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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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects. So how can we ensure that the feedback provided by teachers to pupils is useful and moves learning forward?

Based on the recent EEF educational research report ‘*Teacher Feedback to Improve Pupil Learning*’, this guidance encourages a renewed focus on the principles of effective feedback, this includes:

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- the importance of formative assessment - builds students' "learning to learn" skills by emphasising the process of teaching and learning and involving students as partners in that process. This may include - in-class discussion, live marking, verbal/written feedback, low stakes, and/or diagnostic questioning.
- the importance of summative assessment - to evaluate student's learning at the end of an instructional unit or topic by comparing it against a standard or benchmark. This may include – standardised tests, essays, end of unit tests

At St. Julie's Catholic High School, our assessment policy will focus on the following three areas:

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
2. deliver appropriately timed feedback, that focuses on moving learning forward
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Based on international and national research of best practice in other schools, this policy outlines the importance of immediate feedback through formative assessment in the classroom. Teaching staff can carefully construct targeted questioning and live feedback as well as adapt lessons to ensure that all students progress and help unpick any misconceptions to learning as and then they arise. Students' books develop into a revision tool which enables students to review prior learning and build on their knowledge and skills as they progress through the curriculum.

This policy interleaves with St. Julie's Catholic High School's Considered Lesson Format as part of the Learning and Teaching policy.

4. Assessment approaches

Based on the Education Endowment Foundation's five pillars of progress, this assessment policy focuses on the following recommendations:

1. **Lay the foundations for effective feedback** – high-quality instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)
2. **Deliver appropriately timed feedback that focuses on moving learning forward** – teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject and self-regulation strategies.
3. **Plan for how pupils will receive and use feedback** – teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
4. **Carefully consider how to use purposeful, and time-efficient, written feedback** – the method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely

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to be less important than ensuring that the principles of effective teacher feedback are followed.

5. **Carefully consider how to use purposeful verbal feedback** – verbal methods of feedback can improve pupil attainment and may be more efficient when compared to some written forms of feedback.

At St. Julie's Catholic High School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 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 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

St. Julie's formative assessment process will include:

- Reflection and consolidation tasks to support prior knowledge, support retrieval and build students' long-term memory store.
- Low stakes and diagnostic questioning to unpick common misconceptions
- Chunk and scaffold learning to ensure that students' schema is built incrementally and securely
- Peer and self-assessment
- In-class live marking by the teacher
- Automated homework will support ongoing formative assessment using in-house school systems, MathsWatch, Educake and/or Seneca (*please refer to the school's homework policy for further information*)

4.2 In-school summative assessment

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

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- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

St. Julie's summative assessment will include:

KS3, 4 and 5

- Three summative assessment points per year – 1 per term
- Each summative assessment will be standardised across the subject. Student average percentage compared against year group average percentage.
- Summative assessments will be moderated within and across departments
- Summative assessment will test students' progress through the curriculum and identify any knowledge gaps

4.3 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 take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

5. Collecting and using data

Teaching staff will use the KS3 Knowledge Assessment Framework and departmental trackers to monitor students' progression through the curriculum and identify any gaps in learning (e.g. due to absence) to support in-house formative assessment. Whole-school data will be collected three times per year to inform students and parents of their daughter's progress. Data from the Knowledge Assessment Framework, departmental trackers and summative assessment points will identify targeted intervention groups across all year groups.

6. Reporting to parents

KS3

- Parents will receive three reports each year (one per term), including a final statutory written report during the summer term. Each report will include attendance, behaviour and achievement information.
- Parents will receive regular feedback via online assessment systems – MathsWatch, Educake and Seneca
- Annual Parents' Evenings

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- **The report will provide parents with their daughter's average percentage for the assessment against the year group average**
- **Parents will be informed if their daughter is on track or not on track, in line with the curriculum progression model**
- Parents will receive their daughter's reading age score at the beginning and end of each year
- The report will provide recommendations for improving future learning

KS4 and 5

- Parents will receive three reports each year (one per term), including a final statutory written report during the summer term. Each report will include attendance, behaviour and achievement information.
- Parents will receive regular feedback via online assessment systems – MathsWatch, Educake and Seneca
- Annual Parents' Evenings
- **The report will provide parents with their daughter's operational GCSE/A Level grade**
- Parents will be informed if their daughter is below, on or above track in line with the curriculum progression model
- Parents will receive their daughter's reading age score at the beginning and end of each year
- The report will provide recommendations for improving future learning

7. 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.

8. Training

Staff will receive regular training throughout the school year including, whole-staff training on assessment and feedback, collaborative planning time, and access to continuous professional development. Best practice will be shared within and across departments throughout the school year.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

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- 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 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 governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Developing formative assessment practice throughout the lesson
- Using a variety of high-quality formative assessment methods that enable students to progress through the curriculum and enhance their long-term memory store
- Ensuring that student's books reflect the different types of formative and summative assessment strategies which maps directly with the curriculum map and sequential planning that builds schema incrementally over time
- Keeping up to date with developments in assessment practice – research-based evidence

10. Monitoring

This policy will be reviewed annually by the Assessment Working Party and Kate McCourt. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Leadership Team and Curriculum Leaders are responsible for ensuring that the policy is followed.

The Leadership Team and Curriculum Leaders will monitor the effectiveness of assessment practices across the school, through:

moderation, lesson observations, book sampling, quality assurance processes and/or pupil progress meetings.

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11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- Homework policy
- Learning and teaching policy

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