

King Charles I School

Assessment Policy

Version Control

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Policy approved by:	Governing Body
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Version	Date	Details
1.0	3 rd May 2017	Updates made to reflect changes to the grading criteria at GCSE and A Level. Approved by the governing body.
2.0	May 2018	Updates made to reflect the new assessment protocols for 2018/19.

Rationale

We believe in seeking academic excellence for all our students, within the context of a caring and mutually supportive partnership between the school and the community. This policy will assist the school in realising this vision by guiding practice that will ensure that:

- all students reach challenging targets
- the learning experience of the students is appropriate for their individual needs and abilities
- staff are provided with opportunities to share good practice and to plan, deliver and evaluate the learning experience in the classroom.

Our assessment procedures support learning and teaching: developing motivated, engaged and successful learners. Assessment is used to celebrate success and provides guidance to students on how to improve, maximising the school's potential for raising standards.

Aims

To use assessment as a tool for measuring achievement and progression; for diagnosing strengths and weaknesses from which targets can be set to raise achievement and any gaps in knowledge can be closed:

- Staff should conduct regular and appropriate assessments in line with the school's feedback policy, the national curriculum, GCSE, GCE and other qualification assessment criteria
- Assessment should inform students, staff and parents/carers of levels of achievement and progression
- Assessment should be diagnostic, recognising progression and underachievement, and offer constructive advice on how to improve through specific individual targets
- Formative assessment is embedded through assessment for learning strategies
- Assessment should be systematically built into programmes of study, schemes of work and the broader curriculum

Introduction

Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative. A range of different assessment methods will be used by teachers at different times. For much of the time this will involve written work but portfolios, practical work, oral work and team work will also be used when appropriate. Methods of testing will also vary from individual pieces of work to projects, units or modules of work. At Key Stage 4 controlled assessments have been replaced by non-examination assessments. Non-examination assessment is only included where it is impossible to assess those skills in an exam.

The school believes in the embedding of assessment for learning within the teaching and learning of all subjects throughout the school. This is formally reflected in the short, medium and long term learning plans of all departments and Key Stages. Effective assessment at King Charles I School includes the following characteristics:

i) Promotion of Learning

- encourages memory retrieval of information
- identifies what students know, understand and can do
- enables consistent monitoring of student progress
- identifies individual learning strengths and weaknesses

ii) Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self-reflection

iii) Is both formative and summative

- promotes a shared learning culture

- provides clear and regular feedback
- measures student performance
- creates clear targets for student progress
- provides effective and progressive student records
- informs reporting to parents/carers

iv) Recognises student progress and achievement

- promotes a commitment to learning
- creates opportunities for independence/autonomy in learning
- rewards progress, effort and achievement

Formal assessment methods:

The school believes that the use of both summative and formative assessment are characteristic of good practice and form part of the assessment culture. The most effective assessment strategies that includes all the characteristics of good assessment are:

- **Daily recap quizzing** – cumulative content retrieval practice at the start of all lessons. Students receive instant feedback as the quizzes are marked, corrected and improved by the pupils themselves. The teacher uses a range of whole class feedback strategies to inform them of what is learned and what is still required to be taught.
- **Knowledge quizzes** – low stakes, common and cumulative quizzes. Questions are on content covered to date with a focus on the current topic. Students receive instant feedback as they mark, correct and improve the work themselves. The teacher uses a range of whole class feedback strategies to inform them of what is learned and what is still required to be taught.
- **Knowledge exams** – biannual tests that cover content introduced from Year 7. Students receive instant feedback as they mark, correct and improve the work themselves. Teachers record diagnostic assessment information centrally to monitor students understanding. The summative scores are reported to parents/carers.
- **Application tasks** – development of skills and application of content (such as extended writing pieces or drawing tasks) undertaken during a deliberate practice session. The work is assessed and feedback is given to the whole class through feedback sessions, where common errors are identified and addressed. Teachers record diagnostic assessment information to monitor students' attainment.

Assessment and reporting

- **Years 7 and 8:** All subjects in Years 7 and 8 will conduct a formal summative assessment at least twice in an academic year. They are common assessments, in that students all sit the same paper. These assessments test students ability to recall the content introduced up to that point in their studies. Results of these assessments are reported to parents twice a year. The report shares the students test scores (%), average score for the year group, the average score for the class and the best mark in the year.
- **Years 9 to 10:** All students have been assigned a target grade based on the new grading system on 1-9, with 9 being the highest and 1 being the lowest. All subjects in Years 9 and 10 will conduct a formal summative assessment at least twice in an academic year. They are common assessments, in that students all sit the same paper, and test the material taught up to that point in time. Student results are norm referenced to generate grade boundaries. Results are reported to parents/carers twice a year. The report shares the students test scores (%), average score for the year group, the average score for the class, the best mark in the year and a progress descriptor. The progress descriptor is generated by comparing their common assessment result to their target band using the terms:

Excelling	on track to achieve the top grade of the target range
Above	on track to achieve the middle grade of the target range
Expected	on track to achieve the bottom grade of the target range
Below	on track to achieve 1 grade lower than the bottom grade of the target range
Well below	on track to achieve 2 or more grades lower than the bottom grade of the target range

- **Year 11:** Students' work is assessed using the grading criteria that matches the course that they are studying. GCSE courses are marked using a numerical system that ranges from a maximum of 9 through to 1. Anything less than a 1 is ungraded. Vocational (BTEC and technical awards) courses are marked using the 4 tier marking system that goes from Pass, up through Merit and Distinction to Distinction*. These grades will be an assessment of their current position and also a prediction of where the teacher believes that they will be at the end of Year 11. Students will sit internal summative tests at least twice a year including a mock examination. Results are reported to parents/carers twice a year. The report shares the students test scores (%), average score for the year group, the average score for the class, the best mark in the year and the predicted grade (generated from the common assessment).
- **Key Stage 5 (Years 12 & 13):** Students' work is assessed using the grading criteria that matches the course that they are studying. GCE courses are marked using a letter system that ranges from a maximum of A*, down through A and B until the minimum pass of an E is reached. Anything less than an E is a fail, and noted as a U grade. BTEC courses are marked using the 4 tier marking system that goes from Pass, up through Merit and Distinction to Distinction*. These grades will be an assessment of their current position and also a prediction of where the teacher believes that they will be at the end of Year 13. Students will sit internal summative tests at

least twice a year including a mock examination. Results are reported to parents/carers twice a year. The report shares the students test scores (%) and the predicted grade (generated from the common assessment).