

St Gregory the Great Catholic School

A Specialist Music College

Assessment Policy



Leadership Team member: Dr Caseby
Governors Committee: Partnership

Approved by:
Headteacher

Chair of Governors

Assessment Policy

September 2010

1. Principles

St Gregory the Great Catholic School is committed to reliable and valid assessment and is member of the Chartered Institute of Educational Assessors. Assessment policy & practice are framed within the four Gospel values of our mission statement:

Wisdom In assessing students' knowledge skills and understanding we will also give due regard to developing the quality of wisdom, which is not merely the acquisition of knowledge, but using that knowledge to make sound judgements based upon what is true and good.

Justice Excellent assessment promotes justice. By implementing fair and consistent assessment, and providing students and parents & carers with constructive feedback, we enabling all pupils to make good progress and demonstrate respect for each individual.

Integrity In acting consistently in accordance with what is good, honest and true, teachers act as a powerful model of integrity. Fair and consistent assessment assists all groups of pupils to make good progress.

Compassion Our assessment policy and practice is designed not to label pupils, but to provide them and their parents & carers with accurate information about their capabilities and advice on how to improve further. This is characterised by an optimism that all pupils can achieve and responds to setbacks in the context of this conviction.

2. Rights, Responsibilities and Roles

St Gregory the Great Catholic School:

We will assess all pupils regularly, in a valid and reliable way against consistent standards in order to inform teaching, help them make good progress and to celebrate their achievements. We will involve pupils actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide pupils with meaningful feedback so they know how much progress they have made and what should to do to improve further. We will inform parents and students of progress in a way that enables them to support their child's learning.

Pupils:

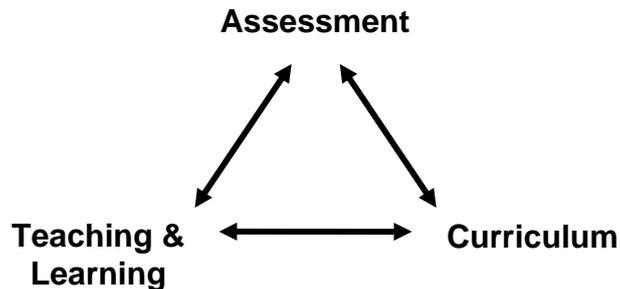
Pupils will engage fully in the assessment process, by trying their best in both informal and informal assessments and by carrying out accurate self-assessment, and by helping their peers though peer-assessment (as well as gaining a better understanding of assessment requirements when doing so. In formal assessments, including external examinations, pupils will follow the school code of conduct and exam regulations as specified by examination boards, including those regarding plagiarism.

Parents & Carers:

Parents and carers will support their children by encouraging them to do their best in assessments, and to make constructive use of the feedback they get. They will help their children prepare for assessments, including having the correct equipment, and to follow the code of conduct and exam regulations as specified by examination boards, including those regarding plagiarism.

3. Conditions for Effective Assessment

All the activities of a school are geared, directly or indirectly, to effective learning. Assessment policy and practice are a key element in this, together with an appropriate curriculum and good teaching.



Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each pupil's abilities, needs and aspirations, and how these change as they progress.

4. Assessing Pupil Progress (APP)

Research suggests that pupils make the best progress when:

- They know the assessment objectives (we tell them what they are going to learn);
- They know how they will be assessed (we tell them what they will have to do to meet the assessment criteria);
- They know how they are going to learn (i.e. we tell them what they are going to do for the lesson or series of lessons);
- They know how to meet the assessment criteria (i.e. we provide task sheets with the assessment criteria, exemplars of work at different levels etc.); and
- They know how their work has been assessed (i.e. we write comments and marks/levels which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further).

APP is a structured approach to personalised assessment, enabling teachers to make secure judgements about the standard of pupils' work, refine teachers' understanding of progression and help pupils (and their parents & carers) understand what they need to do to improve. This also enables teachers to track pupils' progress over time, provide diagnostic information for planning and interventions, support the transfer between key stages, and inform curriculum planning. As such, APP both provides a framework for assessment practice in

lessons and also informs wider school planning.

5. Assessment for learning (AfL)

AfL, sometimes referred to as formative assessment, is the process for identifying what the learner has achieved in order to plan the next steps in teaching and learning. Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both. Unlike assessment of learning (see below), AfL is a *prospective* joint activity between pupils and teacher which moves both forward.

AfL is not only part of our everyday classroom practice, but also an area of continuing development. AfL strategies are planned into schemes of work and are in regular use in lessons, where they are directly linked to the learning objectives.

