Assessment Policy

A policy where curriculum drives assessment, not assessment controlling the curriculum.

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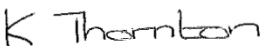
Statement of Intent

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In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

We believe in seeking academic excellence for all our students, within the context of a caring and mutually supportive partnership between the school and the community. This policy will assist the school in realising this vision by guiding practice that will ensure that:

- all students have the opportunity to reach their full potential
- the learning experience of the students is appropriate for their individual needs and abilities
- staff are provided with opportunities to share good practice and to plan, deliver and evaluate their learning experience

Our assessment procedures support learning and teaching: developing motivated, engaged, and successful learners. Assessment is used to celebrate success and provides guidance to students on how to improve, maximising the school's potential for raising standards.

(signature)	**Co-Chair of Governors**	Date:	14/12/2023	
(signature) K Thornton	**Co-Chair of Governors**	Date:	14/12/2023	
(signature)	**Headteacher**	Date:	14/12/2023	

1. Aims

1.1   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

2.1   Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

2.2   This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels.](#)

2.3   It also refers to statutory reporting requirements set out [in the Education (Pupil Information) (England) Regulations 2005: schedule 1.](#)

3. Principles of Assessment

3.1   The main principle is to use assessment as a tool for measuring achievement and progression, and for diagnosing strengths and weaknesses from which goals can be set to raise achievement and any gaps in knowledge can be closed. Staff should conduct regular and appropriate assessments in line with their department's schemes of learning, the school's assessment calendar, the national curriculum, GCSE, and any other qualification assessment criteria.

3.2   Summative assessments result in actionable feedback for students in line with the school's Marking Policy. When actioned this feedback will support student progress. The outcomes of assessment and its feedback should be integral to future lesson planning and intervention.

3.3   In addition to the feedback, which is the primary driver of student progress, assessments will also support class teachers, middle and senior leaders to identify underperformance and implement strategies to support improvement in student progress.

4. Approaches to assessment

4.1   Assessment is a term which encompasses a wide range of activities, formal and informal, summative, and formative. A range of different assessment methods will be used by teachers at different times. For much of the time, this will involve written work, but portfolios, practical work, oral work, and teamwork will also be used when appropriate. Methods of testing will also vary from individual pieces of work to projects, units, or modules of work. The school believes that the use of both summative and formative assessment is characteristic of good practice and form part of the assessment culture.

4.2   At St Michael's Church of England High School, 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: formative assessment, summative assessment, and nationally standardised summative assessment.

4.3   **Formative assessment**

4.3.1   Effective 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 objectives, 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

4.3.2   Formative assessment involves the ongoing monitoring of student progress that shapes future lesson planning and intervention. This is not graded, with the focus instead on positive actionable feedback to help students close the gap between their current and potential attainment (or challenge their learning further). Examples include, but are not limited to retrieval practice, low stakes quizzing, verbal feedback, questioning, self and peer-assessment, observations.

4.4   **Summative assessment**
4.4.1   Effective summative assessment enables:

- school leaders to monitor the performance of pupil 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

4.4.2   Summative assessment involves designated graded assessment and often comes at the end of a module or course including, but not limited to: Year 7 Baseline Testing, end of year exams 7-10, mock exams in Year 11 and will form the basis of termly teacher data. As per St Michael's Marking Policy, actionable feedback should be given on such assessments. As well as the feedback provided, Year 11 students will have the opportunity to reflect on their progress in the form of question level analysis with their form tutors and subject teachers to specifically target key areas.

4.4.3   Summative assessments include, but are not limited to the following:

- sample examination question(s)
- extended writing task
- speaking or listening test
- activity or project to demonstrate skills recently learnt

4.4.4   Each subject's scheme of learning has specific detail on the nature of each summative assessment delivered.

4.4.5   The outcomes of these assessments inform both in-year progress and accumulative progress across the student's career at St Michael's, which is fed back to both students and parents via termly progress reports.

