



INTRODUCTION

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. Assessment is a process by which we come to know and develop the aptitudes, knowledge, understanding and skills of our students. Regular, effective assessment is a key requirement in ensuring both students' success and the accuracy of predicted outcomes across the curriculum and at every key stage and level. We believe that assessment is integral to effective teaching and learning and is most successful when the students are actively involved, by sharing assessment criteria and by self and peer assessment. Assessment, recording and reporting together form vital communication channels between members of the school community.

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.

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

PURPOSE

The purpose of assessment, recording and reporting at KWS is to:

- provide effective feedback to students, both oral and written, to improve their learning;
- demonstrate progress in learning;
- inform future learning and ensure progression in learning;
- enable teachers to monitor the progress of students and judge the effectiveness of the curriculum and their teaching;
- celebrate achievement, in all its forms;
- act as a motivational tool for students;
- contribute to the school's self-evaluation process;
- provide information for students, parents and carers, teachers, governors, other educational establishments and outside agencies.

At KWS we see assessment inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment (Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, A-levels and other post-16 qualifications in Key Stage 5).

All faculties will follow this whole-school policy and the minimum requirements as agreed and set out in this document must be adhered to. However, it is acknowledged that individual faculties may use additional strategies that are appropriate for their subject.

ASSESSMENT FOR LEARNING

Assessment for Learning (AfL) is formative and takes place all of the time during lessons. AfL values the quality of learning and raises the self-esteem of students through concentrating on advice for improvement whilst avoiding the demoralising effect of making comparisons between students. AfL leads teachers to work with a more complete picture of the students' learning needs and therefore, with carefully considered feedback, it helps students learn more effectively.

The key elements of AfL in our school should:

- Encourage active involvement of all students by developing effective questioning and discussion that elicits evidence of learning.
- Have strong emphasis upon learning outcomes which are shared with the students so that they understand precisely what they are doing, why they are doing it and what they are expected to gain from it. Teachers should consider how successfully learning outcomes have been met when planning for future lessons.
- Make use of oral and written feedback between teacher and students to establish what has been done well and what needs to be done to move learning forward. Feedback should be concise, accessible and encourage students to take ownership of their learning.
- Make regular use of well thought out self-assessment that activates students as owners of their own learning.
- Regularly provide opportunities for individual students to reflect and talk about their learning and progress in order for them to recognise how they can improve.
- Make assessment criteria explicit to students.
- Involve effective and systematic checking of students' understanding by teachers throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of the learning.
- Involve recognition of achievement.

ASSESSMENT OF LEARNING

- Faculties will have their own internal systems for the assessment of key pieces of work through all key stages. These will be recorded and reported to the students internally. Subject leaders will use this internal data to analyse the performance of individuals and groups and enable them to put into place appropriate support which will improve progress for all. Assessment grades may be recorded in mark books, on Arbor, or on department spreadsheets.
- Faculties build up (over a period of time) and maintain up to date benchmark portfolios of standardised students work to support the standardisation of teachers' judgements and to use as exemplars with students.
- The school holds a copy of all reports on Arbor for each student, thus creating an individual record of achievement and attainment.
- Further details regarding marking can be found in the feedback section available on our website.

Teachers should utilise various forms of marking in their teaching

TYPES OF FEEDBACK	
Oral feedback	It is important for teachers to be able to feedback orally to individuals, groups or whole classes as a way of responding to students' work. It saves valuable time to go over a commonly made mistake with a whole class, demonstrating the correction on the board, rather than to write the correction on most or all of the students' work.
Self-marking	This can be used where appropriate and where it can prove helpful as a learning exercise, reinforcing learning that has taken place and indicating weaknesses to the students. Self-Marking and Shared Marking will be most effective when it is very clear what the learning intentions are for the particular piece of work and when they have a good understanding of the assessment criteria in use.
Shared marking	Using one piece of work from an unnamed student in another class to mark as a class, on the large screen, models the marking process and teaches particular points at the same time. The students may then go on to mark in pairs or mark their own work.
Checking	It may be appropriate to do no more than check that a piece of work has been done and acknowledge it with a tick, e.g. note taking exercises.
Summative marking	This usually consists of ticks and is associated with closed tasks, exercises or tests where the answer is either right or wrong. Marks awarded might be e.g. /25 or a percentage. This can also be marked by the students, as a class or in groups.

All teachers should use the school's recognition and rewards system when marking work.

Target setting:

KS3

- Each department will identify the knowledge and skills required at KS3 to build necessary skills for GCSE. Three main base bands are set – Fundamental, Core and Higher. Students are set a minimum expected trajectory in each subject area. This is based upon KS2 prior attainment (where available), FFT data, CAT 4 tests and department assessments.
- The target is for 100% of students to be working within or above their base band.

KS4

- The school uses FFT5 to generate aspirational target grades based on KS2 prior attainment or CAT4 scores where the former data is unavailable due to COVID. These are used as a starting point and alongside teacher analysis a minimum target grade is set.

KS5

- ALPS is used to generate a grade as the minimum expected grade (MEG) based on KS4 average point scores. The top grade of any split grades is used as the MEG. These are then analysed using SISRA to ensure positive value added and alongside teacher collaboration set for year 12 students.

RECORDING AND REPORTING TO PARENTS

We report formally to parents at consultation evenings and through reports that are made available via our MIS system Arbor. Consultation evenings are organised by individual appointment with subject teachers, students being invited to attend.

Year 7 - 1 x Effort Report, 1 x Effort and Subject Judgements report and 1 x End of Year report that contains effort along with end of year exam data. One report in the year will also include subject comments on areas worthy of praise and areas for further development.

Year 8+9 - 2 x Effort and Subject Judgements report and 1 x End of Year report that contains effort along with end of year exam data. One report in the year will also include subject comments on areas worthy of praise and areas for further development.

Year 10 - 1 x Effort and Subject Judgements report with subject comments on areas worthy of praise and areas for further development. 1 x Yr10 exam results report

Year 11 - 1 x Yr11 Mock exam results report. 1 x Effort and Subject Judgements report with subject comments on areas worthy of praise and areas for further development.

Year 12 - 1 x Effort Report, 2 X Progress Reports including mock results, judgements on current working grades and predicted final grades. One report in the year will also include subject comments on areas worthy of praise and areas for further development.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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

For pupils 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 pupils' learning difficulties.

Roles and responsibilities

Trustees

Trustees 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to Trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Appendix 1 – School Assessment Calendar 2024-2025

		2-Sep	9-Sep	16-Sep	23-Sep	30-Sep	7-Oct	14-Oct	21-Oct	4-Nov	11-Nov	18-Nov	25-Nov	2-Dec	9-Dec	16-Dec	6-Jan	13-Jan	20-Jan	27-Jan	3-Feb	10-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	21-Apr	28-Apr	5-May	12-May	19-May	2-Jun	9-Jun	16-Jun	23-Jun	30-Jun	7-Jul	14-Jul	21-Jul																																																													
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