



ASSESSMENT POLICY

Types of Assessment

There are three broad overarching forms of assessment, each with its own purposes

1. Day-to-day in-school formative assessment (often known as assessment for learning), for example:
 - *Before you plan – know your students data to plan personalised assessments according to their ability*
 - *Marking of students' work*
 - *High quality questioning during class*
 - *Observational assessment*
 - *Regular short re-cap quizzes (such as Quick 6 recall, use of mini white boards)*
 - *Scanning work to assess attainment and development to provide differentiation by outcome*

2. In-school summative assessment, for example:
 - *End of year exams*
 - *Short end of topic or unit tests*
 - *Reviews of IEPs for students with SEN and disabilities*

3. Nationally standardised summative assessment, for example:
 - *GCSEs*
 - *GCEs: AS & A level examinations*

The purposes of assessment

Why students are being assessed?

Assessment helps students to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

What is the assessment is intended to measure?

Our assessment seeks to measure the progress students make in skills, knowledge and understanding in a given subject or topic.

What the assessment is intended to achieve?

Assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continual basis. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers in providing appropriate support or extension work as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

In a similar way it also highlights to students their areas of strength and where there are gaps in their skills, knowledge and understanding in a given subject or topic. In addition, assessment can highlight whether a student has been able to demonstrate the application of a skill with increasing independence or confidence.

Assessment also provides a level of assurance for school leaders. As leaders are confident that all staff are carrying out effective assessment, they can be assured that any issues will be identified at the individual level and that every student will be appropriately supported to make progress and meet expectations.

What impact does this have on teaching and learning?

As assessments are written collaboratively within the department all staff are acutely aware of the standards students are aiming for. Building in time before the assessment to ensure students are prepared for it in a way, which clarifies its purpose, and after the assessment to support students in identifying what they have learned from the assessment enables students to target their efforts appropriately.

Through assessment we seek to demonstrate how secure a students understanding is and how they can apply and explore the concept in alternative contexts. If these are not secure, teachers can look at ways topics can be taught differently for students who have demonstrated less secure understanding. Alternatively for those who have demonstrated more secure knowledge, skills and understand, teachers can look to provide opportunities for exploring the concept in greater depth and breadth before moving on to new material.

How the assessment information will be used?

We seek to use assessment information to close the gaps between what students know and their learning targets. We communicate this information with parents so they are provided with a broad picture of where their children's strengths and weaknesses lie.

How do we ensure a fully inclusive approach to assessment?

The principles of assessment without levels apply to all students, including those with special educational needs and disabilities (SEND). However, there are some further points of guidance that teachers may find helpful to ensure their approaches to assessment are appropriate for students identified as SEND.

Assessment should be inclusive of all abilities. It should be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support

and intervention. For students with recognised SEN and disabilities, assessment should consider long-term wider outcomes such as higher education, employment and independent living. Schools should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.

High expectations should apply equally to students with SEN and disabilities as to all other students. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. Assessment methods may need to be adapted for some students with SEN and disabilities, for example by using visual stimuli and alternative means of communication.

How do we ensure accuracy and consistency of assessment? & How do we assess knowledge and understanding of the national curriculum?

Our assessment is designed and written well before the assessment is given to students. Each faculty uses exam board assessment criteria to ensure that assessments match the national standard (Key Stage Three assessment are all in line with the requirements of GCSE).

After students have sat the assessment there is a process of moderation that is calendared as directed time (meeting time) in faculties and also takes place across partner schools and nationally through PiXL. During these moderation meetings, faculties not only ensure their marking is consistent identify how their practice can be improved and make amendments to programmes of study or classroom practice.

How is formative assessment used on a day by day basis?

Why students are being assessed?

Planning for progress, is one of the key steps in 'The Calder Way' to ensure students receive consistently good teaching by everybody, everyday. The effective use of AFL (Assessment for learning) and formative assessment in lessons is key to measuring student progress, and differentiating accordingly from it to support student progress.

What is the assessment is intended to achieve/measure?

Assessment should not only be through formal assessment (e.g. end of topic/ year tests), but also by formative feedback in lessons. It intends to measure if the students have understood, retained, developed the new knowledge teachers are aiming for them to learn/understand. Using formative assessment to measure if students have acquired new knowledge during the lesson (not just by the end of the lesson) is key to ensuring that students make good progress.