4.4.6   Summative assessments are designed by Heads of Department using exam board resources that reflect each subject's scheme of learning. Summative assessments are standardised and moderated internally by Heads of Departments. Please see Section 7 for a full explanation of our assessment procedures.

4.5   **Nationally standardised summative assessment**
4.5.1   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 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

4.5.2   Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5.   Assessment at St Michael's

5.1   End of Year Exams

5.1.1   In Years 7 to 10, subjects will conduct a formal summative assessment a minimum of once in the year in line with the assessment calendar. Year 11 will conduct two assessments in preparation for their GCSE exams, one in November and one in March.

5.1.2   These assessments are common assessments, in that students should all sit the same paper, and test the material taught up to that point in time. Students will get feedback on how they achieved, progress they are making in relation to their target grade, and what they need to do to improve their grade further.

5.2   Departmental Assessments

5.2.1   Departments are given autonomy of the timing and frequency of in-class formative and summative assessments. The school aims for the curriculum to drive the assessments rather than assessment controlling the delivery of the curriculum. Therefore, Heads of Department are responsible for embedding assessments into their schemes of learning at appropriate times. Heads of Department must ensure that their department updates their Go4Schools tracker with the latest information, when relevant. However, this must take place a minimum of three times a year, once a term. The initial quality assurance meeting in September will ensure all Heads of Department have their department assessment plan prepared for the year ahead.

6.   Inclusion

6.1   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 have the same high expectations of all students to ensure all students achieve their full potential. Concessions must be considered by class teachers for students who need them and ensure they are arranged for upcoming assessments in their subject.

7.   Assessment Processes

- Heads of Department arrange exam papers, mark scheme, grade boundaries and check exam papers before printing.
- Teachers must consider and arrange concessions for upcoming exams in their subject for individual students that need them.
- Students sit exams in exam conditions (end of year exams take place in a central location).
- Marking standardisation takes place to ensure accuracy of marking before marking commences.
- Exam papers are marked by staff.
- Marking moderation to ensure marking is accurate.
- Assessment grade influences student's working at grade when considering other forms of assessment done to this point. Head of Department ensures current grade is calculated consistently and accurately across the department.
- At KS4, Head of Department ensures predicted grades have been quality assured before entered.
- Complete question level analysis to identify strengths and areas for development.
- Provide students with feedback regarding their strengths and areas of weaknesses that they need to work on.
- Analyse data to identify key cohorts of students and individual students that need support.
- Provide students with appropriate support to improve grades further.

7.1   Conduct

Mock exams/ formal assessments are also used to ensure students are familiar with the environment they will be taking their exams in during their GCSEs and ensure students can act appropriately during these exams. During these formal assessments, it allows the school to identify any students who do not follow the GCSE exam regulations as found on the school website https://st-michaels.sandwell.sch.uk/exams-information/. If a student is found to breach the examination rules during the mock exams, the following procedures will take place:

- Students and parents will be informed and the mock paper will not be marked.
- If it occurs a second time, a meeting will take place between the student, parent/carer and the school to inform them of the future consequences.
- Finally, if it occurs on a third occasion, the student will not sit their GCSE exams at the school and an alternative location will be found. This may include a financial cost for the parent for the hiring of a suitable location and the hiring of additional invigilators.

8. Targets

8.1 Our aim for the use of targets at St Michael's is to embody the Christian value of the school which is for everyone to achieve their full potential. For this to take place, we ensure that students are engaged with their targets, their targets challenge, and motivate them to try reach their full potential.

8.2 **KS4**

8.2.1 Targets are set by students in conversation with their class teacher who knows them best for that subject. At the end of the first term in Year 10, all students will have set their targets for the end of Year 11. No longer are students disengaged with their targets that are based solely upon their KS2 SATS, which may not reflect that student's ability in that subject. Targets are now highly personalised and challenging to ensure students reach their full potential. School uses FFT estimates as a starting point and alter the target based upon the conversation with the student. All targets are quality assured by Head of Department and Assistant Headteacher over whole school outcomes to ensure students are being stretched and challenged in a realistic manner. This quality assurance process also looks strategically at whole school outcomes to ensure positive outcomes for all students. Students have the opportunity to reflect on their target at the start of Year 11 to ensure it is still relevant to their goals and aspirations.

