



St Paul's Catholic School

Assessment Policy

Approved by:

Governing Body

Date: 25th September 2024

Last reviewed on:

25th September 2024

Next review due by:

24th September 2025

1. Principles of Assessment

'Teachers check pupils' understanding effectively and identify and correct misunderstandings' and that 'teachers use assessment to check pupils' understanding in order to inform teaching'. (OFSTED 2019)

- Assessment at St. Pauls Catholic School is an essential part of our practice. We aim to ensure that regular assessment is made of our students so that we can 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 every lesson, and a grade is shared with pupils through summative assessments. Pupil successes and areas for improvement are shared with students clearly through effective feedback.
- Assessment at St. Paul's is not exclusively related to formal tests and can include things such as verbal questioning, quizzes, homework completion, effort, learning profiles, etc. In terms of feedback, we are very aware that the biggest impact a teacher can have on a child is during lessons and therefore we limit the amount of assessment data that we centrally collect. 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.

2. Assessment Design – Four Pillars of Assessment

'If we were building a new school, we wouldn't start without laying firm foundations. In the same way, we can't develop great assessment practice without a strong base knowledge of the key theory around assessment' (Evidence Based Education)

Purpose - There are two purposes for Assessment.

- **Assessment for Learning (Responsive Teaching)**- It is an ongoing process that checks for student understanding, through targeted questioning, low-stakes quizzing and other written work. **Teachers will use the information** to adapt their teaching in the classroom to fill gaps in knowledge and to undo misconception before these become embedded.
- **Assessment of Learning (Summative)** - measures 'what' and 'how well' students have learned at the end of the instruction. It certifies learning and measures students' overall attainment. The data obtained from these assessments should shape the order of the curriculum plan, bring about re-teaching of topics that are poorly understood and led to homework that specifically tackles gaps in knowledge.

Validity - This refers to the extent that an assessment only measures what it was intended to do. There are two threats to Validity that **teachers must consider when designing assessments**. These are:

- **Construct underrepresentation:** The assessment is too small i.e. the subject content that it covers is too narrow. The assessment does not cover all the subject (Construct) to make valid inferences about the effect that teaching has had on the long-term memories of students.
- **Construct – irrelevant variance:** The assessment design is affected by a variant. For example, in a maths test with a high reading understanding, students with a low reading ability cannot access the test. Their test score is measuring their literacy skills not their maths.

Reliability – For the inferences that teachers make to be valid, requires assessments to be reliable.

- **Teachers to make assessments reliable need to be 1)** be marked in accordance with the agreed mark scheme. 2) the teacher should have CPD on how to apply the mark scheme before

undertaking marking (standardisation) 3) marking should be sampled to ensure that there is consistency in awarding marks across teaching staff

- **Teachers should focus on improving formative and summative assessments in this policy (sections 4 &5).**

Value – Great assessments add value to students learning and progress. Teachers can use assessments to make the following data driven inferences:

- Make choices about the subject curriculum – What do students understand? What needs to be retaught?
- Subject and class interventions – Which sub-groups need intervention (SEND, Boys, Dis)

3. Aim - Effective Assessment in the Classroom

Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement. **To promote effective assessment, teachers will:**

- Explain the success criteria to students
- Check students' Understanding through the following strategies: 1) targeted questioning, 2) call and response, 3) white boards 4) written answer in full sentences 5) low- stakes quizzing
- Demonstrate the standards students are required to achieve and help them recognise when they have achieved that standard. Have high expectations of all work in class written or other.
- Give whole class feedback on assessment decisions, so that learners know how to improve.
- Demonstrate high expectations and make it obvious to learners that they believe that they can improve on their past learning or performance (having a Growth Mindset).
- Provide regular opportunities for teachers and students to reflect on the last performance and review students' progress.
- Develop students' self-assessment skills, so that they can recognise what aspects of their own work needs to improve and the work of other students. Use of purple pens to 'tick or fix' their work with an emphasis on fixing knowledge and skills that that haven't yet mastered.

4. Formative Assessment (Inferences)

'The aim of formative assessments should be to identify useful next steps for the teacher and pupil.'
(Daisy Christodoulou –Making More Progress)

- Formative assessments take several forms, such as student questioning, low stake quizzes and written work. This should happen very frequently in lessons so that we know they have learnt the content rather than just that the teacher has taught the topic.

Teaching Staff to reference The Non-Negotiables document for guidance on this.

Teachers will include the following strategies when delivering effective formative assessments:

- **Specific** – Specific questions allow teachers to diagnose exactly what pupils' strengths and weaknesses are, and make it easy, to work out what to do next. Open and complex questions like essays or real-world problems are not as effective. Teachers should utilise their seating plans to ensure that the right questions are being asked to the right students. Questioning should be planned so that all students are challenged, for example HPA students are stretched and SEND students are supported so that everyone can feel successful in class. Multiple Choice Questions and Hinge questions are effective tools here.

- **Frequency** – At St. Paul’s we use retrieval practice to recall information from previous lessons. This frequent recalling of information helps students to strengthen their long-term memory, (memory model) and be able to retrieve information from students long term to working memory.
- **Repetitive and Consolidation** – It is important that are assessments are always measuring long term learning and not short-term performance. The best practice in building in repetition and consolidation is through low stake classroom quizzes. This will prevent students from forgetting and be able to retrieve and consolidate knowledge and skills.

