



# ST PETER'S SCHOOL ASSESSMENT POLICY

**Date Reviewed: November 2023**  
**Date of Next Review: November 2025**  
**Reviewer: Assistant Head (H Ball)**

**Date of ratification by Local Advisory Board : 8<sup>th</sup> February 2024**

Document Control		
Edition	Issued	Changes from previous
1	Nov 2019	Rewritten
2	March 2020	Amendment 6.3 (2 new bullet points at the end)
3	March 2021	Amendment 6.2 addition of 3 <sup>rd</sup> and 4 <sup>th</sup> bullet point Amendment 6.3 addition of 10 <sup>th</sup> bullet point
4	Nov 2021	Amendment 6.2 addition of 11 <sup>th</sup> bullet point Addition of Faculty Feedback schedule
5	Nov 2023	Amended reviewer Amendment 5 Deputy Head to Assistant Head Amendment 5.2 son/daughter to child Amendment 6.2 point 3 PE Amendment 6.2 point 11 Deputy Head to associate assistant Appendix One updated to reflect correct Faculty subjects (frequency of feedback points remain the same)

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p><b>This policy links to other school policies on:</b>            Teaching &amp; Learning            Curriculum            Quality Assurance</p> <p><b>Legislation relating to this policy:</b></p> <p>Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.</p> <p>This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.</p> <p>It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.</p>	Head of Department Head Teacher SLT

## **1 INTRODUCTION**

- 1.1 At St Peter's School, we recognise that assessment, recording and reporting are central to successful learning and teaching. We aim to ensure an efficient, effective system for assessment, recording and reporting which meets statutory requirements and which enhances all students' learning.
- 1.2 This policy should be used in conjunction with the schools Teaching and Learning Policy. Assessment is integral to high quality teaching and learning. It is directly linked to the curriculum and so helps us to ensure that our teaching is appropriate and that students are challenged to make progress in line with their targets
- 1.3 The principles of this assessment policy apply to all students, including those with special educational needs or disabilities. Assessment will be used 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. For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and consider this alongside the nature of students' learning difficulties.
- 1.4 We use two broad overarching forms of assessment: day-to-day in-school formative assessment, and nationally standardised summative assessment.
- 1.5 Assessment serves many purposes, but the core purpose of assessment in our school is to help teachers, students and parents plan their next steps in learning. Teachers use the outcomes of assessment to summarise and analyse attainment and progress for their students and classes.
- 1.6 We work with other schools in our Trust for moderation of our assessments, which enables us to ensure rigour in our assessment system.

## **2 AIMS**

- 2.1 This policy aims to:
  - Provide clear guidelines on our approach to formative. (For summative assessment see exams policy)
  - Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
  - Clearly set out how and when assessment practice/results will be monitored and evaluated
- 2.2 Help staff teach effectively by:
  - Providing accurate data on students' prior attainment
  - Highlighting successful practice
  - Identifying areas to be developed
  - Indicating the next learning steps required by each student

## **3 PRINCIPLES**

- 3.1 Assessment, recording and reporting should:

- Be an integral part of teaching and learning
- Be assessment *for* learning as well as assessment *of* learning
- Give all students an opportunity to show what they know, understand and can do
- Help students understand what they can do and what they need to develop
- Be consistent within and between departments
- Be based on a considered view of what learning should be assessed in each subject
- Support teachers to plan effectively
- Help parents to understand and be involved with their child's progress
- Provide the school with the means to evaluate work and set appropriate targets
- Individual teachers will take every opportunity to explain to students the purpose, focus and methods of assessment that are used as clearly as possible.
- Be mindful of workload
- Meet statutory requirements

#### **4 ASSESSMENT APPROACHES**

##### **4.1** Effective in-school formative 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 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 and identify targets for further improvement
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

##### **4.2** 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 (if applicable), A-levels and other post-16 qualifications in Key Stage 5.

#### **5. ROLES AND RESPONSIBILITIES**

The Assistant Head assumes responsibility for the design of the assessment to ensure it matches the school aims. Heads of Departments assume responsibility for selecting the best assessments in their subject and regularly review the success and appropriateness of assessment to ensure the most positive academic outcomes for our students.

The Assistant Head will ensure that:

- 5.1 The school will establish relevant targets for the performance of every student within the school. These will be established with reference to potential outcomes benchmarked against the progress similar students make nationally. The school may choose to set a range of targets embodying different levels of aspiration. The school will provide teachers with the information above in the most effective form possible.
- 5.2 The school will undertake, collate and disseminate analysis of data entered onto the school Management Information System amongst relevant staff. Where appropriate individual teachers, middle and senior managers will use this information to inform strategies for intervening in the learning of individuals and groups.
- 5.3 The school are particularly assiduous in constructing and sustaining effective communication channels with the parents/carers of disadvantaged students about the school's assessment of their child's progress.
- 5.4 The school endeavours to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their child, and are encouraged to examine the assessed work they have produced.
- 5.5 The school, relevant teams and individual teachers will take every opportunity to help students become literate in the language of assessment.

## **6 Heads of Department**

- 6.1 The Head of Department has responsibility for all aspects of assessment, recording and reporting within their area.
- 6.2 Department assessment will:
  - Be based on whole-school policy
  - At KS3 be in line with national curriculum expectations
  - At KS4 be in line with national curriculum expectations (including KS4 Computer Science, RE, PE and Personal Development)
  - At KS4 and 5 assess knowledge and application and be linked to Key Stage 4 or 5 assessment criteria from published specifications
  - Provide challenge for students
  - Play an integral part in teaching and learning
  - Include an expected flight path for each Year group
  - Utilise published examinations as appropriate to support formative assessments
  - Indicate strengths and weaknesses
  - Involve students in reflection and review
  - Ensure that grade boundaries for assessments are adapted in line with national grade boundaries and have an uplift agreed by Assistant Head to ensure accuracy of assessment and agreed by line managers e.g. year 11 and 13 mock exams.
  - Have an important role in developing the basic literacy of students prioritising key words for the topic being studied the most common misconceptions in spelling, punctuation and grammar. Departments will analyse and make explicit the key words that will help students to develop and articulate their subject understanding.
- 6.3 Heads of Department will:
  - Ensure that key stage assessment criteria are expressed in ways that are understood by all students, and that they are also readily accessible to all students.