8.3 **KS3**

8.3.1 In KS3, we record and report percentage scores from summative assessments. The amount of knowledge studied at this key stage is relative to the curriculum covered thus far so is neither broad nor deep enough to extrapolate and benchmark performance against GCSE or BTEC grades. Each student is placed into one of eight data groups based on their results in the Standard Assessment Tests (SATs) at the end of KS2. In the absence of SATs due to the pandemic, the results of the Cognitive Abilities Test (CAT4) have been used for Year 9 students. For those with no prior-attainment, the most recent assessments in English and mathematics inform this grouping. A student's individual percentage score is compared to the Similar Start Group average for the most recent assessment(s). This enables class teachers to capture the students' progress compared to those with a similar start point. The data groups are reviewed throughout KS3 to ensure students are being stretched and challenged to reach their full potential.

9. Collecting and using data

9.1 **Data Collection**

9.1.1 All subjects collate data, which is used to generate current working at grade outcomes as part of their department's assessment cycle. This data also supports staff in predicting an End of Year 11 grade for students in KS4. Each department has responsibility and autonomy for the timing and frequency of assessments. However, Heads of Department must ensure that their department update their Go4Schools tracker with the latest information in line with their assessment plan. Each department has a tracker on Go4Schools that contributes to the current working at grade, which is kept updated after each assessment. This must take place a minimum of three times a year, once a term. At the end of each term, the Assistant

Headteacher over KS3 and the Assistant Headteacher over KS4 will meet with middle leaders to quality assure the data and identify strengths and areas for improvement.

9.1.2 The senior leadership team have staggered each year groups summative assessments on the school assessment calendar to reduce teachers' workload.

9.2 Effective use of data and assessments

9.2.1 Data is reviewed on a termly basis at all levels to identify strengths and areas to improve:

- senior leadership review the latest data across the whole school to identify underperforming departments, cohorts, and students across the year group. This information influences line management conversations and strategies implemented to support areas further.
- middle leaders review their departmental data to identify any class groups, areas of assessments/course, cohorts, and individual students that are underperforming.
- class teachers identify any students/cohorts of students that are underperforming and need support using the ribbons on Go4Schools. Class teachers ensure strategies are implemented to support underperforming students.

9.3 Class teachers can quickly identify students not making expected progress by looking at their ribbons on Go4Schools.

- By clicking on the red section of the ribbon it will show the names of students that are below target.
- This can be broken down further for key cohorts – e.g., HPA, Disadvantaged, and SEND.
- However, progress can also be identified by an improvement in students' books and classwork over time.
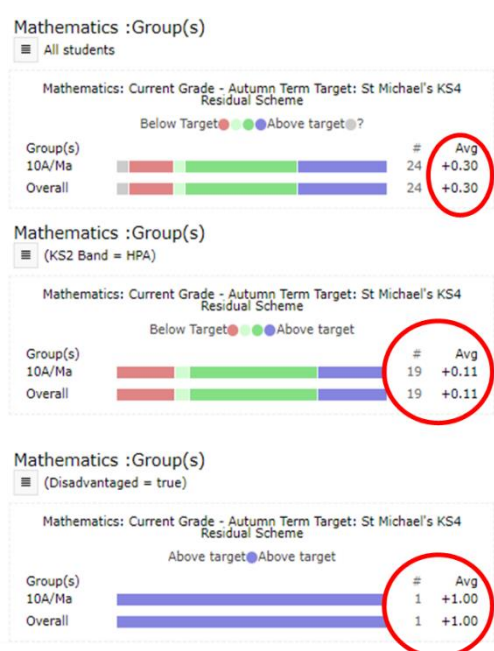
10.   Quality Assurance

10.1 There are four quality assurance meetings a year that take place within KS3 and KS4. All data is produced on a dashboard by the Data Manager or is live on Go4Schools to support with staff workload.

