

# Assessment Policy

Approved by RET Board

Approved on August 2020

RET contact CEO/Headteachers

Revision due Every 2 years



## 1. Rationale

- a. A whole school approach to assessing students' work is necessary to ensure consistency in the frequency and quality of assessment, so that individual students move forward in their learning.
- b. Assessment is integral to all aspects of teaching and learning at this school. Effective assessment is used to improve student motivation, monitor progress, evaluate the learning experience, improve planning and differentiation, diagnose difficulty and identify progression as part of a continuous cycle.
- c. *Formative assessments* (for learning) occur day by day and lesson by lesson. They include verbal feedback and assessment of knowledge through plenaries in lessons.
- d. *Summative assessments* take place when knowledge acquisition and skill development is checked. These may take the form of tests or marks for individual pieces of class or homework or, at specific points in the year, the overall attainment of a student over will be assessed against KS3 level or KS4/5 GCSE/AL grade criteria.
  1. Effective assessment for learning (*formative assessment*) will:
    - Be based on a specific, clear learning agenda, which is referred to by the teacher.
    - Provide opportunities for students to reflect on their progress through written or oral dialogue with their teacher which sets clear targets for improvement.
    - Use realistic model pieces of work that exemplify expectations and outcomes.
    - Include differentiated and targeted oral and written feedback as well as marks or grades.
    - Give specific advice regarding methods for improving work.
  2. *Summative assessment* will:
    - Inform students, parents, teachers and leaders about each student's attainment. At points, prescribed by the Trust, attainment will be reported in terms of national grades.
    - Monitor individual, group and cohort performance over time, assisting in the evaluation of school performance against national expectations.
    - Inform target setting by providing an evaluation of individuals or groups progress against prior attainment.

## 2. Policy

- a. In accordance with the Education Act 1996 and its various sub-sections, this school will ensure:
  1. The publication of students' results in public examinations to the Trust Board and school's Local Governing Body and these will be published on the school's website.
  2. The keeping of records for every student including material concerning academic achievements, other skills and abilities and general progress in school.
  3. Assessment information will be transferred when a student changes school.
  4. A written report will be provided annually to parents about their children.

## 3. Practice

- a. Summative assessments will be:
  1. Levelled at KS3 and graded at KS4/5:
    - In KS3 the **levels** will be: Bronze, Silver, Gold, 1, 2, 3, 4, 5, 6, 7.
    - In KS4 the **grades** will be: Bronze, Silver, Gold (working towards a GCSE grade) or a GCSE 1-9 grade. For vocational courses the relevant Pass, Merit and Distinction grades will be used.
    - At A Level the grades will be A\*-E. For vocational courses the relevant Pass, Merit and Distinction grades will be used.
    - Levels 1-7 and Grades 1-9, A\*-E and BTEC grades will be reported in three sub-levels: '−' being lowest, 'at' or '= ' being mid-level/grade and '+ ' being the top of a level/grade.
  2. Compared with target levels and prior attainment to inform future learning and teaching.
  3. Conducted at intervals throughout and at the end of the year. In addition to the end of year summative level, students' overall attainment will generally be assessed twice a year. Depending on the needs of

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the curriculum these assessments may be spread over a period with particular components or strands being assessed at different times.

