



SECKFORD
EDUCATION TRUST

"Providing a foundation for life"

**POLICY
DOCUMENT**

Assessment Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Group
Date Approved:	Michaelmas Term 2019
Review Date:	Michaelmas Term 2021

APPROVED Signature (Trust Board):	DATE ()
--	----------

1. Other relevant policies and documents

- Examinations Procedures Manual
- Learning and Teaching Guidance
- Literacy Policy
- Numeracy Policy
- Programmes of Study including Schemes of Work from each subject

2. Explanation of terms used in the policy

'Trust' = Seckford Education Trust

'Trust School(s)' = schools within the Seckford Education Trust

MIS = Management Information System

MSP = Managed Service Provider

PEP = Personal Education Plan

PCP = Progress Checkpoint

A2L = Attitude to Learning

SoW = Schemes of Work

AWL = Assessment Without Levels

SEND = Special Educational Needs and Disability

Awarding bodies is the official name for examination boards

'Summative assessment' is Assessment of Learning. It is used mainly to measure performance and progress and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, e.g.:

- External Examinations
- Internal School Examinations and mock assessments
- End of Topic / Unit Tests

Summative assessment:

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is done to learners
- is externally referenced
- is focused on the outcome.

'Formative assessment' is Assessment for Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative assessment:

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners

- is personally referenced
- is focused on the process.

All staff are expected to refer to the term 'estimates' and NOT 'predictions' when determining what they professionally judge students will achieve in summative assessments that have not yet taken place.

3. Purpose of the policy

This document outlines the policy for carrying out the assessment and monitoring of progress of students through the prescribed curriculum in all Seckford Education Trust Schools. This policy includes assessment principles and practices, expectations related to the marking of students' work, recording and reporting procedures, homework, examinations, the Internal Appeals Procedure and procedures relating to controlled assessments.

This policy covers the Trust and all its Schools and as such there is no need for each School to have its own policy.

4. Policy statement

The Trust believes that the purpose of assessment is to improve standards, not merely to measure them. At the Trust, our aim is that every student makes more than national rates of progress from Year 7 to 11 and that this includes key knowledge and skills. It is the role of every member of staff to work towards this goal strategically and on a day-to-day basis and to understand their contribution towards whole school targets through their own Performance Management.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning and progress. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Effective assessment is a key requirement in assuring the success of students of all abilities across the curriculum and in every year group. Effective assessment means:

- Knowing where students are in terms of knowledge, skills and understanding;
- Knowing their targets and related learning needs are *;
- Understanding how to help each student progress towards their target and its related skills and knowledge, and putting these steps into operation through their PEPs.

** It is the responsibility of the Assistant Headteacher (Learning and Teaching) and the Inclusion Leader to ensure that all staff have access to the latest assessment data and information on all students' needs. Every member of leadership, teaching and inclusion staff should be able to access data on students in the school in order to appropriately inform their work and to ensure the maximum progress for every single student.*

5. Responsibilities

This list of responsibilities is indicative, not exhaustive.