10.2 KS4

10.2.1 The first quality assurance meeting takes place in the second week of September. This quality assures the latest GCSE results from that summer with the Deputy Headteacher responsible for the Quality of Education and the Assistant Headteacher responsible for whole school outcomes, Head of Department, and

department Line Manager. This meeting also looks at the assessment plan for the year ahead across KS4 and revisits the action points from that department's last Year 10 quality assurance meeting before the summer.

10.2.2 The rest of the quality assurance meetings take place at the end of each term. These quality assurance meetings take place between middle and senior leaders in every subject. This is an opportunity for Heads of Department to review their departmental data, looking at the following areas:

- accuracy of the data
- overall performance
- course breakdown
- class groups
- individual cohorts
- individual students
- previous interventions and impact
- strategies to support improvement

10.3 KS3

10.3.1 The quality assurance meetings in KS3 are held with the Assistant Headteacher and Second in Department. Following the first meeting in September that sets out the department's assessment plan, the three remaining meetings take place at the end of term, in line with KS4. This is an opportunity to review the KS3 data before reporting to parents via the termly data progress report and looks at the following areas:

- how the current working percentage is generated and weightings of assessments
- accuracy of data
- progress of key cohorts
- teaching and learning strategies to support students
- interventions and impact

10.4 Heads of Department quality assure that strategies identified by class teachers are implemented between terms. This can be identified through activities such as the two learning walks that take place each term, the half termly book-marking moderation, and student voice.

11. Reporting

11.1 Reporting takes place three times a year. Parents receive a progress report at the end of each term. Within these reports, parents and students are informed of the students' progress, their willingness to learn, behaviour, and attendance.

11.2 We now split our Parents' Evening and full written report, so parents no longer receive these on the same evening. Parents used to come to Parents' Evening, collect their written report, and staff would end up repeating what was in the report. Now parents get two points of contact during the year, once at Parents' Evening, and at a different time in the year they will receive a written report. These can be identified on the school's assessment calendar.

An example of an interim KS4 Progress Report to parents

Subject	End of Key Stage Target	Current Grade	St Michael's KS4 Residual Scheme	Y11 Mock Result	End of Year 11 Predicted Grade	Group teacher(s)
Art	5	5 +	On target	n/a	6 +	
Dance	5	5 -	On target	4 +	6 -	
English Language	6	5 -	Close	5 -	5 +	
English Literature	5	5 +	On target	5 +	6 -	
History	4	5	Above target	5	5	
Mathematics	5	4	Close	4	5 -	
R E	5	2	Below Target	2	4	
Science Double	5/5	4/4 -	Below Target	5/4 -	5/4	
Sport	Level 2 Merit	Level 2 Distinction*	Above target	n/a	Level 2 Distinction*	

Report Key	
End of Key Stage Target	This is the grade that your teacher thinks you can achieve if you reach your full potential.
Current Grade	Based upon all of your assessments and classwork this year, this is the grade you are currently working at.
Y11 Mock Result	This is the grade you achieved in your mock exam.
End of Year 11 Predicted Grade	Based upon all of your assessments and effort in lesson this year, this is the grade your teacher predicts you will achieve at the end of Year 11.

Target Indicators

☐ Below Target (2) ☐ Close (2) ☐ On target (3) ☐ Above target (2)

Session Attendance Information		Behaviour Information	
Percentage attendance:	100.00%	Positive points:	11
☐ Attendance:	130	Negative points:	0
☐ Authorised absences:	0		
☐ Unauthorised absences:	0		
Possible sessions:	130		

This is an example of an interim KS4 Progress Report which informs parents of their child's End of Key Stage Target and their Current Grade. The report indicates whether their current grade is Above, On, Close or Below their End of Key Stage Target. The report may also include any recent mock exam results the student has undertaken. In Year 10 and Year 11 only, the class teacher also includes and End of Year 11 Predicted Grade that they believe that student will achieve by the end of year 11.

