

# ST PETER'S RC HIGH SCHOOL

## ASSESSMENT POLICY

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November 2018

### Mission Statement

St Peter's RC High School is a community founded on mutual love and care for the individual in which the faith of the Church underpins all our activities. Christ is our model in striving for excellence in all that we do and in valuing the unique contribution and gift of every member of our school community. St Peter's is committed to working with home and parish to enable all pupils to succeed in life.



## Rationale

At St Peter's RC High School, the main purpose of assessment is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do in order to continue to make good progress. The school also needs to be able to judge the standards that students are achieving compared to similar schools locally and nationally. Assessment is a fundamental part of learning and teaching and therefore all students are entitled to assessment which is used effectively in managing and supporting their learning in all subjects.

## Aim

The aim of this policy is to ensure a consistent approach to:

- Effective assessment methods to maximise motivation and progress, involving all students in the process.
- Target setting and the reporting of regular information for staff, students, parents and governors
- Providing a guide for each faculty to develop its own assessment policy
- Celebrating success and reducing underachievement

## Target Setting

### Years 7 and 8

Assessment in years 7 and 8 is based on the pupils' attitude to learning and the amount of progress being made in lessons. Progress is judged using the "assessment without levels" approach, and as such is based on the pupils' continued acquisition of specific knowledge and skills rather than reaching a particular level or grade. As such, no target grade/level is set for pupils in y7 and y8.

### Years 9, 10 and 11

Targets are aspirational, and are set based on student's average KS2 results (see over). In BTEC subjects all students have a minimum Target Grade of a Level 2 Pass.

Targets for some pupils, particularly in English and Maths, may be raised by the end of September to ensure pupils continue to challenge themselves. See Assessment Calendar for exact dates. Support and Intervention is scheduled to ensure the percentage of pupils gaining grades 9-5 in English and maths, as well as Attainment8/Progress8 indicators, continues to rise.

**Table Mapping Progress from KS2 to KS4 for Target Setting**

<b>KS2</b>	<b>GCSE Target</b>	<b>BTEC Target</b>	<b>GCSE 9-1 Target</b>
<b>6a</b>	<b>A*</b>	<b>D*</b>	<b>9</b>
<b>6b</b>	<b>A*</b>	<b>D*</b>	<b>8</b>
<b>6c</b>	<b>A*</b>	<b>D*</b>	<b>8</b>
<b>5a</b>	<b>A</b>	<b>D</b>	<b>7</b>
<b>5b</b>	<b>A</b>	<b>D</b>	<b>7</b>
<b>5c</b>	<b>B</b>	<b>M</b>	<b>6</b>
<b>4a</b>	<b>B</b>	<b>M</b>	<b>5</b>
<b>4b</b>	<b>C</b>	<b>P</b>	<b>5</b>
<b>4c</b>	<b>C</b>	<b>P</b>	<b>4</b>
<b>3a</b>	<b>C</b>	<b>P</b>	<b>4</b>
<b>3b</b>	<b>D</b>	<b>P</b>	<b>3</b>
<b>3c</b>	<b>D</b>	<b>P</b>	<b>3</b>
<b>2a</b>	<b>E</b>	<b>P</b>	<b>2</b>
<b>2b</b>	<b>E</b>	<b>P</b>	<b>2</b>
<b>2c</b>	<b>E</b>	<b>P</b>	<b>2</b>
<b>1a</b>	<b>F</b>	<b>P</b>	<b>2</b>
<b>1b</b>	<b>F</b>	<b>P</b>	<b>2</b>
<b>1c</b>	<b>F</b>	<b>P</b>	<b>1</b>

The Assessment Calendar outlines the schedule for the submission of students' current assessment data by staff. Interim reports are issued to parents twice per year. These interim reports contain attendance and punctuality information, and also have the following:

### **KS3 (Years 7 and 8)**

#### **Progress Indicator (Exceptional/Good/Some/Poor)**

This is an indication of the progress being made in each subject. The normal expectation is that pupils will be making "Good" progress.

#### **Attitude to Learning**

Staff enter either outstanding, good, requires improvement or inadequate. The Attitude to Learning grade is influenced by classroom behaviour, quality of work and homework, and punctuality to lessons.

