	SECTION	POLICY
	TOPIC	ASSESSMENT

ASSESSMENT POLICY

Assessment is grounded in the Mission Statement and convictions about the learning process. The learning process within a Catholic school is concerned with the whole gamut of learning experiences through which students grow in their understanding of life; its purpose and meaning from a Christian perspective and ultimately learn about their relationship with God, the local and global community and their place within it. The practical applications of assessment are concerned in the main with the measurable aspects of learning, to secure :

- Success for students in all areas of the curriculum now ;
- progression routes for the future success of all students;
- each students' capacity to succeed in adult life and to contribute to the well-being of others.

Assessment for Learning¹ is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, what they need to do to improve further, and to enable them to determine how they can achieve this. The school is largely concerned therefore with two² main aspects of assessment :

- (i) on-going formative assessment within the curriculum (Assessment for Learning);
- (ii) summative assessment (Assessment of Learning) and its formative application.

1. ASSESSMENT FOR LEARNING (AfL)

There are two main procedures in school to review progress in this area.

1. Curriculum Leaders undertake an annual audit of AfL within their Department.
2. A sample of students undertakes a similar audit twice a year.

The outcomes are discussed by the Leadership Team and Curriculum Leaders and necessary action is expressed through School and Departmental Improvement Plans.


2. ASSESSMENT OF LEARNING

Students in every Key Stage are assessed throughout their curriculum. On the basis of these, three reports are made to parents. Two of these reports (Progress Summaries) provide information on Attainment, Attitude to Learning and whether or not the student is 'On Track For Target'. The Full Report includes all of these, as well as information on Behaviour. This is followed by a written comment by the subject teacher.

¹ **Key Principles of Assessment for Learning**

- is part of effective planning of teaching and learning;
- focuses on how students learn;
- is recognised as central to classroom practice;
- is regarded as a key professional skill for teachers;
- is sensitive and constructive;
- takes account of learner motivation;
- promotes commitment to learning goals and a shared understanding of the criteria by which they are assessed;
- ensures constructive guidance about how to improve;
- enables students to improve as independent learners;
- recognises the full range of achievements of all learners.

² We assume that 'evaluative' and 'diagnostic' assessments are subsumed within these.

	SECTION	POLICY
	TOPIC	ASSESSMENT

In each case, Curriculum Leaders determine the content and type of assessment to be used as well as guidance on consistency of marking, moderation and Departmental procedures on set movement. Learning Managers determine which students' progress is cause for celebration or concern, and intervene accordingly. In the core subjects, 'Assessing Pupil Progress' programmes are drawn upon to secure higher levels of success.

Marking

Marking is the process of communicating attainment to students. It applies to the whole range of work (practical, oral, visual, musical and written). The purpose of marking is to:

- (i) ensure that work set has been satisfactorily undertaken and completed;
- (ii) complement the assessment, recording and reporting process;
- (iii) provide formative feedback for students to help them to raise achievement;
- (iv) provide opportunities for pupils to learn from each other.

The requirements of staff are that:

- Work is seen on a regular basis;
- Formative guidance is given to pupils both in writing and orally;
- Diagnostic comments are used to improve attainment;
- Departments use Attitude to Learning grades within their feedback to students – written or oral.
- Departments also use Attainment Levels or Grades. These are given regularly. Each Department determines specific requirement within each Key Stage. Each Departmental marking policy is required to address and where necessary adapt the above by negotiation, to ensure effective assessment for learning.

Attitude to Learning


The following definitions are used across Key Stages 3&4 for each grade for Attitude to Learning. These are used within reports:

A	The student usually exceeds expectations and always contributes to their own learning and that of others.
B	The student often goes beyond expectations and regularly contributes to their own learning and that of others.
C	The student meets expectations and contributes to their own learning and that of others.
D	The student occasionally meets expectations and makes a limited contribution to their own learning and that of others.
E	The student frequently fails to meet expectations and disrupts the learning of others.

At Key Stage 5, Attitude to Learning is defined as:

1.	The student often goes beyond expectations and regularly contributes to their own learning and that of others.
2	The student meets expectations and contributes to their own learning and that of others.
3	The student occasionally meets expectations and makes a limited contribution to their own learning and that of others.
4	The student frequently fails to meet expectations and disrupts the learning of others.

"I have come that they may have life and have it to the full" John 10:10

	SECTION	POLICY
	TOPIC	ASSESSMENT

Target Setting

All students have targets set in every subject. The target indicates what the student should get at the end of the Year. These are expressed in sub-levels (KS3), GCSE grades or Pass, Merit and Distinction for Applied courses or in A Level grades (KS5). The purpose of the target is to provide a 'benchmark' against which progress can be measured so that students failing to make progress against their target can be identified, and appropriate intervention made to support learning.

All targets for students up to the age of 16 are calculated from attainment at KS2 using Fischer Family Trust Data (D). However, pupils with three Level 5s at KS2 are set more ambitious targets. At KS5, targets are also based on the Upper Quartile. Curriculum Leaders of subjects which focus on aptitude as well as attainment (e.g. Art, Music, Drama, PE) have the flexibility to adjust targets by negotiation. In all cases targets are challenging but realistic.