Students will engage in formative assessments through the following:

- Actively engaged in respond to the teachers' questioning techniques
- Respond to the teachers checking for understanding strategies
- Demonstrate their understanding through appropriate performances in music, drama, art, dance and PE.
- Have confidence to assess themselves and understand how to improve to their ‘goal state’ (Dylan Williams 2018)
- Students need to appreciate that it is okay to make mistakes or not get things right, and that errors are the norm to ‘new learning’

5. Summative Assessment (Inferences)

‘In order to produce a shared meaning, summative assessments have to consist of standard tasks in standard conditions, to sample from a large domain of content and to distinguish between pupils’.

(Daisy Christodoulou)

Teachers will include the following strategies when delivering effective summative assessments through a progression model of assessment:

- Taken Infrequently – Summative assessments will be taken 3 times a year (once a term – Appendix 2)
- Assessment will be interleaved, so as knowledge recall and retention are encouraged. 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.
- Standard tasks in standard conditions – All students to complete the same assessment in the same conditions (Classroom/Sports Hall/Theatre) at the same time. For assessments based on the difficulty model (Math), these will focus on questions with variable difficulties. Subjects that are using the quality model (Performing Arts), the assessment needs to encourage originality at the same time as a shared meaning.
- Samples from a large domain – assessment design should build upon knowledge from previous topics, units, years not just from students current learning (See appendix 1). Assessments should measure mastery of the domain (80%), which is the taught curriculum.
- Creates a shared understanding of progress – Summative assessments at KS3 are to be reported not as a number but using the language of ‘The 3 Es’ (Emerging, Expected and Exceeding). At KS4, summative assessments are reported using GCSE grades 9-1, and vocational learning as L2D* - L1P. At KS5, grades are shared as A* - E, and vocational learning as L2D* - L1P. This enables teachers to distinguish between students in the class and year group.
- Designed to enable students to show teachers ‘*What they know*’ and ‘*Can do*’.

- Teachers will deliver national standardised summative assessments in English and Maths in Years 7 & 8 (GL Assessments), and Mock exams in years 9-13. Teachers will understand national expectations and assess their own performance in a broader national context.

Students will engage in summative assessments through the following:

- Understand how well they have learned and understood a topic or course of work taught over a period of time. Students should act on feedback on how they can improve to their 'goal state', and next steps on how to achieve this.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

6. Whole Class Feedback

'Effective feedback will support students' moving from their current state to their goal state'

(Dylan William 2018)

Feedback will be focused on reducing the gap between where a student 'is' and where they are 'meant to be' and encourage students to regulate this themselves so that they can articulate:

- **Where am I going?** (Goal state)
- **How am I doing?** (Current progress)
- **Where to next?** (What activities need to be undertaken to make better progress?)

Teachers will regularly assess students' work and use a variety of the following strategies to ensure that feedback forms an integral part of the lesson:

- Whole class feedback identifying strengths, areas of development and next steps
- Using the visualiser to exemplify 'What a good one looks like'
- Individual verbal feedback and discussion
- Self -assessment with clear guidance of success criteria from the teacher
- Delay awarding any marks or grades on students completed work. Once students receive their marks, research shows that they switch off and do not act on feedback.
- Use a whole- class feedback sheet, make a note of any common misconceptions/errors that may have arisen to discuss with students the following lesson. (Appendix 3)

Students will engage with feedback through the following:

- Making notes in purple pen during whole class feedback, annotating their work to correct, amend or redraft. This should be evident in exercise books and other products of learning.

Literacy

Teachers in all subject need to be responsible for overseeing the development of literacy skills. Teachers should write legibly, and model good practice and it is important that all subjects address grammar, spelling, and punctuation. Tier 2 and Tier 3 language should be a key focus of student language development and built into lesson planning and delivery. Instructional methods and retrieval practice will be used to consolidate reading, writing and communication skills. (See appendix 1 for literacy grid and meaning.)

7. Collecting and using data

As previously outlined, Teachers at St. Paul's will report students Attainment bands/Predicted Grades three times a year for all 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 consider all other aspects of a student's performance to make the most accurate prediction possible.

9. Reporting to Parents

Parental reports occur three times a year and contain the data collected by staff. Once a year progress check can be discussed with individual teachers at a parents' evening, though of course, parents are able to contact the school at any time should they have concerns.

The pupil's attendance record includes:

- The total number of attendances for that pupil, and
- The total number of unauthorised and authorised absences for that pupil, 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.

- Teaching staff will upload their tracking by the completion date, with the Predicted Grade and Learning Profile completed for each student
- Faculty and Department Leaders will check the reports of the staff in their areas for any gaps in attainment and learning profiles and will support their staff in meeting the completion date.

10. 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 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.

11. Training

It is the responsibility of the Principal, to ensure that the relevant staff are trained to deliver their roles. Time is given for Curriculum Leaders to receive regular feedback via line management and Curriculum Leader 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 Curriculum leaders are training their staff to make accurate judgements. Directed time is allocated to ensure that accurate data collection is manageable and timely.

12. Roles and Responsibilities

12.1 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

12.2 Principal

The principal 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

12.3 Teachers

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

13. Monitoring

This policy will be reviewed yearly by the Principal and Senior Leader 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.

14. Links with other policies

This assessment policy is linked to:

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

Appendix 1

<i>symbol</i>	<i>meaning/action</i>
Sp	Spelling error: underline the word or part of the word and write Sp in the margin
P	Punctuation: underline the error and write P in the margin
?	Indicates that what has been written does not make sense or is unclear
//	Start a new paragraph here
^	Means that a word is missing
Exp	Error in Standard English expression: underline the expression and write Exp in the margin

Appendix 2

QA at St Paul's