Post title / area	Responsibilities
Systems Leader (Outcomes for Students)	<ul style="list-style-type: none"> • Report on the progress of students Trust-wide to the Trust Board and other stakeholders; • Responsibility for application, promotion and monitoring of the Assessment Policy at Trust level.
Headteachers	<ul style="list-style-type: none"> • Model good practice with regard to assessment; • Ensure that assessment practices lead to maximum and above average progress of students in their schools; • Hold their staff to account for assessment practices and the progress of students in their schools; • Hold Senior staff to account for the application, promotion and monitoring of all aspects of the Assessment Policy at school level.
Leadership Team	<ul style="list-style-type: none"> • Model good practice with regard to assessment; • Assist the Headteacher with regard to ensuring that assessment practices lead to maximum and above average progress of students in their schools; • Assist the Headteacher with regard to holding staff to account for assessment practices and the progress of students in their schools.
Assistant Headteacher (Learning and Teaching)	<ul style="list-style-type: none"> • Lead the whole school and Trust assessment system; • Ensure that staff have the appropriate training to be able to know how to use assessment systems and how to carry out assessment appropriately; • Monitor the moderation practices of subject areas; • Ensure appropriate leadership by Subject Leaders in respect of assessment, moderation, examinations, etc.; • To be a champion for assessment for learning in the classroom and for the 'learning dialogue' between staff and students; • Ensure all staff have access to the data they need to make an informed professional decision on the progress of students; • Ensure that parents / carers are sent PCP reports on time and in the Trust format.
Inclusion Leader	<ul style="list-style-type: none"> • Ensure all staff have access to the inclusion data and information they need to make an informed professional decision on the progress of students; • Organise and carry out appropriate training with respect to SEND and inclusion for staff, so that they are able to ensure maximum progress for students of ages, abilities and levels. • Ensure access arrangements are in place for all key assessments and examinations.
Subject Leaders	<ul style="list-style-type: none"> • Monitor the quality of lesson planning over time via collaborative planning, monitoring of planners and informal observation of teaching during monitoring activities such as Learning Walks;

	<ul style="list-style-type: none"> • Ensure detailed SoW are in place for each unit of work, at all key stages, which include planned assessment points and activities. These SoW must be available for anyone to access; • Shape, promote and monitor the assessment practices of their subject area; • Ensure all members of staff in their area are following the systems and expectations laid out, including the re-visiting of curriculum gaps and misconceptions post assessments and milestone marking; • Shape whole school and individual school targets; • Responsibility for application, promotion and monitoring of the Assessment Policy at subject level with all staff teaching in their subject area; • Ensure homework is set regularly and marked swiftly when handed in. All homework must be treated the same way as all other work in terms of assessment and marking; • Provide staff teaching in their subject areas with information about levels and grades that enable teachers to accurately assess student's performance; • Ensure that assessments made are in line with national and Trust standards for their subject(s); • Ensure the use of the tracking system that is in place so they can monitor the progress of students towards their targets; • Use assessment data and tools such as APP to identify skills gaps within classes and across year groups; • Respond to tracking information provided after each PCP reporting cycle to address underachievement and narrow gaps; • Have at their disposal a range of strategies with which to intervene in order to improve the performance of underachieving students; • Amend / improve course content and methodology in response to results obtained in order to build upon success and improve where shortcomings are found; • Be able to account for the performance of students' performance in their subject areas, taking into account performance against targets, relative performance with other subjects and national statistics.
Pastoral Leaders	<ul style="list-style-type: none"> • Ensure they know students names, abilities, SEN and medical information of all of the students in their year group(s); • Monitor the academic and pastoral progress of all students in their year group(s); • Promote the 6Cs to Success; • Work with tutors to ensure learning is the focus of every activity; • Provide a range of form time activities that are focussed specifically on learning and reflection, including PEPs.
Teaching staff	<ul style="list-style-type: none"> • Ensure they know students names, abilities, SEN and medical information in order to ensure that they understand the learning needs of the students for whom they are responsible;