What impact does this have on teaching and learning?

Through assessment we seek to demonstrate how secure a students understanding is. If it is not secure, we should differentiate our teaching accordingly to ensure that all students are able to make good progress. Differentiation post assessment should ensure that students are supported or challenged accordingly to support making good progress.

How the assessment information will be used?

The feedback from formative assessment in lessons should be used immediately to support or challenge students further. For example, formative assessment (such as mini white boards) may show that a large majority of the class have not understood a new concept. Therefore the teacher may challenge those students who have understood it to teach those who haven't. Alternatively those who have understood it may move onto the next challenging task, whilst the teacher supports the remainder of the class to clarify their understanding.

At Calder High we endeavour to ensure that Assessment for Learning supports and drives progress in lessons. This is carried out through a variety of AFL techniques such as mini white boards', 'quick 6', 'KWL grids,' 'progress lines' etc.

Great lessons at Calder High are characterised by having robust assessment

Key reminders:

- Lessons are driven by AfL - knowing where students are in their learning, where they need to goand how to get there;
- There are opportunities for self and peer assessment;
- Teachers provide homework that extends and challenges learning;
- Oral and written teacher feedback is in line with marking policy;
- "Green Time" ensures that students respond to the assessment information.

Attitudes to Learning

Element	4. Below expectation	3. Basic	2. Proficient	1. Distinguished
Expectations	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Gives up before even attempting the task ▪ Uses the phrase 'I can't do this' ▪ Shows reluctance with hard work or when responding to challenge ▪ Has a fixed view of their level of ability and does not believe they can get better than this ▪ Disinterested in target and / or unwilling to work in order to meet their target. 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Starts a task but gives up at the first sign of challenge ▪ Aware of target and works to make progress towards the target. ▪ Usually shows a good degree of determination and resilience but can be guilty of settling for an outcome that is 'good enough'. Sometimes asks for help too quickly. 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Gets stuck in and accepts failure is part of becoming better ▪ Aware of, and takes responsibility for, what is required to meet their target ▪ Is determined and often shows resilience in classroom practice to ensure a high standard of work. Knows what to do when stuck or struggling. 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Aware of, and takes responsibility for, what is required to exceed their target ▪ Shows real determination to succeed and demonstrates great resilience to ensure work is improved and is the highest standard it can be. Shows initiative when stuck and doesn't always rely on teacher.
Feedback	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Sees feedback as something the teacher does ▪ Does not attempt or only makes cursory attempts to respond to feedback in 'green time' ▪ Keeps making the same errors ▪ Is not really interested in improving 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Sees feedback as something the teacher does ▪ Makes some attempt to respond to feedback. However they have not pushed themselves as hard as they might ▪ Some of the same errors keep occurring 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Sees feedback as an intrinsic part of the learning journey ▪ Makes good attempts to respond to feedback. They engage with feedback and link it into their current understanding and reshape their ideas ▪ Upon receiving feedback the same errors are uncommon 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Sees feedback as an intrinsic part of the learning journey ▪ Makes good attempt to respond to feedback. They engage well with feedback and link it into their current understanding. They reshape their ideas and ask question to further their knowledge ▪ Upon receiving feedback the same errors are uncommon
Teaching	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Uninterested in the learning or developing their own understanding ▪ Behaviour can be 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ Engage in completing a task but not necessarily deeping their understanding ▪ Behaves in a kind, 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ They are keen learners who want to find out more ▪ Behaves in a kind, considerate and mostly 	<p>Typically:</p> <ul style="list-style-type: none"> ▪ They are curious, interested learners who thrive in lessons ▪ Behaviour is kind, considerate and almost

	discourteous/disruptive	considerate manner	exemplary	always exemplary
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Example Report

Subject	Target	Current Attainment	Projected to finish KS3	Have basic standards been meet with the following?		Student response to:		
				Equipment	Homework	Expectations	Feedback	Teaching
X	7a	7a	Above Target	Yes	Yes	Proficient	Proficient	Distinguished
Y	7b	5a	Below Target	No	No	Basic	Basic	Basic