Document Title	**Assessment Policy**
Committee Responsible for Policy	Curriculum Committee
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Policy Author	Executive Head teacher and Associate Head teachers

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Assessment Policy	
Impact assessed by: R Lane	**Date:** 22/2/2018

1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?

Significant. Students from protected groups could receive lower grades than the general student population.

2. How would this be evidenced?

By close monitoring of assessment results for different groups.

3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?

Some groups do not achieve as well as the general population but it is not clear that this is due to the operation of the policy.

4. If the answer to 3 is 'Yes', please provide details and evidence.

5. How might the new policy change this?

6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?

No.

7. If the answer to 6 is 'Yes', please provide details and evidence.

8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?

Pass.

Assessment Policy

The schools assessment policy supports the 10:10 ethic of the school.
Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve and wherever possible it should encourage students to extend themselves to achieve more highly

Definitions:
It is helpful to think of assessment using the following terminology

Formative Assessment: These are Assessments designed to support student's formation and inform their progress. Formative assessments are frequently used to give on-going feedback during a course. Typically they may take the form of a marked piece of work or a mini test. Formative assessment may relate to only some of the skills or criteria from the course overall

Summative Assessments: These are assessments which sum up how well as student has done on a course or unit overall. They usually come at the end of the unit or course and are graded using the same criteria as applies to that unit or course.

Criteria Referenced: This is a system of assessment in which grades have specific criteria. Any work which meets these criteria is awarded this grade. This system aims to sustain a common standard irrespective of how many students reach it.

Norm Referenced: In contrast, norm referenced assessment works around the assumption that there is an expected standard at a particular stage. Grading is based on the level of understanding or recall compared with others (either now or historically). Grades are often allocated proportionally

Assessment Objectives: Each course will have overarching objectives which summarise the skills covered or the handling of content which is involved. In most cases there is continuity of assessment objective between GCSE & A-Level

Grade Descriptors: Grade descriptors summarise the standard of skill & application of knowledge required to achieve a particular grade.

Trust Assessment Systems
Trust systems use both formative & summative assessment according to context. Assessments are criteria referenced and details of the criteria & of grade descriptors are found on the VLE.
The assessment system for the trust is standard, however resources used within the curriculum in each school may differ according to the curriculum model / timetable of each school.

Grading
Grades used in years 7-11 use the new GCSE system of number grades 9- 1. In year 12 and 13 the grading is A* - E.
Current Grades are awarded according to the assessment criteria /Grade description for a task. In some cases Tasks may use some rather than all aspects of a grade descriptor.
A Student may therefore achieve a 'grade 7' in a formative assessment in year 10 which focuses on one aspect of an assessment objective and later go on to achieve a 'grade 6' in a further assessment which focuses on a different aspect of the assessment objective which s/he finds more difficult.

On track indicator– students will also receive an 'on track indicator 'with each termly grade sheet/ report. Students are judged against an end of year target grade. In some subjects, where skills are developed over time, this may mean that a current grade is well below their target in an initial assessment. If over the course of the year a student is improving at the right rate to meet their end of year target they will receive an 'on track' mark. If there were concerns about the student making the required progress the report would show a 'not on track 'mark.

Curriculum Progression
Heads of Department have given careful consideration to the construction of the curriculum to ensure progression from years 7 – 13.
From September 2016 students no longer arrive in Secondary school with key stage 2 data in its current form. Students will be given end of year number grade targets for each of the years 7- 11. Students will aim to make two sub grades progress each year towards a GCSE number grade target. These GCSE targets will be based on prior attainment on entry. The chart below shows broadly what the expected progression towards GCSE number grades is currently.

Curriculum Band	Ave Cats Band	Equivalent KS 2 Entry grade	Year 7	Year 8	Year 9	Year 10	Year 11	equivalent to[VD1]
Advanced +	130-141	6C	6-	6+	7	8-	8+	A*
Advanced A*/A	125-130	5A	5+	6	7-	7+	8	A*/A
	119-124	5B	5-	5+	6	7-	7+	A
	111-118	5C	4	5-	5+	6	7-	A
Higher A/B	106-110	4A	3+	4	5-	5+	6	B
	101-105	4B	3-	3+	4	5-	5+	B
	95-100	4C	2-	2+	3	4-	4+	C
Core C/D	89-94	3A	1+	2-	2+	3	4-	C/D
	84-89	3B	1	2-	2	3-	3+	D
Nurture D-F	80-84	3C	1-	1+	2	2+	3	D/E
	Below	2	1-	1	1+	2-	2	E/F

Students who are at the top end of a grade boundary are clearly in a stronger position to achieve progression at this level and students at the lower end have more of a challenge to achieve the same progression rate.

In order to achieve consistent progression in grades it has been vital to achieve a consistent approach to both the curriculum and its assessment. The following principles apply to the curriculum design from Years 7-13. Although subjects differ in the nature of assessments – in all there are both **skills** to be acquired and **content** to be handled /learnt. The way these can be broken down for assessment purposes is captured in the Assessment objectives for that subject.

Where possible the Assessment objectives are used through the entire subject from Year 7 – 13. Departmental Assessment summaries will indicate the assessment objectives used in each case.

