

APPROVED



st. Wilfrid's

Catholic High School and Sixth Form College, a Voluntary Academy



Assessment Policy



St. Wilfrid's Catholic High School and
Sixth Form College, a Voluntary Academy

Cutsyke Road, Featherstone, West Yorkshire, WF7 6BD

Telephone: 01977 691000 **Email:** email@st-wilfrids.bkcat.co.uk

Website: www.st-wilfrids.bkcat.co.uk



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. What do we mean by Assessment?

Assessment is a continuous, ongoing process and takes many different forms and encompasses a wide range of activities, formal and informal, summative and formative.

2.1 Ongoing Assessment:

Whilst teaching, every question asked or discussion helps the teacher to assess an individual student's understanding, strengths and areas for development within the topics and content studied.

2.2 Formative Assessment:

Formative assessment provides feedback to students about how they can improve their work. Opportunities are provided to make improvements and the work can then be revisited. It exists in several different forms:

- Self Assessment – this is where the student assesses their own work against success criteria shared by the class teacher. This helps students to reflect on their work, builds familiarity with the success criteria and develops independence.
- Peer Assessment – this occurs when students assess each other's work against success criteria. They provide each other with feedback on how to improve the work.
- Teacher Assessment - the teacher assesses, marks and records data before offering verbal or written feedback. The teacher comments on what went well and then gives indications of what the student should do next to make progress. When this takes the form of written feedback, marking stamps are used, in line with school policy.

2.3 Summative Assessment:

Summative assessment measures attainment at a certain point such as at the end of a topic or school year.



Most subjects have end of topic/unit summative assessments and in years 10 and 11 there are dedicated exam periods (mocks) where students are tested on everything they have covered to that point.

3. Why do we Assess?

Assessment is integral to our curriculum. Assessment is not an end in itself; it supports teaching and learning, identifies student strengths and areas for development, indicates the next steps, and informs planning moving forward. By assessing student's work accurately and consistently, and recording key information we:

- build a clear picture of student's skills, knowledge and understanding
- identify each student's strengths and the priority areas for their future learning
- identify the progress of students in individual lessons
- evaluate and improve the teaching strategies used with students
- evaluate the progress of each student over time
- identify, celebrate and share success.

Assessment allows us to:

- identify gaps in student learning and plan for accordingly for their specific needs
- measure the impact of our teaching
- measure student progress
- inform parents on the progress of their child
- prepare students for external exams.

4. Principles of Assessment

Assessment is:

- part of effective planning
- central to classroom practice
- a key professional skill
- sensitive and constructive
- fosters independence
- promotes understanding
- helps learners identify gaps in their knowledge
- develops the capacity for self and peer assessment
- recognises all educational achievements
- involves students, as well as staff, in identifying the steps needed to be taken for them to improve their level of performance.
- progress and attainment information that is communicated to parents in a clear, unambiguous fashion, enlisting parental support in improving the child's learning.
- purposeful, manageable, robust and reliable.



5. Assessment Approaches

Expected Grades / Standards

5.1 Key Stage 3

In years 7 and 8, key stage 2 prior attainment data is used to identify the milestone standards that students should be working at throughout key stage 3

Key Stage 2 Start Point	Expected Milestone Standard
Key Stage 2 SATs score of 105 or above	Exceeding, Mastering, Excelling
Key Stage 2 SATs score of 100-104	Deep
Key Stage 2 SATs score of 88 - 99	Advancing
Key Stage 2 SATs score of below 88	Emerging

Standard Achieved in Milestone		Progress Indicator		
		(Key Stage 2 <100)	(Key Stage 2 100-104)	(Key Stage 2 2 105>)
Approaching:		Cause for Concern	Cause for Concern	Cause for Concern
At:	Emerging	Requires Improvement	Requires Improvement	Requires Improvement
	Advancing	Good	Good/Requires Improvement	Requires Improvement
	Deep	Excellent	Good	Good
Exceeding:	Exceeding	Excellent	Excellent	Good
	Mastering	Excellent	Excellent	Excellent
	Excelling	Excellent	Excellent	Excellent

5.1 Key Stage 4

From year 9 onwards, students are set the 'Expected Grades' that they should be achieving at the end of year 11. These grades are defined using prior attainment and national attainment 8 scores of students with the same key stage 2 start points and are the standards used when considering student progress.

Expected Grades are based upon the prior academic achievement from key stage 2 but may be moderated upwards for subjects such as the Arts and PE, where own baselines may be used in order to set attainable but challenging targets. This is also applicable where other factors may have been identified as reasons for lower than expected achievement at key stage 2.