An example of an interim KS3 Progress Report to parents

Subject	Current Percentage	Comparison to similar start group	Willingness to Learn	Group teacher(s)
Art	5 0	In Line	A	Teacher Name
Computing	5 5	Close	A	Teacher Name
Design Technology	6 0	Close	A	Teacher Name
Drama	7 5	Significantly Above	A	Teacher Name
English	7 5	In Line	A	Teacher Name
Geography	8 4	Above	A	Teacher Name
History	7 1	Significantly Above	A	Teacher Name
Mathematics	7 5	In Line	A	Teacher Name
Music	8 0	Significantly Above	A	Teacher Name
P E	3 0	Below	C E	Teacher Name
R E	8 7	Above	A	Teacher Name
Science	8 0	In Line	A	Teacher Name
Spanish	4 0	Below	C H	Teacher Name

Report Key	
Current Percentage	This is the score you achieved in your latest assessment.
Willingness to Learn	Willingness to learn is the teacher's assessment of attitude towards learning. This assessment takes into account attendance, behaviour, engagement and homework.

Target Indicators

☐ Below (2) ☐ Close (2) ☐ In Line (4) ☐ Above (2) ☐ Significantly Above (3)

Willingness to Learn	
A	Achieving
C A	Cause for Concern - Attendance
C B	Cause for Concern - Behavioural
C E	Cause for Concern - Engagement
C H	Cause for Concern - Homework
CA + CB	Cause for Concerns - Attendance and Behavioural
CA + CE	Cause for Concerns - Attendance and Engagement
CA + CH	Cause for Concerns - Attendance and Homework
CB + CE	Cause for Concerns - Behavioural and Engagement
CB + CH	Cause for Concerns - Behavioural and Homework
CE + CH	Cause for Concerns - Engagement and Homework
C X	Cause for Concern - Multiple Issues

Session Attendance Information		Behaviour Information	
Percentage attendance:	97.50%	Positive points:	67
☐ Attendance:	78	Negative points:	0
☐ Authorised absences:	2		
☐ Unauthorised absences:	0		
Possible sessions:	80		

This is an example of an interim KS3 Progress Report which informs parents of their child's Current Percentage score in each subject for the most recent assessment(s). The report also provides a focussed comparison to the average of the Similar Start Group and indicates whether their score is Significantly Above, Above, In Line, Close or Below this group.

12.   Training

12.1   Data moderation is built into the Continual Professional Development and Learning (CPDL) calendar to ensure KS3 and KS4 assessment marking and data is accurate before entering this into Go4Schools. Staff receive a rigorous CPDL program across the academic year. The CPDL program includes keeping staff up to date with developments in assessment practice through internal sessions including, CPDL Twilight Sessions, Teaching & Learning briefings, Middle Leader Meetings, Department Meetings, Quality Assurance Meetings and CTLA Learning Communities. Activities include but are not limited to moderation of assessment both within school and across local schools, sharing of best practice through Action Research projects and use of Education Endowment Foundation resources, as well as Examination Board moderation resources.

13.   Roles and responsibilities

13..1   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

13.2   The Headteacher 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

13.2   Teachers are responsible for:

- following the assessment procedures outlined in this policy
- identifying any students/cohorts underperforming and implement strategies to support student improvement between then and next data review

14.   Monitoring

14.1   This policy will be reviewed annually by the Deputy Headteacher responsible for the Quality of Education At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy. The Senior Leadership team through the Department Line Management process are responsible for ensuring that the policy is followed. The Senior Leaders responsible for progress will monitor the effectiveness of assessment practices across the school, through collaborative moderation, lesson observations, book-marking moderation, SLT line management, and quality assurance meetings.