Years 7 – 9
The content within each subject has been designed to ensure that the core skills required by the assessment objectives are thoroughly taught in year 7 & 8. This positions students strongly to embark on their GCSE courses. Year 9 is therefore used as a transition year to ensure skills acquired in Years 7 & 8 are fit for the demands of GCSE. Students are able to make informed GCSE choices based on their assessments in year 9.

The content covered in Years 7 – 9 increases in complexity. In most subjects students are taught in sets and by Year 9 students will be handling GCSE content. They will have current grades recorded as the GCSE number grades. To access EBAC subjects in year 10 students should aim to have achieved at least a grade 5- in maths, English and Science at the end of year 9.

Students will be made familiar with overarching assessment objectives & assessment criteria to achieve target grades within their lessons so that they can take ownership of the specific skill or area of content which they may need to improve upon.

Years 9 - 11
The curriculum delivery of GCSE courses is designed to allow students to mature in their skill acquisition while mastering the required content or knowledge. By using the Year 9 prep year skilfully most subjects will complete the coverage of content between December and March of Year 11 in order to use the final half term/ term for recapitulation, revision and examination practice. From year 10 shorter homework tasks will be taken from GCSE papers and graded accordingly as well as quarterly assessments. As mentioned above, these assessments have only partial coverage, but are graded using the GCSE criteria in order to give students a clear picture of how well they are currently doing against the GCSE standard. Comments made by teachers in marking or formal reports will indicate whether the grade represents good progress towards a student's final target or not.
Formal exams in Year 11 are undertaken in December and March in order to maximise their preparation.

Years 12 & 13
A-Level courses follow a similar shape to GCSE. Bridging materials (induction tasks) are made available in the summer term of year 11 (after GCSEs) in order to ensure students have worked independently in preparation for the start of their A-Level programmes. At this level independent work habits are essential and students must have a very well developed understanding of the skills & content required to make good progress. It may often be the case that students are required to cover or review content outside of lessons in order to spend the quality lesson time on developing their skills / understanding concepts.
As with GCSE, A level tasks set for students are likely to be taken from actual papers.

Whole school Summative Assessment points
Assessment systems at the trust have been designed to prepare students for the style of Summative assessment which they are likely to be tested by in the public exams at GCSE and A level.
They therefore undertake 2 formal summative assessments per year. The first of these two assessments tests the work which has been undertaken by that point in the year, the second is to test the whole year's work. When students move into the second year of a course (KS3, GCSE or A level) assessments may also test material studied earlier on in the course. This is to practice the level of recall required in the public exams.

Exams take place as follows:

	Exam 1	Exam 2
Year 7	December : Covering Autumn Term content & skills	July: Covering work from the whole year
Year 8	December: Covering Autumn term content & skills	July: Covering work from the whole year
Year 9	December: Covering Autumn term content & skills	July: Covering work from the whole year
Year 10	December: Covering work to date on the GCSE course may include year 9 work	July: Covering work from the whole year, may include year 9 work
Year 11	December: Covering whole course to date	March : Covering whole course
Year 12	December: Covering whole course to date	July: Covering work from the whole year
Year 13	December: Covering whole course to date, will include year 12 work	March : Covering whole course

Formative Assessment

The delivery of the curriculum in all subjects allows for a range of assessment activities – from monitoring class discussions to marking exam questions.

All subjects have identified a number of standardised assessments per half term according to their timetable allocation which ensure that common expectations are being set between the teachers in any one department. Marks for these assessments are maintained on the central school database (Go4Schools). Teachers will always mark these assessments and students will respond to the marking to be sure they have fully understood what they need to do to improve. Other, shorter, written tasks or exercises will be set for class or homework to reinforce the learning which has taken place. These may be marked using peer or self-assessment (see whole school marking policy)

Self-Assessment

All students are expected to be able to undertake effective self-assessment based on the clear understanding of the course structure, assessment objectives & grade criteria which they gain in class.

Students log their grades and note their areas for improvement on assessment trackers in their subject books.

Self-assessments will be reviewed by teachers regularly to ensure they are realistic & accurate.

Students also undertake a termly self-review during tutor time which allows them to look at their progress across all subjects.

Assessment for Learning

The following systems are consistently used in all lessons

- All lessons have differentiated outcomes which make simple reference to the assessment criteria by which the teacher will judge whether the lesson has been effective
- All students will be accustomed to reviewing their work and the work of others using consistent systems (highlighting strengths…. Green pen marking & commenting on EBIs etc.)
- All classrooms display the key criteria in simple form
- All teachers model answers of the expected standard

All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons (e.g. mini whiteboards)

All students are able to explain the layout of their exercise books to show where they have covered content which requires revising & where they have practiced skills

Additional strategies which may be used are:

- Randomisers
- Visualisers
- Timers

Quarterly assessment grades
There are 4 points in the year where grades are reported to parents

	Q1 October ½ term	Q2 End of Autumn term (Dec/Jan)	Q3 End of Spring term	Q4 End of Summer term
Year 7 - 10 Students awarded a current working level grade 9- 1	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole course to date)
Year 11 Students awarded a current working level grade 9- 1	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on march assessment week results. (covering all work to date)	*Public examinations*
Year 12 Students awarded a current working grade A*- E	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole course to date)
Year 13 Students awarded a current working grade A*- E	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on Feb/March assessment week results. (covering all work to date)	*Public examinations*