



Assessment Policy [Secondary Phase]



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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. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Assessment is an intrinsic part of successful curriculum planning and effective teaching and learning. At Cranbrook Education Campus we use a combination of three types of assessment to achieve this; frequent, low stakes assessment to embed learning, regular formative assessment to inform planning and termly summative assessments to track progress.

We are committed to using frequent, efficient assessment both to empower pupils to become highly effective, independent and resilient learners but also to recognise the impact that this can have on teacher workload. Therefore, where possible, our low stakes assessments are automated so that they provide immediate accurate and assessable data whilst reducing teacher workload. Teachers utilise the data generated from low stakes assessments to identify gaps in learning and misconceptions. Teachers then address these gaps in knowledge through correction and revisiting.

The academic year is divided into three 'cycles' (terms) of twelve weeks. Each cycle comprises teach teaching weeks during which pupils cover new content, each one building on knowledge of previous learning and cycles. The eleventh week is an assessment and the twelfth week is a 'Super Teaching Week' where the class teacher plans lessons that specifically focus on areas of improvement identified by the assessments.



4. Assessment approaches

At Cranbrook Education Campus we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, end of Cycle in-school summative assessment and nationally standardised summative assessment at the end of KS4.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A wide variety of formative assessment techniques are used across all lessons at Cranbrook Education Campus, with the primary focus being that teachers and pupils are continually able to assess their knowledge, skills and understanding across a breadth of topics. These techniques include, but are not limited to:

- Pupil exercise books and/or Booklets are reviewed by the teacher every two weeks or six teaching hours, whichever is the latter
- Low-stakes quizzes as part of Do-Now tasks
- Completion of Knowledge Organiser homework combined with Do-Now tasks
- Pupil self-review at the end of topics
- Questioning by the teacher
- Self-assessment
- Peer assessment

Formative assessment can be either verbal or written, it may use self-marking computer programmes and it may be whole-class or individual feedback.

Pupils and teachers use the results of these formative assessment techniques to identify gaps and misconceptions. This helps the teacher plan future lessons and also gives pupils clear areas on which they can improve.

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4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

There are two primary forms of summative assessment used at Cranbrook Education Campus, both of which are sat by pupils at the end of each Cycle. These are:

- 'End of Cycle' Knowledge assessments, that cover only the topics that have been taught during that specific Cycle. Depending on the subject, these may be pure knowledge tests which only include key definitions or they may be application tests, or a mix of both.
- 'End of Cycle' Summative assessments, that cover topics that have been taught during that specific Cycle and previous Cycles/Academic Years.

In addition to the 'end of cycle' assessments, some subjects may sit further mid-cycle assessments or end of topic tests.

These summative assessments may be either electronic (self-marking) or on paper (teacher marked), and may include past GCSE questions or papers. In KS4 most subjects will use full papers as their end of cycle summative assessments.

The results of these assessments are given back to pupils shortly after they have sat them, usually in a feedback lesson where pupils are encouraged to correct their answers, address their misconceptions and identify areas for improvement. Following the Assessment and Independent Learning weeks all subjects end the Cycle with a 'Super Teaching Week' where the class teacher plans lessons that specifically focus on areas of improvement identified by the assessments. These may take the form of whole class lessons or individual work for each pupil.

The responsibility for marking the assessments lies with the primary teacher of that class, but other adults may assist in the marking of any assessment (such as other subject teachers, trainee teachers or support staff). However, any marking of assessments should be consistent and follow a written mark scheme wherever possible to ensure standardisation.

A sample of assessments should be suitably moderated by the Head of Department at the end of each Cycle (ideally a sample of 3 from each class) to ensure consistency across the department, but this may not be necessary if assessments have been collectively marked or a single adult has marked all of a certain assessment.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.



5. Collecting and using data

The purpose of collecting and reporting data on pupil progress is to inform our future planning, to address gaps in understanding and misconceptions and to identify trends that indicate pupils may not meet and exceed their potential.

Teachers are expected to collect the outcomes of their end of cycle in-school summative assessments and record them onto their SIMS class marksheets during week twelve of each cycle. The data we ask teachers to input depends on the Key Stage of the class:

5.1 Key Stage 3 (Years 7, 8 and 9) data requirements

- Final Assessment %
- Projected GCSE grade
- An Attitude to Learning (PERKS) mark (1-4)

5.2 Key Stage 4 (Years 10 and 11) data requirements

- Final Assessment %
- Final Assessment Grade
- Projected GCSE grade
- An Attitude to Learning (PERKS) mark (1-4)

The in-school data team, primarily the Outcomes Lead and the Data Manager, process this information in SIMS to generate the Pupil End of Cycle Reports, the Atkinson Reports, input into 4Matirx and create an iDash report for the Headteacher.

These reports are then used in the following ways:

- Teachers can evaluate progress and attainment to inform their planning for curriculum and pupils who may require intervention.
- Heads of Department can identify areas of the curriculum where further development is needed, classes or teachers who may need additional support and in Year 10 and 11 pupils who are need of intervention to meet their GCSE targets.
- Senior Leadership can analyse projected cohort summaries such as A8, P8, EBacc entries and compare gaps that may require intervention.

6. Reporting to parents

We believe that positive and regular engagement with parents and carers supports pupils to make excellent progress.

We keep parents/carers informed about and engaged with their child's progress by reporting their assessment outcomes and their pastoral and attendance data at the end of each cycle. These reports are supported by phone calls with parents/carers where additional intervention is needed and by annual parents' evenings for all Year groups. Year 11 have an additional parents' evening at the start of the year.

The data on an End of Cycle Report is the same as summarised in 5.1 and 5.2 above, but with two key differences:

- In KS3, pupils do not receive their Projected GCSE grade but an "Above", "Expected" or "Below" to summarise whether or not they are on track for their target GCSE.
- In KS4, pupils are given their Target Grades and Projected Grade for each subject but not their Final Assessment Grade.

In addition to the data summarised above, parents also receive the following:

- The total number of Housepoints their child has earned this academic year.
- The percentage attendance of their child this academic year.



7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for 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.

8. Training

The responsibility for ensuring that staff are aware of the requirements for assessment lies with the Outcomes Lead and the Quality of Education Lead. They must ensure that:

- Teachers are aware of the data deadlines, what data will be required and how to enter the deadline. This could be delivered at an INSET day, after school CPD sessions or as a prerecorded video but should be reiterated every cycle.
- Heads of Department are aware of future developments in assessment as early as possible and are given enough time to modify their curriculum/assessments as necessary.

In addition, in the event of a teacher missing the data deadline the Outcomes Lead or Data Manager will email the teacher reminding them whilst also cc'ing in their Line Manager.

If teachers need further training to do with assessment then this can be organised either centrally by the Quality of Education Lead or at a department level by the Head of Department. In either scenario, the Outcomes Lead should be part of the delivery of the training to ensure consistency across the Campus. Examples of such training might be:

- Completion of end of cycle marksheets.
 - Understanding End of cycle reports such as Dr Atkinson's.
 - Marking of exam papers.
 - Delivery of assessments, including scribing and access arrangements.
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9. Roles and responsibilities

9.1 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

9.2 Headteacher

The Headteacher, and by extension all members of the Senior Leadership Team, 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed annually by a member of the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team is responsible for ensuring that the policy is followed.

The Senior Leadership Team, specifically the Quality of Education Lead and the Outcomes Lead will monitor the effectiveness of assessment practices across the school, through:

- Incremental Coaching
 - Quality Assurance
 - Work Scrutinies
 - End of Cycle data at Subject and Phase levels
 - Line Management
 - Parental Feedback
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