



Regents Park Community College

Assessment Procedure

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches.....	2
5. Collecting and using data.....	4
6. Reporting to parents	4
7. Inclusion.....	5
8. Training.....	5
9. Roles and responsibilities	5
10. Monitoring	6
11. Links with other policies	6

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

2. 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](#).

3. Principles of assessment

A Culture of Progress

Our aim at Regents Park Community College is to ensure that students achieve the highest level of progress that they are capable of. With this in mind, during a student's journey through KS3 & KS4 we will be assessing them against their individual 'Progress Pathway'. Their Progress Pathways will be either in students' books, folders or other format agreed by the Curriculum Leader. Each student who joins our community will have received a KS2 SATs result at the end of Year 6 in primary school. It is this score that is used nationally to plot where a student should be achieving by the end of their compulsory school journey in Year 11.

4. Assessment approaches

At Regents Park Community College we see assessment as an integral part of teaching and learning, and it is 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.

4.1 In-school formative assessment

Effective in-school 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
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Day to day in – school formative assessment for example:

- Questioning during lessons
- Feedback on pupil's work
- Observational assessment
- Regular short recap/low stake quizzes
- Sharing of students work
- Model answers

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessments, for example:

- End of year exams in KS4
- Assessment weeks at KS3
- Short end of topic or unit tests
- Mock examinations of PPEs

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

KS3

Throughout Year 7 and 8 students will receive formal feedback in their work and in their reports home that will state that they are either:

B = Below Expected Progress

M = Making Expected Progress

A = Above Expected Progress

For this key stage students will be banded as either: 'Low prior attainers', 'Middle prior attainers' or 'High prior attainers'. Students will be judged on their progress in relation to their starting point. A student will be judged as making progress if they are hitting the characteristics of their banded group. If they do not manage to achieve these characteristics they are below expected progress, if they achieve the characteristics of a higher band they are above expected progress. No grades or substitute grades will be used to give feedback. Only the above coding system is acceptable or similar method such as three colour or - = + etc.

KS4

When our students start their GCSE journey in Year 9, we will continue to focus on ensuring that students achieve the highest level of progress that they are capable of. This means we will continue to track a student's journey on their individual 'Progress Pathway' which they started in Year 7. The difference will be that students will be measured against the progress they are making in achieving at a minimum, their GCSE target grade for each subject. These target grades will be made visible via a target sticker affixed to a student's exercise book or folder. Throughout Year 9 to 11 students will receive formal feedback in their work and in their reports home it will state that they are either:

B = Below Expected Progress

M = Making Expected Progress

A = Above Expected Progress

When a student reaches Year 11, alongside the tracking stated above, students will also receive a final predicted grade. A low attaining student is a student targeted below a Grade 4/P2, a middle attaining student is Grades 4 -6/P2-M2 and a high attaining student is a Grade 7/D2 or above. A student will be judged as making progress if they are hitting the characteristics of their targeted banded group. If they do not manage to achieve these characteristics they are below expected progress, if they achieve the characteristics of a higher band they are above expected progress. GCSE grades are only allowed in mock exams and end of year assessments. Only the above coding system is acceptable or similar method such as three colour or - = + etc.

6. Reporting to parents

Parents/Guardians will be regularly informed about their child's progress throughout the academic year.

There will be three points during the year (Autumn/Spring/Summer) that information will be sent home about pupils' academic progress. This will take the form of:

B = Below Expected Progress

M = Making Expected Progress

A = Above Expected Progress

This will inform parents/guardians as to their child is performing on their progress pathway through their journey through the school. In Year 11 only parents/guardians will also receive a predicted grade for their child for each of the subjects their child takes.

Parents/Guardians will also receive home at the end of each term (Autumn/Spring/Summer) and Attitude to Learning grade for each subject that pupil takes. This will take the form of:

5 = Exceptional

4 = Highly Motivated

3 = Motivated

2 = Requires Action

1 = Unacceptable

On top of these formal written points of contact that will be made available via the school parent app. Parents/Guardians will also have the opportunity to meet once with either their child's tutor or subject specific teachers during the academic year to discuss their child's progress and attitude to learning.

7. 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.

8. Training

All staff are expected to keep up-to-date with the latest pedagogical developments around assessment. This will be promoted through our in house teaching and learning briefings, our teaching and learning blog and through curriculum time throughout the year. All curriculum areas are expected to develop and review their own assessment procedure in line with their subject expectations.

Where possible curriculum areas should consider external assessment CPD through avenues such as becoming exam markers for exam boards in their subject areas or making the most of online moderation training. Other avenues for development are the use of robust moderation process when summative assessments take place and the subject specialist support meetings that occur across Southampton City.

When in school assessments occur teaching staff need to ask themselves the following questions:

1. *What will the assessment tell me about students' knowledge and understanding of the topic, concept or skill?*
2. *How will I communicate the information I gain from the assessment to pupils in a way that helps them to understand what they need to do to improve?*
3. *How will I ensure that pupils understand the purpose and outcome of this assessment and can apply it to their own learning?*
4. *How will I ensure my approaches to assessment are inclusive of all abilities?*
5. *How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?*
6. *What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is insecure?*
7. *Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?*

9. Roles and responsibilities

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

9.2 Headteacher

The headteacher is responsible for:

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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed yearly by Phil Jones Assistant Headteacher for Outcomes. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. All staff are responsible for ensuring that the policy is followed.

Curriculum Leaders and the Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

Monitoring approaches to be used will be – for example, book looks, learning walks, deep dives and student feedback.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- What makes Good Teaching @ RPCC document