



## St. Paul's Catholic School - Assessment Policy

### 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment outside of formal examination related assessments.
- 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 \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

### 3. Principles of assessment

Assessment at St. Paul's Catholic School is an essential part of our practice. We aim to ensure that regular assessment is made of our students so that we are able to respond to individual student learning needs and constantly refine our curriculum, pedagogical and intervention approaches for all our students. We believe that all assessment should be formative in some way or another and that the successes and areas for improvement are shared with students clearly. Assessment at St. Paul's is not exclusively related to formal tests and can include things such as verbal questioning, homework completion, effort and attitude. The biggest impact a teacher can have on a child's progress is live feedback therefore we limit the amount of assessment data that we collect centrally. This has the dual purpose of reducing staff workload (three yearly data collection with no written reports, along with a parents' evening for each year group) and allowing staff to concentrate on planning, delivering and assessing.

Students at St. Paul's will have KS3 Attainment Bands and Predicted grades reported to them which represent the grade they are most likely to achieve at the end of year 11 should they continue to work and progress in the same way.

### 4. Assessment approaches

At St. Paul's 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 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 intentions 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.

#### 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

#### 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

#### 4.4 Assessment Model

The curriculum will be framed around our assessment model. The model is built on three cycles which run across the academic year. Each cycle is twelve weeks and is set as follows:

1	2	3	4	5	6	7	8	9	10	11	12
<b>New Learning (Repetition and Consolidation)</b>								<b>Assessment</b>		<b>5 R's</b>	

This model is repeated three times a year.

Assessment will be interleaved, so as knowledge recall and retention is encouraged with assessments working on a 4:1 ratio - approximately 80% of the assessment should be knowledge which has been taught that term, and 20% on knowledge which has been taught in previous terms and years.

#### 5. Collecting and using data

Teachers at St. Paul's will report students attainment bands/predicted grades three times a year for all of their students. This data collection will also include a Learning Profile Score. This information will form the basis of our reporting to parents; intervention work (in class, pastoral, inclusion, SEN and curriculum); curriculum development and pedagogical development to ensure that multiple entry of the same data is not occurring and that there is time for changes to show in student performance and learning before more data is collected.

It is expected that department areas will be able to identify the key pieces of assessment that will help teachers form their judgements, that assessment grids and practices are in place and understood by their staff and that work is moderated to ensure parity of judgement. It is then the individual Teacher's responsibility to take into account all other aspects of a student's performance to make the most accurate prediction possible.

#### 6. Reporting to parents

Parental reports occur three times a year. They contain the data collected by staff along with behaviour and attendance data collected directly from our MiS (Go4Schools). Once a year these progress checks can be discussed with individual teachers and a Parents' evening, though of course parents are able to contact the school at any time should they have concerns.

The student's attendance record includes:

- 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

On GCSE Results Day, all students who sat public examinations in the previous summer will receive a statement that outlines each subject they studied and the grade they achieved.

## **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 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**

It is the responsibility of the Principal to ensure that the relevant staff are trained to deliver their roles. Time is given for Heads of Faculty/Departments to receive regular feedback via line management and HOF/HOD CPD meetings to look at data and ensure that the data collected by their department is robust and accurate. Departmental CPD time is given to ensure that HOFs are training their staff to make accurate judgements. Directed time is allocated to ensure that accurate data collection is manageable and timely.

## **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 Principal**

The principal 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 yearly by the Principal and Assistant Principal in Charge of Assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Kieran Miskelly (Assistant Principal) is responsible for ensuring that the policy is followed effectively and is fit for purpose.

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- Marking and Feedback policy