



RATIONALE

The purpose of this policy is to provide a framework that will allow our staff and students to maximise the learning opportunities available to them, whilst also ensuring that parents are aware of the ways that we will use assessment to keep them informed of their son's (or daughter's) progress.

Our Curriculum policy states that:

“We aim to help all students to become confident and competent individuals, who are increasingly able to take responsibility for their own learning as they move through the school towards higher education and the world of work.”

And our Mission Statement reminds us that:

Each person is recognised as a child of God, an individual who is encouraged to develop his/her God given talents, a sense of his/her own worth and to reach his/her full potential. In partnership with the wider community, we aim to prepare each student to make full use of the opportunities available so that all are able to contribute to society.

Any policy that looks at “assessment, marking and reporting” needs to keep this overall vision in mind.

ASSESSMENT

Assessment is integral to high quality learning and teaching. Assessment is part of the everyday practice that goes on in the classroom and serves a twofold process.

- First and foremost, it provides students with the opportunity to demonstrate and review their understanding and their progress
- Secondly, it provides teachers and other classroom professionals with evidence to guide learning and teaching.



PURPOSES OF ASSESSMENT

Assessment both in and out of class can be:

- Diagnostic: To identify pupils' strengths and weaknesses.
- Formative: To identify future learning strategies for the class, or individual.
- Summative: To measure pupils' progress.

Summative assessments should take place at regular and appropriate intervals during the students' learning and should reflect the nature of the subject they are following. Summative assessments should provide a fine grade at KS4/5 and should be used as part of a developmental process that prepares our students for nationally accredited external examinations.

Summative assessments should allow us to show progress over a key stage. However, any policy looking at assessment needs to make it clear that learning and progress are not linear experiences and that summative assessments will often provide students with "spiky profiles" as they move through the range of topics that comprise a key stage in a particular subject area.

Formative assessment may be given in the form of class feedback or individual feedback and will form the major part of assessment and feedback that a student receives. Formative assessment may be either written or oral in its nature and will also involve students taking greater responsibility when it comes to acting on the advice that has been given to them. The iPad scheme is also allowing increasingly creative ways for this type of feedback to occur.

Subject areas and teachers should plan at least one opportunity for formative assessment per unit of work, in the lead up to any summative assessment, which will provide appropriate feedback to a student. This should convey assessment outcomes in a clear and transparent manner in order to assist students with their learning and should not typically involve a written grade.

Subject areas should ensure that key assessment pieces are moderated within the department, to ensure consistency and accuracy in their judgements and in the quality of feedback given.

Subject areas should make planned use of peer and self-assessment opportunities, as well as technological solutions using the iPads, to provide diagnostic assessment of ongoing work. The use of model answers, mark schemes and apps provide a powerful method for students to self-assess and peer assess each other and provides a far greater insight into their own learning when properly used.



DEDICATED IMPROVEMENT AND RESPONSE TIME (DIRT)

Subject areas should plan to include DIRT strategies, both in class and at home, to allow students to reflect on and respond to feedback that has been given. By providing time for students to act on advice, we can begin to allow them to take greater ownership of their own learning. DIRT tasks should not involve further marking of work by teaching staff although they may wish to acknowledge that it has occurred.

MARKING AND HOMEWORK

Teacher marking should be restricted to planned key formative tasks and summative assessments. Homework tasks must be set using the Satchel One (previously "Show my Homework") app but teachers should be "smart" in the types of task set. Homework should be set with a definite purpose in mind and should not be set just for the sake of it. Research tasks, self-marking quizzes, producing revision cards/notes, DIRT tasks and tasks that can be self/peer assessed later in class are productive homework tasks that do not require hours of teacher marking.

Marking is a form of assessment but not all assessment involves marking. We need to educate students to this fact. Assessment feedback, in whatever form, should inspire greater effort in our students and a belief that, through hard work and practice, more can be achieved.

REPORTING

Parents have access to a whole raft of information about their sons through Cloud School.

- Weekly reporting via Cloud School will keep parents informed of attendance figures and positive and negative behaviour events.
- Half termly "attitude to learning" (AtL) grades.
- Summative assessment grades on a live system, providing subject areas with the ability to report assessments at the most appropriate time throughout the academic year.
- **"On track" assessments at KS4 and KS5 that provide context to attainment in summative tasks against "Minimum Expected Grades" at KS4 and "Targets" at KS5.**
- Progress Hierarchy Grids at KS3 that use a "Threshold to Mastery" approach to learning, specific to each subject area, and that students complete after taking key assessments within each "Big Idea".
- At KS3, students will receive a progress judgement in the core curriculum subjects (English, Maths, Science, History, Geography, RE, MFL). A key assessment in each subject which is used to rank students, placing every student in the year group into a quintile for that specific



subject. This quintile is then compared to their baseline quintile (generated by KS2/ CAT4 data) to generate a progress judgement.

DEPARTMENT PRACTICES

Department practices should reflect the principles previously outlined in this document. Departments should outline the manner in which the school policy will be implemented to meet the needs and aspirations of students within that subject area.

- Departments should be clear as to how uniformity of assessment and marking practice will be achieved and should be able to articulate the types of specific skills and generic attributes that the department is working to develop in the students under their care
- Subject Leaders should provide a clear rationale within their department practices as to the number and approximate timing of summative and formative assessments within each Year group's scheme of work
- Subject leaders should ensure that it is clearly stated to the department where key assessment pieces are to be completed (be it the student notebook, an assessment portfolio or some other format) so that this can be consistently followed by all teaching staff within the subject area.

SUMMARY

It is hoped that such an assessment, marking and reporting model will allow us to celebrate all achievements, across a broad and balanced curriculum. The streamlining of assessment, marking and reporting should go some way towards achieving a better work/life balance for staff **and students**, and means that teachers can concentrate on delivering high quality lessons, allowing staff and students alike to focus on the pursuit of "everyday excellence".

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Review Cycle: Three Years