Enable teachers to accurately evaluate the impact they are having and adapt their methods accordingly.

4. Assessment approaches

At Bridgnorth Endowed 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-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 pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- pupils to measure their knowledge and understanding against learning goals, 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.

Teachers are responsible for evaluating the impact they are having on pupils on a daily basis. It is expected that they will:

- share learning intentions with pupils to make goals clear to them in every lesson;
- share success criteria and high quality exemplars with pupils so that they understand how to achieve these goals;
- use a range of strategies to check pupils' progress towards these goals and make evidence based decisions on the next steps to take (e.g. question and answer, live in-lesson monitoring of books, verbal feedback, recap quizzes, observational assessment, unit fact tests, etc.).

Key to the success of this mode of assessment is teachers' movement around the classroom to routinely, systematically check pupils' completion of work in relation to the success criteria of the task and the opportunities for 'in the moment' feedback that this provides.

Within the curriculum, key pieces of work will also be identified as Quality Marked Formative (QMF) pieces of assessed work. This is to ensure that pupils receive written feedback on their work at regular and timely intervals as they build towards their next summative assessment (see appendices A and B for further explanation and frequency).

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- school leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils 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;
- pupils to understand how well they have learned and understood a topic or unit of work taught over a period of time (it should be used to provide feedback on how they can improve and follow up actions);
- parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

Faculty leaders are responsible for ensuring that the assessment system within their area(s) of responsibility is fit for purpose. This means that:

- the curriculum content is divided into year groups to identify the age-related expectations within the subject;
- each year is divided into units/topic areas and the key constructs/big ideas are identified within each unit to inform the learning goals;
- key assessment(s) are identified on an assessment calendar for the subject to sample the learning and confirm what is known by the in-school formative assessment, and to ensure that pupils receive written feedback for every 12 hours of lesson time (see appendix B, this frequency is based on a combination of QMF and summative assessments);
- all key assessments will have a cover sheet detailing the success criteria for pupils to receive feedback against, a % score and a targeted fix it task to address misconceptions and/or improvement areas in their response.
- there is a system in place for the standardisation/moderation of assessment marks to ensure their accuracy;
- there is a system in place for the central recording of all summative assessment marks for analysis by the subject leader, and this is updated accurately following each summative assessment activity.

Teachers are responsible for:

- administering and marking each key assessment piece in line with the calendar provided by the faculty leader;
- giving developmental feedback to pupils which relates to the success criteria of the task;
- setting appropriate fix it tasks to address misconceptions/improvement areas arising from the work completed (which includes additional work and re-testing where the minimum standard is not met);

- ensuring that all pupils complete the assessment and recording all key assessments marks on Arbor once they have done so.

The primary purpose of this mode of assessment is to further enable teachers to reflect on their impact with pupils, and subject leaders to make informed judgments about the quality of learning in their area. Analysis of summative assessment scores should routinely inform development activities in department meeting time.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- school leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- teachers to understand national expectations and assess their own performance in the broader national context;
- pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments take the form of GCSEs at the end of Key Stage 4.

4.4 Feedback

The types of feedback we expect can be divided into two main strands:

- Informal marking and feedback – live in-lesson marking by teachers in the lesson, pupil self/peer assessment, verbal feedback, etc. This will be the main form of feedback pupils will receive throughout the year and will be seen in the exercise book. Whilst there is no requirement for teachers or students to record verbal discussions, there should be visible challenge to poor presentation and/or incomplete work.
- Deep marking of key assessment pieces –the timing of these deep marking pieces within the unit is at the discretion of the subject leader and should be based on the most appropriate point within the teaching unit for pupils to receive this feedback (but should be no longer than every 12 hours of teaching time).

An overview of these approaches is given in Appendix A.

5. Collecting and using data

The purpose of whole school assessment is to reveal information which is useful for improving classroom practice. This derives from analysis of where students are in relation to the targets set for them, and any patterns in attitudes to learning.

5.1 Collecting data

To ensure that this does not unnecessarily add to teachers' workload, collecting whole school data is limited to three times per academic year, towards the end of each term:

- senior leaders will ensure that the assessment system is 'fit for purpose', as described above;

- faculty leaders are to provide guidance on appropriate weightings for summative and formative assessments to inform judgements on progress (e.g. a mock exam will be more significant than a narrower topic test);
- teachers will ensure that they give appropriate weighting to their summative and formative assessments so far, as directed by the subject leader, to make a judgement on student progress towards targets;
- subject leader/senior leaders will use the central assessment trackers and assessment folders to sample teachers' judgements on progress and check that these are supported by reliable evidence.

5.2 Using data

The central questions should be: what is our assessment data telling us the progress of students, and by extension the strengths and weaknesses in our teaching? As a consequence, what are the best actions to take to improve further?

This would involve:

- senior leaders looking at patterns across pupil groups and subject areas;
- faculty leaders investigating what the assessment scores are telling them about students' understanding, and using this to work on weaker areas with the department;
- teachers using their assessment information to adapt teaching methods and target key students;
- the pastoral team investigating underlying issues with attitude to learning and/or attendance.