- Will ensure that exemplar material showing achievement at different levels will be accessible to teachers and students.
- Ensure that all students understand how any attainment grades given can be related to relevant key stage assessment criteria.
- Provide opportunities for productive self and peer assessment approaches in Schemes of Work
- Ensure that assessment will be a fundamental part of the way individual teachers plan their lessons, not something that is seen as additional or external to the normal process of teaching and learning.
- Ensure students will be given explicit and direct advice on how to achieve to the best standard possible in assessment, through the creation and dissemination of appropriate strategies, which may include mark-schemes, writing frames and advice sheets.
- Monitor the assessment data not only of whole cohorts and individual students, but also of important student groups. These will include disadvantaged and non-disadvantaged students, boys and girls, those with SEN, those who have EAL, and those who have low, average and high starting points.
- Ensure that Go For Schools (GFS) is used to track the progress of students as they complete sections of work for the vocational/Applied General Qualifications in both KS4 and 5
- Units of work are to be 'ticked' as being 'completed' when the students work for a particular unit/identified section is determined to be 'completed' i.e. ready to be internally verified.
- Ensure that Go For Schools (GFS) is used to track the progress of students in line with the whole school assessment points

<b>Year Group</b>	<b>Assessment Points</b>
Year 13	October / January / April
Year 12	November/ February / July
Year 11	October / December / March
Year 10	November/ February / July
Year 9	October /February /May
Year 8	October /February/ May
Year 7	October /February /May

- 6.4 Teachers need to assess students in line with agreed department definitions and school policy.
- 6.5 Departments should determine how work is assessed and when it is assessed. Assessment should fit with school policies on marking or other areas of assessment and teacher workload.
- 6.6 Departments should have in place strategies to address whole school priorities and achieving the best possible examination results.
- 6.6 Departments should have in place internal procedures to allow students to review their own work and progress. Opportunities should be provided at subject level for students to review past work and, with their teachers, to set targets for future improvement.

6.7 Departments should have procedures in place to liaise with key personnel, concerning the progress of the whole cohort and of individual students.

6.8 Departments must quality assure assessments. This will include internally moderated assessment procedures and records as well as externally moderated samples.

## **7 REPORTING TO PARENTS**

7.1 All schools have a statutory responsibility to report to parents in a prescribed format at least once each year. They have a further responsibility to provide reports on assessment outcomes and on public examination outcomes. St Peter's carries out all its statutory duties in this respect.

7.2 The school recognises that high quality reports are an essential part of communication with parents and play a vital role in the partnership between parents, students and teachers, which helps to enable all students to achieve their potential.

7.3 Heads of Department should have procedures in place to advise staff in the writing of long reports. They are also responsible for monitoring the quality of these reports.

7.4 Parents and students have access to an online reporting and recording tool, Go4Schools. This is updated continuously, as assessments are completed in departments. Parents will have an explanation of the grades used and other information as necessary.

7.5 Parents/carers will have at least one formal opportunity to discuss assessment judgements at a parents' consultation evening during each year. Parents/carers are able, when necessary, to contact teachers, middle or senior managers if they would like to discuss assessment issues at other times of the year.

## **8. MONITORING, EVALUATION AND REVIEW**

8.1 The Head Teacher and the Senior Leadership Team monitor the implementation of this policy. The policy is reviewed and is amended, if necessary, by the Governing Body.

8.2 The school will sample work from all teachers during each academic year. They will use this opportunity to monitor the nature of feedback given and the quality of student response to it, and to use this to improve assessment practice

## Appendix

### Faculty Feedback (Appendix One)

Faculty	Subject	KS	Feedback Points
English, MFL and Performing Arts Faculty	English	KS3	Two points feedback per half term
		KS4	Three points feedback per half term
		KS5	Four points of feedback per half term
	Drama/Music (As per BTEC calendar)	KS3	One points of feedback per half term
		KS4	As per Vocational expectations
		KS5	As per Vocational expectations
	French	KS3	Three points feedback per term
		KS4	Two points feedback per term
		KS5	Four points of feedback per half term
Science, PE and Computer Science Faculty	Science	KS3	Three points of feedback per term
		KS4	Two points of feedback per topic
		KS5	Three points of feedback per half term
	Computer Science	KS3	Two points of feedback per term
		KS4	Two points of feedback per topic
		KS5	Three points of feedback per half term
	PE	KS3	Continuous verbal feedback in lessons
		KS4	As per vocational expectations
		KS5	As per vocational expectations
Maths Faculty	Maths	KS3	Three points of feedback per half term
		KS4	Three points of feedback per half term
		KS5	Four points feedback per half-term
Humanities Faculty	Humanities	KS3	Three points of feedback per term
		KS4	Four points of feedback per term
		KS5	Four points of feedback per topic per half term
Creativity and Enterprise	Art	KS3	2 points of feedback per term
		KS4	Three points feedback per term
		KS5	Four points of feedback per term
	D&T	KS3	One points of feedback per rotation
		KS4	Two points feedback per half term
		KS5	Three points of feedback per half term
Vocational Subjects (External Assessment Teaching)	Music, Drama, Sport Studies, Sport Science, Creative iMedia, Child Development	KS4	Two points of feedback per term
		KS5	Four points feedback per term