



St Bede's

Roman Catholic High School

WHOLE SCHOOL ASSESSMENT POLICY

“Overall the purpose of assessment is to improve standards, not merely to measure them”

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students”

“The core purpose of assessment is to move students on in their learning”

There are three sections to this policy:

1. Rationale and Aims
2. Practice in the School
3. Responsibilities and Duties

Aims

- To provide clear guidelines on the St Bede’s High School’s approach to assessment, recording, reporting and target setting.
- To establish a coherent approach to assessment, recording, reporting and target setting across all faculties.
- To provide a system that is clear to students, staff, parents and other stakeholders.
- To monitor, record and track students’ progress to allow for targeted intervention where necessary.

Rationale

Assessment should

- Inform teaching, learning and progress.
- Be manageable and useful.
- Give understandable information to everyone.
- Help set achievable targets for future improvement.
- Give information about strengths and weaknesses.
- Compare achievement and progress against prior attainment between students.
- Evaluate the success of teaching strategies providing an indication of what works and what does not work.
- Be positive, provide motivation and the hope of a successful way forward.
- Should involve students.

Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes.

It may be:

• **Formative**

Assessing what has been achieved as pupils progress through the curriculum, what needs to be done next and setting realistic, achievable learning goals to enable the students to make progress.

• **Summative**

Designed to assess the overall achievement of a pupil at that point.

• **Diagnostic**

Identifying a learner’s strengths and weaknesses which prompts appropriate guidance and support

• **Evaluative**

Providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies

• **Informative**

Providing information for reports to parents

Practice in School. (with addendums for 2020-21)



(i) Assessment in Lessons

There are a range of processes used to inform staff and students and improve student progress:

- Within lessons a variety of assessment formats are used including practical work, coursework, targeted questioning, mini-whiteboards, diagnostic questions and written exercises.
- Minimum targets are available for all students in KS3 these are St Bede's grades, in KS4 these are GCSE grades these are used by staff to inform planning and assess progress.
- There is a termly review of progress against targets of all students in all subjects by subject teachers.
- Termly reviews will inform the Heads of Department of progress towards targets within their subject.
- Records of all assessments including regular marking should be kept by all teachers in either a written or electronic format and should be available for reference to subject leaders and members of the Leadership Team.
- Schemes of work should indicate key assessment points and their contribution to the review of student progress.

Formal Assessments

Are undertaken throughout the student's time at St Bede's High School with data used to inform progress.

Data collected includes:-

- Teacher Assessments three times a year on attainment, attitude to learning and homework missed.
- Annual examinations for all year groups.

(iii) Target Setting

- Pupil targets will be set by the SLT member in charge of assessment, the target will be for minimum attainment by the end of that year.
- Targets will be based on KS2 scores for years 8-11. Year 7 will be based on CAT4 assessments completed by all pupils in September.
- Departments will analyse assessment data termly against targets

(iv) Reporting

Is in a variety of formats

- Assessments twice a year giving parents and pupils information on attitude to learning, homework and progress against targets for KS3, attitude to Learning, attitude to homework, attainment and predicted grade for KS4.
- A full written report once per year.
- A Parents' Consultation Evening once per year. (see addendum 1)

Expectations and responsibilities

Governors will:



- Have a clear overview of the strengths and weaknesses of students' achievement from Headteacher reports, the LA school profile, ASP, subject leader reports and other sources.
- Hold the school accountable by making sure that there are rigorous actions put in place to address issues related to attainment and progress.
- Monitor the overview of achievement through Governors meetings.
- Discuss and agree realistic but challenging targets.

The Headteacher will:

- Be responsible for all assessment, recording and reporting
- Ensure that there is an effective policy in place by evaluating its effectiveness and keeping achievement under regular review.
- Delegate appropriately the management of assessment

The SLT member in charge of assessment will:

- Keep governors advised about students' attainment and progress, including the provision of guidance on the interpretation of performance data.
- Ensure that subject leaders present reports to the Headteacher on request.
- Ensure that the assessment policy is carried out effectively by all members of staff.
- Plan and deliver whole school CPD in aspects of assessment.
- Oversee reporting to parents to ensure that reports are on time, accurate and informative.
- Seek and respond to the views of all stakeholders about all aspects of assessment.
- Ensure that appropriate SDS opportunities are available to all cohorts of staff, including support staff, in all aspects of assessment.
- Liaise with the SLT lead on Teaching and Learning to ensure that Assessment for Learning is an ongoing area of SDS for all staff.
- Prepare a report for Governors giving a clear analysis of the performance.
- Provide Governors with clear information on student achievement using a range of data from LA, school, FFT and ASP.
- Provide Governors with clear information and data so that they can effectively judge the appropriateness of school targets.
- Analyse internal assessments, work with subject leaders and Heads of College to set pupils appropriately and put in place targeted intervention where necessary

The SLT will:

- Analyse all available data provided locally and nationally.
- Ensure that their linked departments have an understanding of, and are accountable for progress against targets and National.

- Use Appraisal to ensure that all staff are tracking strengths and areas for development.
- Ensure that staff are making sustained and substantial progress towards their contribution to the school's targets for achievement.
- Ensure that strategies are in place to address the needs of students who are underachieving in areas they line manage.
- Ensure that the School Development Plan and Departmental Development Plans address areas for development whilst maintaining identified strengths.
- Ensure that the Subject Leaders they line manage have self-evaluations and improvement plans that are of a high quality.
- Set achievable, realistic and challenging targets/objectives for their teams.
- Ensure that Subject Leaders use departmental time to moderate work termly to guarantee consistency across the department.
- Support others in the use of data to secure optimal student progress.