5.3 Key Stage 5

At the start of year 12, targets based upon ALP's minimum expected grades are shared with students. These targets are derived from key stage 4 prior attainment and are suitably challenging for both A'Level and Vocational pathways.

5.4 Current Grades:

Include some aspects of formative and summative assessment – i.e. exam or average attainment and non-examination assessment. The grades should give a live picture of what students are achieving at the time of the assessment.

5.5 Forecast Grades:

Indicate what students will achieve at the end of the course if they continue to work as they are doing with the present attitude to learning and where they respond to the support offered.

Using Data Effectively

5.6 Student Progress from Key Stage 2 to Key Stage 4

In making 'expected progress' students should achieve at least the same standard as students nationally that have the same starting points.

The 'expected attainment 8 score' for a student is the average attainment 8 score of students that achieved the same key stage 2 points nationally.

A *Progress 8* score is worked out by looking at the difference between an actual Attainment 8 score and the expected score. This will indicate whether student progress has been in line with the national average, above or below.

Attainment 8 reports on the achievement of students across a defined basket of 8 qualifications. The eight qualifications must include GCSEs, Level 1/2 Certificates or AS levels in Mathematics and either English Language or Literature. The points for Mathematics are double weighted, as are the points for the better English result if both qualifications have been taken. This is both to reflect their importance and to encourage maximum achievement. There are three more subjects from the Ebacc basket that count towards EBacc measure. The remaining three slots making up the eight can be any qualifications (GCSE or vocational) that are eligible for performance measures (the second English result can count in this group if it is good enough.) Each result is given a point score, and the average attainment is calculated by dividing the total score by 10 (it is 10 rather than 8 to reflect the double weighting for English and Mathematics).



Key Stage 2 Results used to Calculate Prior Attainment

From 2017 onwards, reading and mathematics test results only will be used in calculating key stage 2 prior attainment and fine levels. These are then used in attainment 8 and progress 8 measures.

Key stage 2 scores are also used to indicate the key stage 2 prior attainment group for the student. For students taking key stage 2 tests before 2016, those that have an average point score of less than 24 have 'low' prior attainment; those between 24 and 29.99 have 'middle' prior attainment group, and those with 30 or more have 'high' prior attainment.

Where a Teacher Assessment is used as a proxy for test results, the whole level is used and appropriate points relating to the mid-range of the level are allocated.

Note

If a student has no prior attainment, the pupil is excluded from any of the prior attainment groups. This would mean that the numbers underpinning the calculation of the percentage of low, middle and high attaining students achieving a particular threshold and the percentage of the cohort achieving grades 5+ in GCSE English and Maths (for example), will not equal the whole cohort.

The National Curriculum framework document published in September 2013 states that 'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessments to set Expected Grades which are deliberately ambitious'.

In order to 'diminish the difference' in attainment between groups of students, it is important that those students that have achieved below expected levels at key stage 2 are supported to make more progress. Students are entitled to quality first teaching to support them in their learning. Work should be differentiated and classroom based subject intervention put in place to support progress.



6. Collecting and Using Data

Key Stage 3 Assessment without Levels

At key stage 3, St Wilfrid's uses an assessment system based upon the principle of milestones.

Each curriculum area has divided their programme of study into 12 'blocks' of learning, referred to as milestones.

The 'blocks' of learning over the 2 years support the student in developing their knowledge, skills and understanding in that subject area. Where the same concepts, knowledge and skills are being developed over the two years the content of the milestones will be more challenging. The content of the milestones prepares students to start their key stage 4 studies in year 9.

Key stage 3 assessments are collected centrally 3 times per year. At each collection point, the current standard achieved in the milestones along with progress, attitude to learning and home learning indicators are submitted.

Key stage 3 milestone assessments are made using evidence from a range of informal and formative assessments. Assessments may include end-of-unit tests, research projects, home learning and oral work.

In order to record the standard that the student has attained in the milestone the following system is used:

<ul style="list-style-type: none"> • Above 	<ul style="list-style-type: none"> • Excelling: the student is excelling in the knowledge, understanding and development of the skills well beyond the standard expected.
	<ul style="list-style-type: none"> • Mastering: the student is mastering the expected knowledge, understanding and skills.
	<ul style="list-style-type: none"> • Exceeding: the student is exceeding the standard expected for knowledge, understanding and skills.
<ul style="list-style-type: none"> • At 	<ul style="list-style-type: none"> • Deep: the student is developing a deep knowledge, understanding and development of the skills expected.
	<ul style="list-style-type: none"> • Advancing: the student is advancing in the expected standard of knowledge, understanding and skills.
	<ul style="list-style-type: none"> • Emerging: the student is emerging in the basic standard of knowledge, understanding and skills expected.
<ul style="list-style-type: none"> • Approaching 	<ul style="list-style-type: none"> • Approaching: the student is approaching the expected standard of knowledge, understanding and skills



The standard of each milestone has been developed by the subject area so that the 'Deep' assessment standard is in line with the national expectation for students at key stage 3 and to be on track to achieve a grade 6 at GCSE. A student is making expected progress if they maintain the same or achieve a higher standard across the milestones, in line with expectations from start points.

