



VYNERS SCHOOL

ASSESSMENT POLICY 2022-24

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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

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

3. PRINCIPLES OF ASSESSMENT

The school is committed to 'Assessment for Learning', a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning and what they need to do to progress. Critically, assessment should lead to feedback that enables students to improve and make progress in their learning.

All feedback should;

- inform student progress
- have a positive impact on student outcomes
- be a good use of teachers' time

The policy's aim is to develop a culture of in-depth learning rather than pace. To do this the purposes of assessment are clearly identified to allow teachers the opportunity to relay the correct information at the correct time. Formative and Summative assessment are the terms used in this policy.

4. ASSESSMENT APPROACHES

At Vyners 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, in-school summative assessment and nationally standardised evaluative assessment. Assessment maps for each subject area are on the school website. They indicate how the subject is implementing the three assessment approaches.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** 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

Middle leaders and senior leaders will quality assure marking and feedback through a vigorous quality assurance process, for example through senior leader book looks, year leader trails, subject leader work scrutiny or collegiate departmental work scrutiny. The focus of these will be to look at how the student is making progress. It will not focus on what the teacher writes. It will be purely on the impact this has had on student progress. The actual practice of a student improving their work is more important than how much the teacher writes to this end, when marking teachers will write a ReACT comment in red pen and students are required to respond to this in green pen. A teacher should only write in a student's book if it is going to impact on progress.

Marking should help to motivate students to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work. We draw a distinction between feedback and marking. Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback.

The more immediate the feedback, the greater the impact. Therefore, formative assessment that takes place daily in classes through questioning, low stakes testing, spiral learning, oral feedback, whole-class feedback, comparative judgement, class and teacher modelling, observational assessment, regular re-cap quizzes, dual coding of knowledge and scanning work for student attainment and development are key to teachers establishing student progress.

Students have a key role in their formative assessment. They should engage in self and peer assessment activities which have been scaffolded by their teachers to enable them to provide themselves and others with useful feedback. They should green pen their notes with others' ideas from class discussions or oral feedback from their teacher. They must be consistently proactive in ReACTing throughout their learning, through an ongoing process of revision, redrafting and adding.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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
- **Students** 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

Summative assessment will demonstrate progress over a longer period of time and provides usual information for improving future learning. Departments moderate standardised assessments to ensure that standards are consistent and to share good practice.

Annual Reviews take place for students with EHCPs to measure their progress against outcomes that are written in their EHCP.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally
- Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and A-levels and other post-16 qualifications in Key Stage 5.

5. COLLECTING AND USING DATA

- In Years 7 and 8 (Key Stage 3) for all subjects targets / flight paths will be based upon end of Key Stage 2 SATs Scaled Scores and GL Assessments. Expected progress will be measured in relation to each student's given flightpath for each subject.
- All Year 7 students will also be assessed for Spelling and Reading Ages.
- In Years 9 - 11 (Key Stage 4) targets will be set based upon the Key Stage 2 SATs fine Level/ Scaled Score with adjustments made based upon progress in individual subjects during Key Stage 3. Targets are ambitious and will be set above national average expectations.
- In Years 12 and 13 ALPS upper quartile targets will be used as the main indicator to measure progress from GCSE average points scores (APS).
- 4 Matrix, ALPS and internal data systems will provide attainment and progress information and key findings / trends will be discussed / analysed by Middle Leaders (including Year Leaders), the Senior Leadership Team and the Governing Body, Curriculum Committee.

- It is the responsibility of the departments to collect information and store it electronically either at the end of each half term or at the end of unit through summative assessment. The primary purpose of this is to inform decisions when inputting data onto SIMS for progress reporting purposes. The primary purpose of progress reports is to inform teachers, parents and school leaders of academic progress throughout the year. This data will then be reviewed by Subject Leaders to identify trends and gaps in learning to create interventions to close the gaps. Year Leaders will also use the data to identify patterns across a year group with regards to individual students and departments. Interventions can then be planned for to close gaps.

6. REPORTING TO PARENTS

- Parents will receive 3 progress reports per full academic year.
- Parents are encouraged to monitor their child's behaviour/achievement points and attendance on the Parent Portal. Gradually over the course of the Academic Year 2020-2021, Parent Portal will be replaced by Edulink. All parents will have access to Edulink by September 2021. We also encourage parents to sign up for Google Guardian which sends parents an email either daily or weekly summarising the work put on Google Classroom by Teachers of their child.
- Also available to parents will be the curriculum content students will be taught and assessment criteria teachers will use over the year to aid with each student's understanding of the year and to ensure parents have the tools to assist at home with their children's learning.
- Parents evenings will be held once a year for each year group. The format and logistics of these will be communicated to parents in advance.

7. INCLUSION

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

Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

8. ROLES AND RESPONSIBILITIES

8.1 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 students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

8.3 Teachers

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

9. MONITORING

This policy will be reviewed every two years by the Senior Leadership Team and Middle Leaders. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy.

The Deputy Headteacher with responsibility for assessment will monitor the effectiveness of assessment practices across the school, through the School's quality assurance process.

10. LINKS WITH OTHER POLICIES

This assessment policy is linked to:

- Curriculum policy
- Examinations policy

Ratification by Local Governing Body

Ratification date **November 2022**

Date of Next Review: **November 2024**