Targets are set with individual pupils in each subject. A range of AfL strategies is used to monitor progress towards these targets. Some are written; others are verbal.

- Verbal assessments to individuals.
- 'Closing the gap' written comments
- Self assessment using 'traffic lighting' or other methods.
- Peer assessment where a peer measures the pupil's learning against the objective.

Pupils who do not achieve a specific learning objective are identified for additional support or experience in the specific subject area. Those who meet their targets will have more challenging ones set, enabling them to progress.

Guidance on providing feedback:

Most feedback is verbal and occurs when pupils are working during lessons. It is therefore immediate, dynamic and powerful in guiding learning in the lesson. Written feedback is less frequent and is related to the learning objectives for the lesson, or a piece of work.

- For younger pupils this can take the form of, 'Two stars and a wish', identifying two successful aspects of the work and one area for improvement. This is also a format that can be used for peer assessment.
- As pupils' become more familiar with National Curriculum standards and exam specifications, written feedback should reference these criteria directly.
- In each assessment, we make a clear judgement about whether each objective has been met, giving supporting evidence. If an objective has been met, this is recognised and celebrated, if it has not, the comment makes clear why this is so. Improvement should always be recognised, even if an objective is only partially met.
- Comments should always identify what the pupil needs to do next in order to improve their work, challenging them to greater achievement.

Guidance on subject-specific marking issues can be found in departmental handbooks.

6. Assessment of Learning (summative assessment).

Assessment of Learning describes retrospective assessment of learning that has taken place. It includes both internal school tests and assessments and external exams and controlled assessment tasks.

We assess the progress of pupils with respect to academic targets regularly. At KS3 progress is assessed against National Curriculum level descriptors. For KS4 and post-16 qualifications progress is assessed against the relevant examination criteria. Standards of assessment within each subject are the responsibility of the Subject Leader.

Standards across subjects are quality assured by the Deputy Head (T&L).

For years 7-10 Assessment data is collected three times a year and communicated to parents via a snapshot report, annual report and/or parents' consultation evening. For years 11, 12 & 13 data is collected five times a year (one being the mock exam). Data is requested by the Assessment Manager and will be entered into the SIMS assessment database by the deadline. Assessments are calendared so that they do not coincide.

Assessment data will take the following form:

Level	Grade range	Notes
KS3	W, 1, 2, 3, 4, 5, 6 or 7 (8-maths), EP A, L, D	A = Absent L = Left school roll D = disapplied W = working below level 1* 1-7 = National Curriculum level *in some cases P scales may be used
	<p>A progress indicator should be added as follows:</p> <p>a = work shows aspects of next level, e.g. 5a indicates aspects of level 6.</p> <p>b = work is consolidated at that level, e.g. 5b indicates a solid level 5.</p> <p>c = pupil has attained this level (perhaps once), but their work needs consolidation, e.g. 5c indicates just level 5.</p>	
KS4	GCSE: A*, A, B, C, D, E, F, G, U, X, Abs Level 2 Vocational: D, M, P, U, X, Abs Entry Level: E1, E2, E3, U, X, Abs	With reference to the relevant exam criteria. Abs = Absent X = not entered
Post-16	A level: A, B, C, D, E, U, X, A BTEC: D, M, P, U, X, Abs	With reference to the relevant exam criteria. Abs = absent X = not entered

Split grades (e.g. 4a/5c, C/D) are not permissible at KS3 or KS4, or for final assessments at KS5. Pupils absent for an assessment should take it at the soonest possible opportunity and their grade then reported. Pupils absent for an

extended period should be marked absent. This should be an exceptional circumstance.

Use of summative assessment data

Grades derived from assessments are used to monitor the progress of individuals and groups of pupils. This identifies underachievement and so we can intervene to tackle it. Teachers should also use summative data in a formative way with pupils by giving feedback for each assessment exercise to include an explanation of the standard achieved with respect to the relevant criteria and targets for further improvement towards the next level or grade. Pupils should then be given opportunities to improve.

In this way summative assessments also serve as an invaluable formative teaching and learning tool.

7. Plagiarism

Plagiarism is on the increase nationally and teachers should be alert to this. Occasionally students try to cheat (e.g. copying, using essay banks), but most plagiarism occurs because students don't know what they are doing is unacceptable, or don't understand how to do proper research (e.g. not referencing sources).