Intervention – Celebration and Concern

Intervention is made on the basis of learning needs. These are calculated from information on the reports. A statistical weighting is attached to each grade for 'Attitude to Learning' after every report. This is considered alongside the 'On Track for Target?' judgement. Students are then placed in categories ('*traffic-light*'ed) with differentiated levels of intervention. Students whose progress or attitude to learning exceeds expectation are recognised, and their work is celebrated by Learning Managers and Form Tutors. Other students gain support through regular 'one-to-one' meetings with the Learning Manager. As a result of this meeting, strategies are developed to enable the student to be more engaged in his/her own learning. Subjects are identified in which these strategies will be carried out. Staff delivering these subjects complete a 'Raising Attainment' booklet, which is monitored by the Learning Manager and this is signed by parents.

The intervention criteria is derived from two areas on each students' report:

1. Attitude to Learning;
2. On Track for Target / Not On Track for Target :

Typical Attitude to Learning Criteria Used For Intervention

This process is under constant review and therefore the criteria may be adjusted to support further improvement.

Cause for Concern

Students who have an average Attitude to Learning score of greater than 3.40 (performing at C- or less);

Students who have a difference in the average Attitude to Learning from the previous data set greater than 1;

Cause for Celebration

Students who have an average Attitude to Learning score of less than around 1.8 (performing at B+)


Students who have improved their Attitude to Learning score since the previous report.

Typical Progress ('On track') Criteria Used For Intervention:

Cause for Concern

Students who are not on track in 4 or more subjects;

Students who have dropped by 3 or more subjects since previous data;

	SECTION	POLICY
	TOPIC	ASSESSMENT

Cause for Celebration

Students who are on track in all subjects;

Students who have improved the number of subjects they are on track in by 3 or more.

The categories:

- Red: students appear in three or more cause for concern areas;
- Orange: students appear in two cause for concern areas;
- Yellow: students appear in one of the cause for concern areas;
- Light Green: students appear in one area which is cause for celebration;
- Dark Green: students appear in two or more areas which are cause for celebration.

Intervention Roles

Form Tutors monitor Student Planners. They also set SMART targets for all pupils in their Forms during the termly Extended Form Time. These too are recorded in the Student Planner so that parents can access these. Form Tutors also support students in the yellow or orange categories throughout the Year. The outcomes of their intervention are recorded centrally. Learning Managers' priority is to intervene, support and monitor the progress of students who are in the red category. The outcomes of this process are also recorded centrally. Senior staff monitor this process.

Learning Managers:


- inculcate a culture of high aspiration and progression;
- ensure recognition is given to all types of student achievement;
- to develop a rolling programme of intervention;
- liaise with Learning Manger (Data) to ensure intervention is correctly targeted;
- give practical one-to-one support to enable students to succeed;
- liaise with Curriculum Leaders regarding individual student progress and support;
- communicate with parents regarding individual student progress and support;
- monitor and review reporting and recording processes to ensure clarity of communication;
- line-manage Form Tutors to ensure students in yellow and orange categories receive support required.

Curriculum Leaders ensure the quality of learning in their Departments by:

- giving Assessment a high profile within their Departments;
- ensuring Departmental policy and procedure reflect the principles and processes outlined above;
- planning both assessment of learning and assessment for learning with their team;
- regularly moderating work with their staff against national standards;
- sampling student work and discussing this with pupils, staff and parents;
- sharing and celebrating best practice to develop yet higher standards of teaching and learning;
- developing a portfolio of evidence across each Key Stage of moderated assessments;
- working with colleagues within and beyond school (e.g. SEN, G&T) to further hone practice.

Senior Staff ensure the quality of learning by:

- Ensuring the accuracy and consistency of assessment judgements;

	SECTION	POLICY
	TOPIC	ASSESSMENT

- Reviewing curriculum planning to support delivery ;
- Analysing data and making necessary interventions;
- Interviewing pupils ;
- Discussions with Curriculum Leaders;
- Identifying best practice and reviewing this with Curriculum Leaders;
- Discussions with parents;
- Review with external agencies.

Head of CPD

- liaises with Deputy regarding identification and sharing of best assessment practice;
- on going support for Curriculum Leaders, Heads of Year and new members of staff re. Assessment for Learning;
- ensures that student diaries are published with the facility : (i)to record formal grades; (ii) to diagnose areas for improvement (organisation and learning).

Deputy Head (Assessment):

- ensures that appropriate data management systems are in place;
- oversees the use of data for identifying student progress and setting;
- line manages Learning Manager with responsibility for tracking;
- liaises with Curriculum Leaders and Learning Mangers to identify student progress is cause for celebration or concern;
- liaises with the Coordinator of Continuing Professional Development to ensure best practice is shared with Curriculum Leaders;
- ensures that processes are in place to monitor and evaluate Assessment systems;
- keeps formative assessment at the forefront of curriculum development;
- oversees the tracking of student progress especially vulnerable students ;
- encourages parents to understand what they can do to support their sons/daughters.

The Headteacher oversees the process to ensure that:

- the Governing Body is informed and consulted;
- the policy is being implemented and addresses statutory requirements and other key considerations;
- appropriate systems are in place to ensure that attainment and achievement is in line with and exceeds national and local targets;
- the school improvement plan prioritises Assessment and identifies roles, responsibilities and resources;
- an ethos is developed which sustains high aspiration and celebration of success.