### **KS4 (Years 9, 10 and 11)**

#### **GCSE Forecast**

The Forecast Grade for each subject is the grade students are expected to gain at the End of KS4, based upon their current ability and their attitude to learning.

#### **Attitude to Learning**

As above.

### **Full Reports**

In addition to the two interim reports, parents also receive a main annual written report, in accordance with statutory requirements. This report informs students and their parents of the progress being made in each subject, as well as any areas for improvement. The annual report also recognises the achievements of students in all aspects of their school life.

These two types of report are intended to regularly keep parents up-to-date with their child's education, and to allow for swift intervention if necessary.

## **Reporting to Governors**

The governors' curriculum committee meets termly before the meeting of the full governing body. The curriculum committee examines in the autumn term the results of all external examinations and in the spring term sees all validated data including Raiseonline or equivalent dashboards. The full governing body, as well as seeing all examination outcomes, also is able to comment on the Quality Assurance Professional reports on the school; these include on-going assessment of progress towards the statutory targets that have been set and agreed by governors in the spring term.

Governors are actively engaged in the assessment process and play a significant role through their statutory obligations, their support and their challenge for school leadership.

### **Celebrating Success and Avoiding Underachievement**

Achievement assemblies are scheduled to celebrate the success of students who are making good or exceptional progress toward their individual targets. Platinum, gold, silver and bronze certificates are awarded accordingly. Traffic light summary sheets are displayed termly in each tutor group and relevant data is taken to Student Progress meetings to allow mentoring to take place and interventions to occur swiftly. The awards given are as follows:

- Platinum - 3 subjects or more "Above Target"
- Gold - 2 subjects "Above Target"
- Silver - 1 subject "Above Target"
- Bronze - All subjects "At Target"

### **Guidance for Faculties in Creating an Assessment Policy**

Each faculty should have an Assessment Policy which translates the whole school assessment policy into the particular requirements for their subject. This policy should:

- Outline AfL opportunities
- Fit into the TEEP cycle
- Give details of how students can self-assess the level / grade they are working at
- Have a marking policy which outlines
  - the frequency of formal marking
  - the style of marking
  - guidance on written feedback to acknowledge successes and identify areas for improvement, showing students how to progress
  - how students can comment upon their progress, strengths and weaknesses
- Outline rewards for good progress or effort
- Schedule Summative assessments, so students' progress can be monitored by class teachers and subject leaders to enable any underperformance to be highlighted and timely interventions put into place
- Have a section on how the assessment policy will be monitored and allow for moderation and standardisation to take place
- Have details of how assessment feeds back into the Scheme of Work
- Give detail of the Setting Policy, if applicable.

## Good Practice Guide for Assessment

### Effective Assessment

St. Peter's RC High School incorporates and encourages the following features of good practice in assessment:

#### 1 Promote and Support Learning

- identifies what students know, understand and can do
- enables consistent monitoring of student progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses
- encourages progression in learning

#### 2 Inform 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

#### 3 Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- identifies learning difficulties
- measures student performance
- identifies clear and shared targets for student progress
- promotes differentiation by outcome
- provides effective and progressive student records
- informs regular reporting to parents

#### 4 Uses appropriate and diverse strategies

- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

#### 5 Recognises ALL student progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning

#### 6 Develops the capacity for Self-Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports students in self and peer assessment activities
- engages students in realistic target setting

#### 7 Fosters a shared involvement and responsibility between School and Home.

- Gives parents/carers regular updates on progress
- Shares curriculum targets with parents /carers, to allow them to be part of the learning process
- Rewards students effort and allows parents/carers to be involved in the celebrations
- Seeks parents/carers opinions

### Glossary of Terms

**SUMMATIVE** is Assessment **of** Learning.

Are given periodically to determine at a particular point in time what students know and do not know. Many people associate summative assessments only with standardised tests such as SATs or GCSEs, but they are also used to monitor student progress throughout the year in the form of end of unit/topic tests. Summative assessment is often used as an accountability measure that is generally used as part of a grading process.

**FORMATIVE** is Assessment **for** Learning.

Is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.

**SELF ASSESSMENT** encourages students to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Fostering a self-reflective learning culture
- Encouraging independence in learning.

Self-assessment at St. Peter's should be visible in purple pen.