

<b>Title and Description</b>	<b>Assessment Policy</b>
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<b>Date of last review</b>	9 <sup>th</sup> May 2018
<b>Approved by</b>	Local Governing Board
<b>To be reviewed by</b>	Achievement and Standards Committee
<b>Responsibility</b>	Headteacher
<b>Review period</b>	Annually
<b>Date of next review</b>	October 2019

## **ASSESSMENT POLICY**

### **1. Aims**

This policy aims to:

- i. Provide clear guidelines on our approach to formative and summative assessment
- ii. Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- iii. Clearly set out how and when assessment practice will be monitored and evaluated
- iv. Support the approach set out in the Curriculum and Teaching and Learning policies, and the overall ethos and values of the school

### **Framwellgate School Durham: Ethos and Values Statement**

#### **Excellence, Compassion and Respect for All**

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

#### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **2. Relevant policies and publications**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy reflects the recommendations in the [Final Report of the Commission on Assessment without Levels](#) and complies with our funding agreement and articles of association.

This policy should also be read in conjunction with the school's Curriculum and Teaching and Learning Policies.

### **3. Principles of Assessment**

Our approach to assessment will:

- i. Clearly distinguish between the different types of assessment, their purposes, and how they will be applied at Framwellgate School Durham
- ii. Take teacher workload into consideration when designing an appropriate assessment and reporting system
- iii. Use external expertise, attend and provide relevant training, and consider best practice nationally in designing and applying our assessment system
- iv. Ensure that we take account of our equalities and SEND responsibilities so that assessment is for all students

## **4. Assessment Approaches**

At Framwellgate School Durham we see assessment as an integral part of teaching and learning, and as being inextricably linked to our curriculum. We use three broad overarching forms of assessment:

- Formative Assessment (in-school)
- Summative Assessment (in-school)
- Nationally Standardised Summative Assessment (e.g. GCSE Examinations)

### In-School Formative Assessment

Black and Wiliam defined formative assessment as “all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities”

Formative assessment will include:

- Effective questioning in class
- Feedback and marking of students’ work
- Observation
- Short low-stakes quizzes and tests

In-school formative assessment helps students to measure their knowledge and understanding against learning objectives and success criteria, provides parents (when shared through marking and one-to-one discussions) with a broad understanding of their child’s strengths and areas for development, and is integral to the teaching and learning process. It allows teachers to understand student performance and understanding on a continuing basis and enables them to intervene in the classroom when students are struggling or require stretch and challenge. More detailed explanations of our approach to marking and feedback is provided in our Teaching and Learning Policy.

### In-School Summative Assessment

In-school summative assessment will include:

- End of unit tests (written or practical)
- End of year exams
- Reviews of students with SEN and disabilities

In-school summative assessment provides students with information about how well they have learned and understood a unit of work taught over a period-of time. Summative assessment will be used to provide feedback on how they can continue to improve and will provide parents (when reported through termly reports) with information about the achievement and progress of their child. Summative assessment enables teachers to evaluate learning and the impact of their teaching, at the end of a unit of work. School leaders will use the results from in-school summative assessment to monitor the performance of different cohorts, identify where interventions are required, and work with teachers to ensure that students are supported effectively.

At Framwellgate School Durham, the summative assessments for each year group are shown on our Curriculum and Assessment Calendar. At Key Stages 3 and 4:

- The curriculum is split into teaching blocks of 8-10 weeks
- Each teaching block is followed by a consolidation week and a summative assessment
- The raw marks for each assessment are standardised across the cohort and moderated
- The marks are compared to expectations based on a student's starting points
- Raw marks and progress indicators are reported to parents
- The final summative assessment at the end of each year examines the full body of knowledge taught that year

### Nationally Standardised Summative Assessment

Nationally standardised summative assessment includes:

- GCSE examinations
- Non-examined assessment (e.g. coursework, speaking and listening assessments) required by the examination boards)
- A-Level examinations
- BTEC, OCR and other vocational assessments and examinations

Nationally standardised summative assessment provides information on how students are performing in comparison to students nationally. It also provides information for parents and external stakeholders which can be used to hold schools to account.

A separate [Non-Examined Assessment Policy](#) is shown on the Exams section of our website. For all nationally standardised summative assessments we use the regulations and guidelines set down by JCQ and the awarding bodies.

## **5. Collecting and Using Data**

We recognise that data entry and collection is burdensome for teachers, so our policy is to keep this collection to a minimum and only collect data centrally which is necessary. Formative assessment is intended to inform teaching and learning and there is no intrinsic value in recording such assessment centrally. Feedback for students is recorded in exercise books or in files (see our teaching and learning policy) but we have introduced a range of strategies (e.g. Fast Sheets) which minimises teacher workload and ensures that feedback is targeted and meets the needs of students.

Data will be collected, used and reported as follows:

### Baseline Testing

The period between September and November of Year 7 will be spent establishing a baseline for each student in each subject. This will be done as follows:

- Using the scaled KS2 scores
- Using the results of our own baseline test in maths and English
- Using baseline teacher assessment data from subject teachers (particularly for practical subjects)

Using this data, each student will be placed into a quintile which categorises them into a broad prior attainment band for each core and foundation subject using the following terms:

- Advanced Learner
- Higher Learner
- Intermediate Learner
- Foundation Learner
- Entry Level Learner

Baseline data will be collected centrally and used to measure progress against future summative assessment scores

#### In-school summative assessment

Summative assessments will take place at the end of each teaching block (three times per year). Assessments will be standardised and moderated, and raw scores ranked across the year group (or cohort) and split into quintiles. Student progress will be measured as follows:

- Exceeding Expected progress – if the student’s assessment is ranked in a higher quintile to that of their baseline assessment
- Making expected progress – if the student’s assessment is ranked in the same quintile to that of their baseline assessment
- Below expected progress – if the student’s assessment is ranked in a lower quintile to that of their baseline assessment

Teachers will use their knowledge of the students to make manual adjustments to progress measures if necessary. Summative assessment data will be collected centrally and used by school leaders to determine intervention plans for individual students or cohorts of students.

#### Reporting to Parents

We will report the following to parents:

- In-school summative assessment scores three times per year
- Progress measures for each subject three times per year
- Learning qualities and attendance data (attitude, homework completion etc) each half-term
- GCSE/BTEC predictions in each subject in Years 10 and 11, and A-Level/BTEC predictions in Years 12 and 13.
- Strengths, weaknesses and areas for development. There will be annual parents evenings (and two evenings in Year 7 and Year 11)
- The results of any public examinations taken, by subject and grade

## **6. Roles and Responsibilities**

**The Local Governing Body** will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- They are 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

- They hold school leaders to account for improving student and teacher performance by rigorously analysing assessment data

The **Headteacher** is responsible for ensuring that this policy is adhered to, and for:

- 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