Details of the standards to be attained in the milestones for each subject are outlined in the milestones booklets for milestones 1-12. This can be accessed on the school web site.

Key Stage 4 Assessments

Key stage 4 assessments are collected three times each year for all subjects. Current grades, progress, home learning and controlled assessment indicators are collected (forecast grades are collected at the end of year 10 and throughout year 11 only).

The current grade includes all aspects of the final assessment – i.e. exam or average attainment and non-examination assessment. This should be an average of all assessments to date. The grade should give an accurate picture of the standard that students are achieving at the time of the assessment and allow staff to identify whether they are on track to achieve their expected grade.

Forecast grades indicate what the students will achieve at the end of the course if they continue to work as they are doing with the present level of effort and commitment.

Key stage 5 Assessments

Key stage 5 assessments are collected three times each year for all subjects. Current grades, forecast grades, progress, home learning and non-examination assessment indicators will be collected.

The current grade includes all aspects of the final assessment – i.e. exam or average attainment and non-examination assessment. This should be an average of all assessments to date. The grade should give an accurate picture of the standard that students are achieving at the time of the assessment and allow staff to identify whether they are on track to achieve their expected grade.

Forecast grades indicate what the students will achieve at the end of the course if they continue to work as they are doing with the present level of effort and commitment.



Attitude to Learning Indicators

Student Attitude to Learning (ATL) for all key stages is currently assessed and monitored through SIMS, where a number grading system is used rather than a lesson attendance mark.

The grades use the following descriptors and relate to students working to our minimum expected standard.

Grading System

5 - Excellent

4 - Good

3 - Requires Improvement

2 - Below Expectations

1 – Unacceptable

When registering the class at the start of the lesson, teachers mark a student present using the number 4 (the minimum expectation for an engaged and positive attitude).

At the end of the lesson (e.g. during a plenary / writing HL in planner) staff revisit the register and amend accordingly i.e. If a student has worked exceptionally well they should move up to a 5, if they have been passive / have underperformed they may drop to a 3 or 2 etc.

Form tutors and directors of year use the ATL grades to monitor students throughout the year and challenge standards that are below those expected.

Assessment Calendar 2019 - 2020

Week	Week Beginning	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	02/09/2019							
2	09/09/2019							
1	16/09/2019							
2	23/09/2019						Student Curriculum Reviews	
1	30/09/2019	Tutor Evening						Autumn Mid Collection
2	07/10/2019					Autumn Mid Collection		Achievement Meeting
1	14/10/2019					WAVE 1 MOCK MFL SPEAKING (1)		Parents Evening
2	21/10/2019					WAVE 1 MOCK MFL SPEAKING (2)		
1	28/10/2019					Achievement Meeting		
2	04/11/2019					WAVE 1 MOCK MFL SPEAKING (3)		
1	11/11/2019					Reports (Subject comments <4)		
2	18/11/2019							
1	25/11/2019				Autumn Collection	WAVE 1 MOCK EXAMS (1)		
2	02/12/2019	Y7 E n/ Ma Catchup Analysis		Autumn Collection	Achievement Meeting	WAVE 1 MOCK EXAMS (2)	Autumn Collection	
1	09/12/2019	Milestone 1 & 2	Milestone 7 & 8	Achievement Meeting	Parents Evening	WAVE 1 MOCK EXAMS (3)	Achievement Meeting	
2	16/12/2019	Achievement Meeting	Achievement Meeting				Parents Evening	
1	23/12/2019					Wave upload deadline 19th Dec. Mock Results*		
2	31/12/2019							
1	06/01/2020					Spring Mid Collection* Wave Analysis 10th Jan		MOCK EXAMS
2	13/01/2020	Reports	Reports	Reports		Achievement Meeting		
1	20/01/2020					Parents Evening		Autumn Collection
2	27/01/2020							Achievement Meeting
1	03/02/2020		Parents Evening					
2	10/02/2020							Reports
1	17/02/2020							
2	24/02/2020					WAVE 2 Mock Exams (Eng, Ma, Sci)		
1	02/03/2020		Pathways Eve		Spring Collection		Spring Collection	
2	09/03/2020			Spring Collection	Achievement Meeting		Achievement Meeting	
1	16/03/2020	Y7 E n/ Ma Catchup Analysis		Achievement Meeting				
2	23/03/2020	Milestone 3 & 4	Milestone 9 & 10		Reports	Wave upload deadline 23rd March		
1	30/03/2020	Achievement Meeting	Achievement Meeting	Parents Evening		Spring Collection Wave Analysis 31st March		
1	06/04/2020							
2	13/04/2020							
1	20/04/2020					RSL/HOS Achievement Meeting. Wave Analysis 8th		Spring Collection
2	27/04/2020	Parents Evening						Achievement Meeting
1	04/05/2020				Y10 English and Maths MOCKS			
2	11/05/2020							
1	18/05/2020							
2	25/05/2020							
1	01/06/2020						Progression Interviews	
2	08/06/2020							
1	15/06/2020	Y7 E n/ Ma Catchup Analysis			MOCK EXAMS			
2	22/06/2020		Milestone 11 & 12		MOCK EXAMS		MOCK EXAMS	
1	29/06/2020	Milestone 5 & 6	RSL/HOS Achievement Meeting	Summer Collection	Summer Collection*			
2	06/07/2020	RSL/HOS Achievement Meeting	Tutor Reviews	RSL/HOS Achievement Meeting	Y10 Work Experience & RSL/HOS Achievement		Summer Collection & Reports	
1	13/07/2020				Data Report (Current)			