Subject Leaders will:

- Ensure that their departments use assessment fully to ensure optimal student progress.
- Use meetings to share good practice in areas such as Assessment for Learning and planning for progress.
- Use departmental time to moderate work termly to guarantee consistency across the department, compare levels and progress across year groups/sets and highlight common issues. Moderate against external exemplar where possible.
- Support others, through Line Management and Performance Management, in all aspects of assessment.
- Ensure pupil progress is regularly assessed in class and teachers' assessments are moderated, through lesson observations, book reviews and SDS time.

Class teachers will:

- Use a variety of assessment strategies fully to ensure that students make good progress.
- Mark work, both class work and homework in line with the school's marking policy.
- Contribute to departmental meetings focused on sharing good practice.
- Contribute to departmental meetings focused on monitoring attainment and progress, moderating and standardising levels and grades across Key Stages.
- Prepare samples of students' work on request from Subject Leaders for the purpose of moderation, monitoring and marking feedback.
- Liaise effectively with others, to ensure that student progress is fully monitored.
- Ensure that assessments are entered into the SIM's system on time so that students' progress can be monitored accurately.
- Ensure that reports to parents/carers are on time, accurate and informative.

- Use all available data to monitor student progress and use the information for planning and where appropriate intervention strategies.

Prep Tutors will:

- Monitor progress towards targets, attitude to learning and homework grades after each assessment cycle and discuss with pupils.
- Ensure that they meet with each student in their cohort to review progress towards meeting their targets and mentor students when necessary.
- Liaise with subject teachers regarding individual pupil progress when appropriate. (See addendum 2)

Year Heads and Pastoral managers will:

- Monitor progress towards targets, attitude to learning and homework grades after each assessment cycle and discuss with pupils and parents when necessary.
- Ensure that they meet with student in their cohort which are of concern to review progress towards meeting their targets and mentor students when necessary.
- Liaise with subject teachers regarding individual pupil progress when appropriate.

Support staff will:

- Support the class teacher in undertaking assessment based activities.

The Data Manager will:

- Set up assessment marksheets on sims for staff to complete according to the assessment calendar.
- Create databases via sims and SISRA and other electronic systems to support aspects of assessment, monitoring and reporting.
- Liaise effectively with the SLT lead and others to ensure systems used to support assessment objectives meet the needs of students, teachers and parents/carers.

Target setting, tracking and setting procedures

External sources of data analysis such as ASP, the LA school profile, FFT, SISRA in conjunction with departmental estimates are used extensively for school self-evaluation and to inform school development planning and school level target setting.

Target setting

Targets are a combination of estimates of expected progress plus additional challenge which reflects the schools' high expectations and ambitions. The guiding principle underpinning the process is **'there are no excuses for underachievement'** **'All things are possible'**

Targets are set to give greater than expected progress. In cohorts with entry prior to 2020 the average of the KS2 scores in reading and mathematics is used to set targets, via a flight

path generated from national GCSE estimates, to give targets for each year leading to the end of KS4. (see addendum 3)

Academic setting

At St. Bede's we feel that if a pupil is in the correct set, where he/she feels confident and and yet still challenged they will thrive academically and make maximum progress. Currently there are usually nine or ten sets across three bands: Upper band, Middle band and the Foundation School.

Key Stage 3.

St Bede's classes are organised into two bands, an Upper band (5 or 6 sets) and a Middle band (3 sets.) The Foundation School is a separate set comprising of approximately five to 8 students per year group in Key Stage 3.

Students are allocated to a band and then set within the band on entry to Year 7. English, Maths and Science set independently within the bands. Therefore, this could mean that a student is in set 5 for English, set 1 for Maths and 2 for Science.(see addendum 4)

Initial setting in Year 7 is based on the Key Stage 2 results (mean of reading and mathematics), St Bede's baseline in English and Mathematics and information from the primary schools. All primary schools are visited by the Primary Transition Coordinator who meets with the staff including the Headteacher and Year 6 teachers.

Termly assessment data is then analysed. Parents are informed if there is a concern about their child's progress towards targets or attitude to learning with a monitoring and or support programme put in place as necessary. If a student's performance continues to cause concern or a student consistently outperforms the others in the set then a change in setting and or band may occur. Parents will always be informed of any changes.

If a student consistently struggles to keep pace with the set they are in, or if they are working at a level higher than expected for their set, then it is usually in the student's best interest in the long term to change set. This is not necessarily an indication that the student is not working hard.

Key Stage 4

The numbers of students in each set can fluctuate from year to year; setting in Key Stage 4 will depend on the subject and to some degree, the timetable organisation. In English, Maths and Science we aim to have smaller numbers of students in each set. In Year 10 English, RE and ICT the banding is based on attainment in English and in Mathematics and Science the banding is based on a collaboration between the two departments

In `option` subjects setting will depend on the numbers opting for the subject. At Key Stage 4 setting will be based on prior data for a student as well as their performance in KS 3. When deciding setting, subject areas will need to take into account whether a student can achieve the expected progress or more in the set they are allocated to. Individual subject areas will decide on the setting for Key Stage 4.