	<ul style="list-style-type: none"> • Know the targets for each student and set high expectations for them to achieve those targets; • Monitor the progress of students and record assessments in the appropriate and expected way; • Share the results of assessments with students and ensure students know where they are and what they have to do to improve further; • Immediately inform Inclusion / Subject Leaders where there is a concern about the progress of individual students; • Undertake the marking policy of the Trust (see later in the policy document); • Contribute to, develop and promote a culture of learning in the school where assessment is an integral and natural part of the learning process; • Learning must be planned around the knowledge, skills and understanding that students need to acquire in order to make progress; • Learning must be differentiated within all teaching groups to address the needs of all students; • Monitor the progress of their students in terms of their attainment and A2L; • Re-visit key gaps and misconceptions post each assessment and milestone marking; • Outcomes of AfL must be used to determine future lessons; • Inform parents / carers about any gaps in their children's progress and ways that they can help. This is to be an ongoing process and formalised at points during the year to coincide with PCP reports.
Form tutors	<ul style="list-style-type: none"> • Set the tone for the day, by creating a positive ethos, establishing / encouraging good student-teacher, student-student relationships, and developing both a Tutor Group and a school spirit and identity based on the 6Cs to Success; • Encourage high standards of work, behaviour and dress in students; • Promote, maintain and monitor the official records of achievement, attendance and punctuality and discussing with students and their parents / carers where required; • Monitor the progress of their students in terms of their attainment and A2L; • Contribute to, develop and promote a culture of learning in the school where assessment is an integral and natural part of the learning process; • Inform parents / carers about any gaps in their children's progress and ways that they can help; • Ensure effective and relevant setting and assessment of homework in line with individual subject policy.
Students / Learners	<ul style="list-style-type: none"> • Engage actively in their learning through the 6Cs to Success; • Actively engage in assessment activities as part of daily learning through a range of activities including dialogue and interactions with peers and teachers, practical investigations,

	<p>performances, oral presentations and discussions, written work and on products such as artwork, reports or projects;</p> <ul style="list-style-type: none"> • Demonstrate their knowledge ,skills, understanding, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities, tests and examinations; • Shape and review their learning by reflection, setting learning goals and next steps including through personal learning planning; • Work with staff to ensure they are addressing their areas for development and maximising progress; • Review their own learning through self-assessment; • Collaborate in peer assessment; • Contribute to moderation activities; • Complete all homework activities to the best of their ability.
Parents / Carers	<ul style="list-style-type: none"> • Are actively involved in supporting their children's learning, including homework; • Be aware of and contribute to the development of their children's PEP and the contribution that can be made from home to that PEP; • Provide conditions at home that are conducive to learning; • Use PCP data / information to monitor the progress of their children and raise any concerns with the relevant member of staff at the school.

6. Principles of assessment

The Trust believes in the underpinning Principles for Assessment as outlined in the Report of the NAHT Commission on Assessment February 2014 (page 8).

These principles are adopted here in order to ground the Trust through the period in which the national system of assessment is in a state of significant change.

Underpinning principles for assessment

The principles...will assist schools as they develop their own assessment systems. Schools will be able to review their own processes to ensure that they are underpinned by these principles and, where this is the case, determine whether the assessment system is fit for purpose.

- 1. Assessment is at the heart of teaching and learning.**
 - a.** *Assessment provides evidence to guide teaching and learning.*
 - b.** *Assessment provides the opportunity for students to demonstrate and review their progress.*
- 2. Assessment is fair.**
 - a.** *Assessment is inclusive of all abilities.*
 - b.** *Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.*
- 3. Assessment is honest.**
 - a.** *Assessment outcomes are used in ways that minimise undesirable effects.*
 - c.** *Assessment outcomes are conveyed in an open, honest and transparent way to assist*

pupils with their learning.

d. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

a. Assessment places achievement in context against nationally standardised criteria and expected standards.

b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.

c. Assessment objectives set high expectations for learners.

a. 5. Assessment is appropriate.

a. The purpose of any assessment process should be clearly stated.

b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).

c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

e. 5. Assessment is consistent.

a. Judgements are formed according to common principles.

b. The results are readily understandable by third parties.

c. A school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

a. pupils in developing their learning;

c. parents in supporting children with their learning;

d. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;

e. school leaders and governors in planning and allocating resources; and

f. government and agents of government.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

7. Examinations

All examination procedures are outlined in the Examination Procedures Manual. This includes the internal appeals procedure and procedures for controlled assessment.

8. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Headteacher of the relevant Seckford Education Trust School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

9. Compliance and performance monitoring

The Trust will review this policy every two years and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and guidance

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- Internal audit, including curriculum coverage and mastery and quality of resource and assessment
- External audit, including curriculum coverage and mastery and quality of assessment
- Governor visits
- Random testing by line managers