Assessment Policy

Approved by:	LGB		
Responsible department:	SLT		
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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/carers

- 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

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Broadly this can be broken down into 2 categories: formative and summative assessment.

The purpose of **formative** assessment is to monitor student learning and provide ongoing feedback to staff and students. It is assessment for learning. Formative assessments are low-stakes and usually carry no grade.

The goal of **summative** assessment is to evaluate student learning at the end of a unit by comparing it against some standard or benchmark. However, feedback from summative assessments can be used formatively by both students and teachers to guide their efforts and activities in subsequent lessons.

Both formative and summative assessments can be used to improve student performance via feedback and inform teacher planning, shaping the future curriculum. Both types of assessments are considered when reporting in our Achievement Reports. Although, due to the more formal nature of summative assessments, they provide a greater 'weighting' when considering both types.

Our work on assessment has been driven by the Dylan Wiliam's lifetime work on assessment and the EEF has influenced our approach to giving feedback on assessed pieces. Both consider teacher workload.

Our assessments are inclusive, as we want to test how well all students in the classroom are understanding the intended curriculum. This is achieved through well designed assessments, using the knowledge of the professionals within the school.

4. Assessment approaches

At The Mirfield Free Grammar 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 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 objectives, and identify areas in which they need to improve

Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment is part of every lesson at The Mirfield Free Grammar, across all key stages. This may take the form of marking and feedback, questioning, whiteboard activities, regular short recap quizzes, self and peer-assessment and/or observations.

Formative assessment is used to assess knowledge, skills and understanding, which can then identify gaps and misconceptions. In our Quality First Teaching model, we expect staff to 'interact and then adapt'. This means finding out what students know or don't know and then adjusting their lesson (or future lessons) accordingly. Examples of this could include re-teaching immediately, planning a future homework assignment or increased frequency of low stakes testing.

For this adaptation to happen, students need to engage with the assessment opportunities within lesson and respond to feedback where necessary.

Students in Key Stage 3 are assessed (both summatively and formatively) against the Core Concepts identified in each subjects' Curriculum Intent documents. These concepts outline what students need to understand to move onto the next stage of learning.

At the calendared Achievement Report point, the performance on each of the subjects' Core Concepts are averaged and reported to parents, with the detailed analysis available to them in the Arbor Parent Portal.

Departments and teachers use this information to inform future teaching.

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 course of work taught over a period of time. It should be used to provide feedback on how they can improve.

Parents/carers to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

Summative Assessment

In school, across all key stages, we use the following summative assessment approaches: end-of-year exams, end-of-topic or unit text, and/or reviews for pupils with special educational needs or disabilities (SEND).

Summative assessments provide useful information for improving future learning. Question level analysis is used to identify whole class strengths and areas to develop, which is then used to inform future teaching. Feedback is also used following a summative assessment to improve individual student learning.

Summative assessment data is collected either 2 or 3 times a year and can be used as a measure of individual and cohort progress, when compared to historic performance.

Summative Assessment Approaches

Key Stage 3

Students in Key Stage 3 are assessed (both summatively and formatively) against the Core Concepts identified in each subject's Curriculum Intent documents. These concepts outline what students need to understand to move onto the next stage of learning. Assessments are designed to test these core concepts, at the appropriate point in the curriculum. These Core Concepts have been quality assured by the Principal and Deputy Principal. The assessments are standardised i. within department planning time, ii. with the Senior Team link for each department, iii. through the regular QA of Quality of Education.

Summative Assessments - assessments are designed to assess student understanding on the curriculum they have encountered. They will test understanding of knowledge identified in the most recent medium term plan, as well as revisiting prior knowledge from older learning. To make the assessments more reliable, they last around 50 minutes and take place in assessment conditions. Students who require access arrangements (following access arrangement testing) follow these in the classroom.

The Core Concepts are assessed using a 3 point scale which mirror the national approach at Key Stage 2 i.e. Working Towards, Working at Expected and Greater Depth. Teachers use assessment to assess a student's performance against the core concepts using these 3 gradings. When reporting to parents, these gradings get averaged out and reported as one grade. This average is reported using a 9 point scale:

- Working Towards –
- Working Towards
- Working Towards +
- Working at Expected –
- Working at Expected
- Working at Expected +
- Greater Depth –
- Greater Depth
- Greater Depth +

So for example, for History, they may have scored the following in different core concepts:

- Expected
- Expected
- Expected
- Greater Depth

This will then be averaged to 'Working at Expected +'

Key Stage 4 and 5

In Key Stage 4 and 5, assessments are linked to the examination specification requirements. To increase the validity of the assessments, past external assessment questions are used, and these are tested in exam conditions. These assessments are standardised across the department. Standardised mark schemes, produced by examining bodies are used to mark assessments. Moderation takes place in department CPD time. The scores from these assessments are used to inform data reporting at each Achievement Reporting point, with the appropriate weighting given to each assessment.