The best way to tackle the problem is to teach students good research skills right from the outset, and make it explicitly clear what is acceptable and unacceptable practice in examination assessments. Extensive advice can be found on the Ofqual website, www.ofqual.gov.uk, but some key points are:

- Teach students key research skills, including the use of electronic sources, referencing and citing work and paraphrasing sources.
- For controlled assessments, Coursework, etc, make sure you know what help you may and may not give students.
- Make sure students know exactly what is required for assessments, coursework, etc.
- Ask students to provide an annotated bibliography in research assignments and include at least one source from the past year.

8. Monitoring and Evaluation

Monitoring of assessment procedures within subject areas will be carried out by the Subject Leaders. Quality assurance of assessment will be lead by the Deputy Head (Teaching & Learning). Monitoring procedures will include Lesson observation using Ofsted Assessment & Progress criteria (appendix 1), work sampling, learning walks, and data analysis.

Evaluation of these procedures will be carried out by the Leadership Team, reporting to the Curriculum & Staffing Committee of the Governing Body.

This policy was agreed by the Curriculum & Staffing Committee of the Governing Body on 23rd September 2010.

Next review: September 2011.

Relevant Documents

- *Assessment for Learning: Putting it into Practice*. Paul Black, Christine Harrison, Clare Lee, Bethan Marshall & Dylan Wiliam. Open University Press 2003.
- *A Framework for Learning*. DCSF 2008
- *A Teaching Repertoire for Personalising Learning*. Dylan Wiliam. SSAT 21st Century Pedagogy Seminar, July 2008.
- *Christ at the Centre*. Rev. Marcus Stock. Diocesan Schools Commission, Archdiocese of Birmingham 2005.
- *Deep Learning*. Emma Sims SSAT 2006.
- *Getting to Grips with Assessing Pupil Progress*. DCSF 2009
- *Ofsted's evaluation schedule of judgements for schools inspected under section 5 of the Education Act 2005, from September 2009*. Ofsted 2009.
- *Personalising Learning 2: Student Voice & Assessment for Learning*. David Hargreaves. SSAT 2004
- *Plagiarism: A guide for teachers*. Ofqual 2009.
- *Professional Standards for Teachers*. TDA 2007.

Appendix 1: Ofsted Grade structure for Judgements on Quality of Teaching, Use of Assessment to Support Learning, and Behaviour.

Description	Assessment & Progress	Teaching & Support	Behaviour
1 Outstanding	Pupils make exceptional progress. Adults have acute awareness of pupils' capabilities, prior learning & understanding, planning effectively to build on these. High quality marking and dialogue between adults and pupils. Pupils' understand in detail how to improve and are supported in doing so. Teachers check understanding throughout lesson, intervening with striking impact on the quality of learning.	At least good and much is outstanding, inspiring pupils and ensuring good learning. Excellent subject knowledge inspires and challenges pupils. Use of resources, including new technology makes a marked contribution to learning. Support from other adults is precisely targeted.	The consistently thoughtful behaviour of pupils is an outstanding factor in learning. Pupils are highly considerate and supportive of each other. Behaviour of all groups is exemplary. There is no evidence of disruptive behaviour.
2 Good	As a result of good assessment, planning meets the needs of all pupils. Good oral and written feedback ensures that pupils know how to sustain good progress. Teachers listen to, observe and question groups in order to reshape tasks and explanations to improve learning.	Consistently effective in ensuring pupils are motivated and engaged. Strong subject knowledge enthuses and challenges pupils and contributes to good progress. Good imaginative use of resources including new technologies. Support from other adults is well focussed & contributes to learning.	Behaviour makes a strong contribution to good learning. Pupils show responsibility in responding to the expectations of staff, set high standards for themselves and respond quickly to additional guidance. They behave considerately towards each other.
3 Satisfactory	Pupils are interested and progress in line with capabilities. Regular accurate assessment informs planning which meets the needs of all groups. Pupils are informed about progress through marking and dialogue and know how to improve. Teacher monitors work during lesson, picking up general misconceptions and adjusting plans accordingly.	No inadequacies; aspects may be good. Secure subject knowledge. Adequate use of resources including new technology. Other adults are effectively deployed. Pupils are engaged and little time is wasted.	Behaviour allows learning to proceed and time is not wasted. Pupils understand expectations and only gentle prompting is required to maintain discipline. Incidents of poor behaviour are uncommon.
4 Inadequate	Assessment takes too little account of prior learning or understanding of tasks and is not effective in helping pupils improve.*	Teaching fails to promote learning, progress or enjoyment.*	Poor behaviour and rudeness more frequent than just isolated occasions.* Time wasted through persistent low level disruption or lack of attention.* Some pupils show a lack of respect for adults or other young people, including racism, sexism or other bullying.*

indicator may result in a judgement of inadequate

Any single *