

The Deanery

Church of England High School and Sixth Form College



ASSESSMENT POLICY

February 2016

Why assess?

Assessments inform:

- Parents and pupils about progress and achievements.
- Parents and pupils about the next steps required for further progress.
- Teachers about gaps in pupils' knowledge.
- School leaders about the progress of pupils and groups, intervening where necessary.
- School leaders of areas of strength and areas that require improvement.
- School leaders where to target resources and interventions.
- School leaders if the intervention strategies have been successful.
- School leaders about the performance of staff.

A whole-school system allows:

- Subject leaders and class teachers to gain a real understanding of what the curriculum is expecting from pupils at different ages and stages; focusing on the national age related expectation.
- All assessments to be clearly related to relevant performance descriptors and competencies.
- Moderation and standardisation of judgements across all faculty members at every data window.
- The use of a consistent grading system to assess work in books and for data windows.
- The production of exemplar pieces of work to help guide and support pupils and teachers' marking and assessment at every grade.
- Time in lessons for pupils to act on feedback.
- Pupils who fail to reach the standard to be taught again to enable them to 'keep up' rather than 'catch up'.
- The professional development of all department colleagues with assessment to ensure accuracy of judgements.
- SISRA Analytics to be used as the tracking system by all stakeholders.
- Bespoke training and support on assessment to be offered to leaders at all levels; senior team, governing body, subject leaders and classroom practitioners by the CDT (Critical Difference Team).

Target Setting Targets will be generated from scores at the end of Year 6 testing and assessments. If a pupil doesn't have any KS2 data then information from CATS will be used. They will be used to project end of key stage targets. These will be sourced initially from Keys to Success. For all subjects other than Maths and English these targets will be generated using a mean average of both Maths and English points score to reflect national analysis in Raise On-Line). This will allow the school to use the national matrices to compare each subject's performance fairly and equitably.

Pupils in KS3 will be placed on a flight path based on their KS2 levels and progress will be measured against the flight path. The flight path is constructed with challenge and aspiration built in.

KS2	New KS3	KS4 Grade	New Grades
6	Mastery	A*	9
5a	Mastery	A*	8
5b	Secure	A	7
5c	Secure	A	7
4a	Developing	B	6
4b	Developing	C	5
4c	Developing	C	5
3a	Foundation	D	4
3b	Foundation	D	3
3c	Foundation	D	3
2	Foundation	E	2/1

Tracking

Key Stage 3

Pupils in Years 7, 8 & 9 will have three data windows that indicate the progress against their flight path.

Comment is made about a pupil's effort and what their obstacles to learning are. It is expected that if a pupil is making less than expected progress then staff would indicate the obstacles to learning and identify intervention codes that can be monitored by Subject Staff, Subject Leaders, Progress leaders and SLT.

Key Stage 4

Year 10 & 11 will have three data windows per year. On each occasion a current performance grade, end of Key stage Grade , effort grade, obstacles to learning and intervention codes will be required. Following the mock examination, the results will be analysed internally and the results will be reported to Parents/ Carers.

Each data window will compare student progress towards their end of year targets. This data will also allow us to demonstrate progress over time, particularly throughout GCSE courses. All data at KS4 will be analysed using SISRA analytics.

Teaching & Learning

Each department will ensure that their own internal tracking monitors what pupils can actually do against a series of agreed competencies at both key stages.

The whole-school system of marking and assessment will inform staff, pupils and parents to know exactly what grade each student is currently working at across all subjects and what interventions need to be put in place to ensure progress over time.

This policy was approved by the Curriculum Committee on 4th February 2016.

Next review: February 2017