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/carers to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

Vocational subjects are assessed throughout units and are internally and externally standardised. Heads of Subject are responsible for the correct procedures being followed, and this is checked in Senior Team link and department QA.

Students in Year 7 and at the end of Year 9, complete a Cognitive Abilities Test (CAT4). This is used to:

- Provide teachers with information to support their responsive teaching for each student
- Identify students in need of extra support in their learning beyond wave 1 responsive teaching
- In Year 9, to identify students who may need to be tested for access arrangements for external examinations

5. Collecting and using data

Data is collected in order to enable our Achievement Report data reporting cycle to occur. The aim of this is to update students on their current progress compared to their targets. Data reporting also allows data to be shared with all stakeholders, for examples, students, parents, teachers, curriculum leaders, senior leaders and governors.

Data is recorded and entered onto either Arbor Marksheets (KS3) or department trackers (KS4 and KS5) which are all held in SharePoint. These are used within departments to monitor progress. The data is used in dialogue between Teacher and Curriculum Leader and further dialogue with Senior Team links and their Curriculum Leaders.

During the Achievement Reporting Cycle, the following are collected:

Achievement Report 1 (Key Stage 3, Year 10 and Year 12) – Attitude to Learning for all year groups.

Achievement Report 1 (Year 11s and Year 13s) - Current and Predicted grades in addition to Attitude to Learning.

Achievement Report 2 and 3 (Year 10, 11, 12, 13) - Current and Predicted grades in addition to Attitude to Learning.

Achievement Report 2 and 3 (Key Stage 3) - Reporting of average performance against Core Concepts for each subject in addition Attitude to Learning.

Key definitions:

Current grade - the grade a student is currently working at. This is an average of robust assessments students have sat throughout the course up to now. Current grades should not factor in how a student might perform in later assessments.

Predicted grade - the grade a student is predicted to achieve at the end of the course. Predicted grades factor in student's performance in assessments alongside teacher professional judgement, including historic subject grade boundaries, to forecast a final grade at the end of the course. This will also consider contextual factors, such as attendance, attitude to learning and the difficulty of the remaining curriculum.

Data collection is designed to avoid excessive workload in the following ways:

Only 3 data collections/harvests in the year

All prior information provided on the marksheets on Arbor

Move towards 'harvesting' rather than collecting data which will remove the need for a concentrated time of data entry by teachers

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed
- See our exams policy for more information on how students can and cannot use AI for their non-examined coursework.

7. Reporting to parents/carers

Our reporting cycle is known as 'Achievement Reports'.

The school reports to parents formally on 3 separate occasions throughout the year, one per term. 'Achievement Reports' gives parents information about current performance at each key stage. At

Key Stage 3, this is based on performance against the core concepts, and at Key stages 4 and 5 at the relevant national grade for each qualification, current and predicted grades (see above for their definition).

A student target (based on prior attainment using FFT20) is also given together with attitude to learning and any concerns teachers may have. When reporting for the first time at GCSE, parents are given information about how GCSE targets are set. Reports to parents also includes:

- the BTEC grading system (where appropriate)
- Attendance
- Lates
- Unauthorised absences
- Detentions
- Positive points
- Negative points

Each year there is at last one Parent Consultation Evening per year group at which parents can meet with individual subject teachers. For selected students in Year 11 and 13 there are two.

In Key Stage 3, parents can also use Arbor to view formative assessment details which shows assessment against Core Concepts.

8. Inclusion

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

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.

9. Training

Whole school and Department Professional Development is used to share developments in assessment practice and is used to develop and improve teacher practice on a regular basis.

The Deputy Principal for the Quality of Education has a responsibility to ensure that staff access to Continuing Professional Development opportunities on assessment. For matters which concern individual subject areas, this is also shared by the respective Curriculum Leader.

The school uses organisations such as ASCL, The Chartered College of Teaching, The National College and the Trust's School Improvement Directors to keep abreast of good assessment practice.

10. Roles and responsibilities

10.1 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

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

All teaching staff are expected to read and follow this policy.

The effectiveness of assessment practices across the school will be monitored through moderation, lesson observations, book scrutinies and/or pupil progress meetings.