

Parkhall Integrated College Assessment Policy



Agreed by Board of Governors: June 2023

To be reviewed: June 2027

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/guardians.
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Purposes

Assessment should:

- be manageable and meaningful for staff and useful for students and parents/guardians.
- help teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- support students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- inform parents/guardians to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Parkhall Integrated College the assessment of students' work is central to good teaching and learning because it enables teachers (and students) to quickly identify gaps in student knowledge and understanding, and therefore plan the next steps in students' learning helping ensure that they make good progress. Both formative and summative assessment practices will be used to help improve teaching and learning, since they both aim to establish what has or has not been learned and will, therefore, help in planning the next steps in learning.

- Formative assessment establishes how students are progressing and provides students with the support needed to make that progress; assessment becomes formative when evidence is used to work out the next steps required for students' learning; i.e. to adapt teaching and ensure students respond to feedback;
- Summative assessment aims to establish what students have learned and provides a measure of attainment, usually in the form of grades or marks; it is used to summarise learning in a way that can easily be recorded and reported.

3. In-college formative assessment

Effective in-college 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
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- Parents/guardians to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Informal, mainly formative, assessment of students' performance will typically happen most lessons, such as through classroom dialogue, effective questioning, self and peer assessment, observing students at work, checks of students' written work and low-stakes quizzing

4. In-college summative assessment

All curriculum areas set two summative assessments per year during designated college assessment periods.

In Key Stage 3, these assessments will be directly linked to the curriculum taught both during the current academic year and previous years where applicable. Students' raw marks are reported to parents/guardians as a percentage score alongside the class average and an effort grade.

In Key Stage 4 and 5, these assessments are often exam board style material directly linked to the course being studied. Teachers and Heads of Department mark and moderate these in accordance with the exam board mark scheme. Each students' raw marks are used alongside exam board grade boundaries to determine the grade achieved. The gaps between target and projected grades will help identify which students, for which subjects, are meeting expectations and which are not and therefore who needs to make faster progress

When using summative and formative assessment, subject teachers will:

- keep records which are manageable and meaningful and in line with departmental policy.
- use the college's MIS system to record marks for an agreed number of assessments.
- encourage students to review their own work to understand their strengths and weaknesses and how they can improve.

5. Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- The college to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Students and parents/guardians to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments at Parkhall Integrated College include:

- PTE/PTM - provides practical, reliable and independent snapshots in Mathematics & English attainment, which can be used to baseline and then to measure year-on-year progress.
- CAT4 - assesses the other main types of reasoning ability known to make a difference to learning and achievement.

- NGRT/NGST - standardised, adaptive assessments to measure reading and spelling skills against the national average. Used to identify where intervention may be needed, and then to monitor impact and progress made.
- PASS – Informs interventions based on social and emotional wellbeing.

In addition to this, 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.

6. Reporting to parents/guardians

Parents/guardians, students and staff have a right to expect timely information on the attitudes, progress and achievements of students at Parkhall Integrated College. This information needs to be honest, accurate and transparent. Honest in identifying both strengths and areas for development; accurate in drawing on an up-to-date evidence base of sufficient breadth; transparent in enabling meaningful comparisons to be made over time, progress to be fully understood and realistic predictions and targets to be established for the future. After formal summative assessment of students in the winter/summer exams of each academic year, a progress report will be issued to parents/guardians.

In an academic year, all parents/guardians will have an opportunity to speak with both their child/ren's class teacher - to discuss their child/ren's wellbeing - and their subject teachers - to ensure parents/guardians understand students' achievement and progress and to give clear information about the next steps in students' learning, including what can be done out of college.

Progress and achievement attained by students in Years 8-10 will inform the curriculum pathway of students.

Teachers will also report annually on each pupil's performance in the cross curricular skills of:

- Communication
- Using Mathematics
- Using ICT
- Thinking Skills and Personal Capabilities

The outcome of examinations taken by students in external examinations will be available to students and parents/guardians on specific dates determined by the Examination Boards.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs (SEN).

Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. However, this should account for the amount of effort the students puts in, as well as the outcomes achieved.

For students 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 students' learning difficulties.

For all examinations, both internal and external, access arrangements will be put in place where the student has a proven need.

8. Roles and responsibilities

8.1 Governors

Governors 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 students
- Holding college leaders to account for improving student and staff performance by analysing assessment data
- Monitoring that college staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the college.

8.2 Principal

The principal is responsible for:

- Ensuring that the assessment policy is adhered to
- Analysing student progress and attainment across the curriculum
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student 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

8.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this assessment policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

9. Monitoring

This policy will be reviewed on a regular basis by Principal and the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Principal and the Senior Leader: Assessment and Progress are responsible for ensuring that the policy is followed.

The Senior Leader: Assessment and Progress will monitor the effectiveness of assessment practices across the college.

10. Links with other policies

This assessment policy is linked to:

- Curriculum Policy
- Special Needs Policy
- Examination Policy