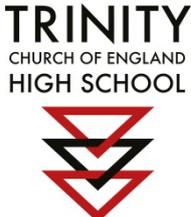


ASSSSMENT POLICY

	Reviewed by:	Governors' Curriculum Committee
	Approved by:	Full Governing Body
	Date approved:	27 th February, 2019
	Next review due by:	End of 2021/22 academic year

AIM/PURPOSE

Assessment should seek to promote high expectations by recognising achievement and progress through the use of appropriate strategies.

Assessment has two components; assessment of learning, known as summative assessment and assessment for learning (AfL), known as formative assessment.

GENERAL PRINCIPLES

1. Assessment of Learning (summative assessment)

At appropriate times during the term, students will be given assessment opportunities whereby their teachers can judge the extent of their knowledge and understanding of the courses the students are studying. The results of these assessments will be made available through the school Management of Information system, and therefore issues of validity and reliability are paramount.

At Key Stage 3 (Years 7 to 9), students sit a 'Big Test' in most subjects each term. The scores from these tests are used to award an 'Attainment Point Score' (APS) for each subject. This APS is 1-5 in Y7, 1-6 in Y8 and 1-7 in Y9. This then offers a straightforward progression onto a GCSE grade 1-9 structure at Year 10.

At Key Stage 4 (Years 10 and 11), subject leaders devise a strategy which enables teachers to make an evidence-backed judgement each term of the 'most likely grade to be achieved at the end of the course'; this is reported as a 'Projected Grade'. These Projected Grades are reported using the appropriate grades for each particular course.

At Key Stage 5 (Years 12 and 13), subject leaders devise a strategy which enables teachers to make an evidence-backed judgement each term for the Projected Grade for each subject that a student is studying. Part of this evidence base for Year 13 students comes from the 'Assessment Hour' assessments which are taken by students once per fortnight per subject. Projected Grades in all courses at Key Stage 5 are reported using the appropriate grade structure for each course.

2. Assessment for Learning (formative assessment)

Assessment for learning is the process of seeking and interpreting evidence. This is used by students and their teachers to decide where the students need to go in their learning, and how best to get there.

ASSESSMENT AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Assessment of Learning (summative assessment)

Students should be made aware when the assessments will take place and be encouraged to prepare for them. They should be aware of what is required in terms of knowledge and skills, and the ways in which these knowledge and skills will be assessed. The school will support teachers by coordinating the distribution of Key Stage 3 'Big Test Revision' booklets which highlight the key content which students are required to learn. At Key Stage 4 and 5 it is expected that individual departments support students in their learning and preparation for both internal (school) tests and external (GCSE / BTEC / A Level) examinations.

The use of peer and self-assessment will help students understand how their work might be improved and allow them to set an appropriate target for improvement. Students will generally be expected to make notes of their targets in their exercise books.

The school will use the KS2 SAT and GL Assessment CAT test scores to provide a baseline for all students. Benchmarking of the progress in English and Mathematics is to be carried out using the GL Assessment Progress Tests in English and Maths (for Year 7,8 and 9 students), and Science for Y9 students. Parents are informed of the results of these assessments.

Teachers are asked to look at the progress made by all students in their classes and are expected to take appropriate action if a student is falling behind.

Assessment for Learning (AfL)

These are day-to-day interactions, integrated into schemes of work and seen in practice, whereby students are given opportunities to close the gap between their present understanding and their learning goals. Components of AfL which improve learning are:

- ◆ Providing effective feedback, i.e. what the student needs to do to improve.
- ◆ Providing structured opportunities for students to address their areas for development identified by teachers.
- ◆ Actively involving students in their own learning.
- ◆ Adjusting teaching to take account of the results of assessment.
- ◆ Recognising the influence assessment has on the motivation and self-esteem of students which is crucial to learning
- ◆ Considering the need for students to be able to assess themselves and to understand how to improve.

Reporting to Parents

Parents will receive communication about their child throughout the year. The school will send progress information home via students immediately following the Christmas holiday and immediately following the Easter holiday. This is a part of the 'Progress Week' process where at the start of each half term students look at their progress and behaviour from the previous half term and, with the support of their form teacher, set targets for the forthcoming half term.

The end of year 'Profile Report' will be the substantial report for parents. Students in Years 11 and 13 will receive their profile reports early to enable them chance to act on the advice from their teachers before they sit their external summer exams.

Monitoring and Evaluating Pupil Progress

This takes place in school as follows:

- Form Teachers – Have access to all results through the SIMS system. They have a role in reviewing progress of students during ‘Progress Week’ at the start of each half term.
- Subject Teachers – Responsible for adapting schemes of work in line with assessment evidence.
- Subject Leaders – Are expected to have a clear overview of assessment strategies within their area, and will ensure that the end of term scores and projected grades have arisen through standardised practice. Validity and reliability of these assessments is paramount.
- Senior Tutors – Take a lead in following up issues and prioritising intervention strategies with any students who are falling behind across a range of subjects.

MONITORING AND EVALUATION

Overall policy monitoring is by the Deputy Head (Curriculum) in liaison with other senior colleagues who have assessment responsibility.

The Assessment Policy will be reviewed by the Governors’ Curriculum Committee and ratified by the Full Governing Body.