

Assessment policy

Approved by: Mr Toor **Date:** September 2019

Last reviewed on: September 2019

Next review due by: September 2021

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 \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

- Knowing what each student is capable of (cognitive ability and academic potential)
- Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress
- Providing clear information to students about what they have done well and what they need to improve

These aspects of assessment information create a dynamic learning profile for each student that supported by teaching pedagogy provides appropriate lesson planning to ensure each student achieves his/her targets.

The purpose of our assessment policy is to provide a clear statement for parents, trustees, staff and students of:

- Why students are assessed
- What is assessed and how it is measured
- The different ways that assessment is carried out
- How assessment information will be collected shared and used to support student progress
- How assessment information will be reported

4. Assessment approaches

At Guru Gobind Singh Khalsa College 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 summative assessment.

4.1 In-school formative and summative 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

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

In the primary school, weekly assessments are undertaken on a Friday for numeracy following the outline of the Collins Busy Ant curriculum (4 days of teaching, day 5 is assessment). There are also weekly times tables tests, mental maths tests and arithmetic tests.

Homework is marked daily (peer-marked, self-marked and TA marked – overseen by class teacher) and in-depth feedback is provided once a week where pupils reply to teacher comments and next steps in green pen (Y1-Y6).

Tests are marked and feedback given, results are shared with pupils and parents. Targets are based on both assessments, classwork and homework.

For literacy a fortnightly extended writing and weekly comprehension task is set on a Thursday/Friday, this is marked and feedback is shared with pupils along with next steps.

All half termly and baseline assessments will be stored on Rising Stars spreadsheets and MARK.

In the secondary school, a pre-lesson homework to read around the following day's lesson is set, pupils are then expected to write down three points they have understood and three points that they require clarification on. This is shared as a starter during the lesson.

Homework is marked and extended feedback provided using green pen, pupils respond to feedback in red pen, especially for humanities and English.

Peer marking is conducted using pink pen.

Targets are set for pupils individually according to the feedback. Pupils have the opportunity to discuss feedback during clubtimes.

All half termly and baseline assessments will be recorded on Pearson Progress.

There are six-weekly assessments at the end of every half term for the whole school. These results are held on an assessment reporting tool to aid in analysing progress and performance, it helps to set future targets and to improve weaknesses in pupil understanding. These results are shared with parents.

Unit tests and baseline tests (CAT4, GLS, PiRA, PUMA, GAPS) are also recorded for each pupil.

Whole-school student self-assessment

At the end of each lesson, students assess how much they have understood of the lesson. Students annotate their work as follows at the bottom of the page:

- <50% understanding: marked with a blue ‘?’
- 50%-75: marked with one blue tick
- 75%>: marked with two blue ticks.

4.2 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 include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Reporting to parents

Homework data is shared with parents through Show My Homework in Secondary. Parents can login and check homework submissions and standard of work online. This is implemented throughout the whole school. Class Dojo is used in Primary to communicate with parents on a daily basis regarding homework

Half termly results are sent home to parents.

Reports are sent out to parents annually to share progress made.

6. 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.

7. Training

Regular INSETS and moderation meetings are held to ensure all staff members are up to date on all ket changes in assessment procedures.

8. Roles and responsibilities

8.1 Trustees

Trustees 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

8.2 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 trustees on all key aspects of pupil 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 annually by Mrs Dodwal. At every review, the policy will be shared with the trustees.

All teaching staff are expected to read and follow this policy. Mrs Dodwal is responsible for ensuring that the policy is followed.

Mr Toor will monitor the effectiveness of assessment practices across the school, through:

- *Book looks*
- *Moderations*
- *Assessment marking*
- *Homework marking*
- *Classwork marking.*

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Examination contingency plan