7. Reporting to Parents

Following one of the assessment points for each year group, an interim report is printed and student progress is discussed with parents. Following one other assessment point a written report is shared with parents. Following the other internal assessment points the current level/grade and progress indicator is shared with the student and reflected upon within tutor groups with targets for improvement recorded in student planners.

7.1 Reporting to Parents

Assessments will be reported to parents through the Parent App and in printed form where necessary to ensure that parents are fully informed of how their child is progressing.

7.2 How often do we report?

Written reports with summative comments are reported to parents each year.

These summary sheets include:

- Expected grade (key stage 4) or Milestone Standard (key stage 3).
- Current grade / milestone standard for each subject.
- Forecast grades (End of year 10 and throughout year 11 only)
- Progress Indicators.
- Home learning indicators.
- Collated Attitude to Learning scores
- Form tutor / director of year summary comment (full written report only)

7.3 Parents Meetings

Parents evenings provide the opportunity for parents to meet with their child's class teachers to discuss their learning. Parents are also invited to attend a 'mentoring and key stage 3-4 transition meeting' with their child's tutor at the end of year 8.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment are used diagnostically to contribute to early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence are used. We have the same high expectations of all pupils, however, this will take account of the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.



9. Training

All teaching staff are made aware of the effective use and implementation of assessment across the school each year through various meetings and documentation. Heads of subject and faculty are also updated throughout the year within both subject lead and achievement meetings.

Details of assessment procedures are published annually within the school Core Guide which includes a yearly Assessment Calendar.

The Assistant Headteacher with responsibility for assessment and the curriculum and data support team provide opportunities for staff to expand their working knowledge of assessment and data analysis software (e.g. 4Matrix, ALPS Connect) throughout the year.

The school also attends both the Wakefield Learning Community and COLD group Assessment Meetings over the course of the year to share good practice and keep abreast of the latest local and national agendas. This information is disseminated through the senior leadership team, middle leaders and the class teachers.

10. Roles and Responsibilities

10.1 Governors

Governors are responsible for:

- being 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 pupils
- holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

10.2 Headteacher

The Headteacher is responsible for:

- ensuring that the policy is adhered to
- monitoring standards in core and foundation subjects
- analysing pupil progress and attainment, including individual pupils and specific groups
- prioritising key actions to address underachievement
- reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

10.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy



11. Monitoring

This policy will be reviewed annually by the Assistant Headteacher. At every review, the policy will be shared with the Curriculum, Teaching and Learning Academy Council committee.

All teaching staff are expected to read and follow this policy. Heads of Faculty are responsible for ensuring that the policy is followed within subject areas.

The Assistant Headteacher will monitor the effectiveness of assessment practices across the school, through the elements of the MER cycle identified below:

- moderation
- lesson observations
- work scrutiny
- pupil achievement meetings

12. Links with other Policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning Policy
- Marking/Feedback Policy