6. Reporting to parents

We will provide information to parents through:

- Daily updates on behaviour, work completion and homework via the Arbor platform.
- Termly progress reports which will highlight strengths and areas for development in each subject by showing summative assessment scores (as they are completed throughout the year), estimated final grades and target grades (KS4) or an indication of age-related progress (KS3), and an attitude to learning grade. These reports will also inform parents on attendance and include information on how to contact teachers should they wish to discuss anything further.
- Annual parents' evening for each year group.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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 pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Roles and responsibilities

8.1 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 pupils;
- holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

8.2 Headteacher

The headteacher is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
- analysing pupil progress and attainment, including individual pupils and specific groups;
- prioritising key actions to address underachievement;
- reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

8.3 Teachers

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

9. Monitoring

This policy will be reviewed annually by Mr D Street, Associate Deputy Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Mr D Street is responsible for ensuring that the policy is followed.

Mr D Street will monitor the effectiveness of assessment practices across the school through activities such as moderation, lesson observation, book scrutiny, pupil progress meetings, etc.

10. Links with other policies

This assessment policy is linked to:

- Exams policy
- SEND policy

Appendix A: Summary of marking and feedback approaches

	Formative Assessment				Summative Assessment
	Live marking	Verbal feedback	Self/Peer assessment	Written feedback (QMF)	
What is it?	Teacher circulates around the classroom during the lesson, making notes in students' exercise books if appropriate (e.g. challenge poor standards or highlight incomplete and/or poor-quality work).	Discussion with pupils about the work, leading to deeper questioning and further guidance on how to improve. Important points would be raised as whole class feedback.	Students mark their own work. Typically, specific formative questions or tasks but can include more complex tasks (if students hold a sense of quality similar to that of the teacher and there is clear success criteria).	Students complete an activity that is designed to provide information to be used as feedback. Teachers provide detailed written feedback.	Over the course of the year, students will undertake a number of summative assessments completed in exam conditions (depending on key stage, subject, and curriculum time – see Appendix B).
What is its purpose?	Maintain high standards in exercise books. Ensure all students keep up with work set. Identify misconceptions. Provide encouragement and praise.	For pupils have an accurate view of their work and know how to improve further. At a whole class level, to create a shared understanding of what quality responses look like and the components of high quality work.	Provide frequent retrieval practice. Identify misconceptions or gaps in surface knowledge. Provide immediate feedback.	Give actions to improve. Correct misconceptions and inform planning.	Inform senior leaders, parents and students about achievement, progress, and wider outcomes. Provide detailed feedback.
How is it marked and how often?	Teacher makes short notes in exercise books if appropriate (every lesson).	Every lesson, but no written comments from the teacher required.	Students use a red pen to mark their own work (ongoing, as appropriate).	Teacher provides detailed written feedback (approximately once every 12 lessons). Pupils will receive feedback against the success criteria and a clear action for improvement (Fix it).	Using an appropriate mark scheme. Percentage score, recorded in Arbor (approximately once per term). Pupils will receive feedback against the success criteria and a clear action for improvement (Fix it).
How do pupils respond?	Redo poor work. Complete missing work. Correct mistakes or redraft (red pen).	Adapt and improve work either in immediate response to teacher comment or after whole class discussion.	Increase effort. Alter learning strategies. Correct mistakes or redraft (red pen).	Correct mistakes. Respond to improvement actions (Fix it) in red pen. Retake assessment, if appropriate.	Correct mistakes. Respond to improvement actions (Fix it) in red pen. Retake assessment, if appropriate.
Where?	Exercise books.	N/A	Exercise books.	Exercise books	Exercise books or assessment portfolio.

Appendix B: Assessment type and frequency

No. lessons per fortnight	2		3		4		5		8	
No. lessons per year (39 weeks)	39		58		78		97		156	
No. lessons	No. of assessments	Type of assessment	No. of assessments	Type of assessment	No. of assessments	Type of assessment	No. of assessments	Type of assessment	No. of assessments	Type of assessment
12	1	QMF	1	QMF	1	QMF	1	QMF	1	QMF
24	2	QMF	2	SA	2	QMF	2	QMF	2	QMF
36	3	SA	3	QMF	3	SA	3	SA	3	QMF
48			4	SA	4	QMF	4	QMF	4	SA
60			5	QMF	5	QMF	5	SA	5	QMF
72			6	SA	6	QMF	6	QMF	6	QMF
84			7	QMF	7	QMF	7	QMF	7	QMF
96			8	SA	8	SA	8	SA	8	SA
108									9	QMF
120									10	QMF
132									11	QMF
144									12	SA

Points to note:

- In KS3, all subjects enter a % score every term for reports. However, a shorter QMF can still be used (e.g. in a two lesson per fortnight subject) so long as it is given a % mark.
- Double Science (10 hours per fortnight) and Triple Science (15 hours per fortnight) follow 5 lessons per fortnight column as there are split teachers, each with 5 lessons per fortnight for their section of the course.
- Subjects on rotation in KS3 (Design, Food and Computing) do fit this model. 13 week units and 3 lessons per fortnight = 19/20 lessons. Would need to be able to make a judgement on ARP and provide a % at the end of each unit but does not have to be in the form of a written test.