4. KS3 Levels are not GCSE grades but a parallel ladder of attainment with some correspondence. In some subjects, particularly English, mathematics and science, GCSE grades will be used at the end of Year 9.
5. KS4 and 5 grades are based on GCSE, BTEC and A level descriptors for individual subjects.
- b. In some subjects, other summative assessments in the form of knowledge or skills tests will take place at appropriate times and be recorded.
- c. Formative assessment will:
  1. Assess an individual outcome.
  2. Be based on clear objectives.
  3. Be student centred, describing what a student can do and how to improve.
  4. Be oral or written.
  5. Describe to the student how learning can be advanced or developed.
  6. Take place in most lessons for most students.
  7. Written feedback should focus on next steps; and be specific.
- d. Students involvement in assessment
  1. Self-assessment will help students develop independence and a clearer understanding of tasks, topics and skills.
  2. Peer assessment in the right circumstances, will have similar effects and will encourage conversation and consideration of assessment objectives, but does not replace teacher assessment, and will be checked.
- e. Standardisation
  1. In order to ensure that assessments are accurate and consistent, subject areas will engage in standardisation procedures where samples of exercise books, folders or coursework are taken and compared. Feedback can then be shared in departmental meetings or subject workshops. Subject Leads will attend Trust Subject Networks and national GCSE and A-Level standardisation meetings as appropriate.
- f. Using Assessment Data
  1. Data will be used to:
    - Monitor progression against minimum target grades.
    - Monitor individual student progress against prior attainment at Key Stage 2 and Key Stage 3.
    - Monitor the “value-added” progression of students between Key Stages 2 and 3, 3 and 4, 2 and 4, 4 and 5.
    - Set minimum target grades for every student.
    - Analyse Year 11 and 13 cohort performance against national and local figures.

## 4. Roles and Responsibilities

### a. Leadership Group

Designated members of the leadership group are responsible for:

1. Arrangements for examinations and teacher assessments in line with Trust policy.
2. Arrangements for school-based assessments.
3. Working with Trust to advise subject leaders on effective approaches to assessment in different subjects.
4. Advising on the collection and annotation of work.
5. Monitoring assessment procedures.
6. Analysing year group, subject and whole school data.

### b. Subject Leaders are responsible for:

1. Monitoring assessment practices and marking.
2. Analysing student responses to internal and trust-wide assessments as well as exams and GCSE/A Level examinations.
3. Setting up portfolios of exemplar work.
4. Overseeing standardisation procedures within subject areas.

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5. Playing an active role in RET Subject Network and cross-trust moderation as well as developing assessment resources.
6. Ensuring subject teachers use school and trust-wide systems to keep up to date records of prior assessment, minimum target grades and current assessment.
7. Evaluating base line data and national assessments for use as a basis of target setting and development planning to raise student attainment.
8. Advising members of subject teams on assessment practice.

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## Appendix 1: Target Setting

### 1. Rationale

- a. RET schools have the very highest expectations of their students. In order for students not just to achieve but to excel, the academic challenge needs to be high. Consequently, the targets set for students joining each school are 'high challenge'.

### 2. Target Setting

- a. All students, including those with low prior attainment, are set a target to make progress of at least 2 sub-levels per year in KS3. For most subjects, this is based upon an assessment of their prior attainment at KS2. Students with high attainment on entry are generally set a target to make greater progress than that.
- b. The actual target level or grade a student is set in each subject is based on a minimum target which can be increased based on previous progress and teachers' professional judgement.
- c. For English and mathematics, the minimum target is set against the better of: the student's standardised scores in the subject; or the average of the two subjects (i.e. those who did well in English will have a target based on that. If they did less well in English, the target would be based on the average rather than the lower level).
- d. For Science and most foundation subjects the minimum target is set against a student's combined English and mathematics standardised score.
- e. In some subjects in KS3 e.g. music, the minimum target is set as a general end of year expectation. Many students will have a modified target set to reflect their demonstrated ability in the subject
- f. Students' aptitudes for some practical foundation subjects influence their attainment: some achieve well above their targets and others find it hard to master the necessary practical skills. There is an initial cap on targets in these subjects in relation to general prior attainment, but subjects set and adjust actual targets based on the first two terms of teaching.
- g. A student not reaching their minimum target in a practical foundation subject should be supported and differentiated for but, in itself, this is not a cause for concern provided it is balance by higher achievement elsewhere.
- h. In modern foreign languages, the Y7 and Y8 minimum targets are set lower, as the students have a lower KS2 starting point than they do in other foundation subjects. Acceleration to meet the end of KS3 target is built into the Year 8 and Y9 end of year targets.
- i. Each student's target for the next school year is reviewed in the light of any progress they have made beyond their minimum target level to ensure that 'high challenge' remains a key element in their education.
- j. If a student does not reach their end of year target, the minimum target grade remains but the student's rate of progress will be addressed.