



IRLAM & CADISHEAD COLLEGE
ASSESSMENT POLICY
2018-2019

Contents

1. Aims	2
2. Legislation and guidance	2
3. Principles of assessment.....	3
4. Assessment approaches	3
5. Assessment & Reporting Cycle	4
6. Target setting and reporting progress.....	5
7. Inclusion.....	5
8. Training.....	5
9. Roles and responsibilities	6
10. 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](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At ICC it is our aim to ensure that an effective assessment system is in place to allow for:

- The provision of reliable information to parents about how their child is performing.
- To allow meaningful tracking of pupils towards end of key stage expectations and differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Reliable and accurate data that helps to drive improvement for pupils and teachers
- Keeping up with external best practice and innovation whilst considering benchmarking measures.

4. Assessment approaches

At ICC 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

Further details relating to formative assessment at ICC are outlined in the ICC Marking & Feedback Policy.

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

Summative assessment takes place as per the Assessment and Reporting Calendar.

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. Assessment & Reporting Cycle

Stage 1 – accuracy of data

The validity of the data recorded is imperative to the success of our learners. To alleviate some of the potential barriers to accurate data all Long Term Plans (LTPs) and Schemes of Learning (SoL) clearly indicate the assessment piece for each unit of work; this allows teachers to fully prepare and ensure the teaching & learning leading towards the assessment is meaningful. HoDs closely monitor the understanding of the assessment objectives prior to assessment.

Prior to the data collection point HoDs conduct moderation/standardisation with their Departments to ensure that all assessment decisions are accurate – as per the QTLA calendar.

Stage 2 – collection of data

Staff will have collected data, both formative and summative, during the assessment period and must now enter their results into the approved database.

A clear calendar and timetable for this activity has been published at the start of the academic year. This coincides with statutory report writing as well as Parents' Evenings.

All students must be assessed and this can prove difficult if their teacher is absent during the half term or towards the end of it. In spite of this, all students **have the right to have their progress monitored** and teacher absence must not be used as a reason for this not being so. Responsibility for assessment lies with the HoD and there must be accountability at this level or above in order to ensure that appropriate assessments are made for every subject. Where supply teachers have been used for any period of time then they can be required to assess and report on progress with support from the HoD.

Stage 3 – Quality Assurance of reports

HoDs also conduct quality assurance checks on all reports before printing and sending home. Any amendments are made by teachers and monitored by the HoD.

Stage 4 – Distribution to parents/carers

A suitable format for distribution to parents/carers has been prepared showing evidence of progress across the year. Parents/carers and students will be able to review progress from the first assessment to the last as the year progresses.

Suitable explanatory documentation is provided noting points/grades as appropriate.

All assessments are mail merged in a personal letter to parents/carers and will be posted home.

For QA purposes a reply slip will be added to report letters to allow for comments from parents/carers, and subsequent requests for further contact.

Stage 5 – Subject analysis and interventions

As per the QTLA Calendar – after each data entry point, HoDs will lead their Departments in the close analysis of the progress of the pupils within their subject area(s).

Teachers record all classroom based interventions for pupils working below expected progress. HoDs monitor and evaluate the impact of these interventions supporting as necessary. The SLT link for each subject area QAs all intervention records and supports in a strategic manner exploring pupil progress across subject areas and elevating the interventions as required.

6. Target setting and reporting progress

ICC sets students' EOY11 targets utilising the Fischer Family Trust (FFT). FFT calculates estimates from the Value-Added score of pupils in the previous year's results datasets. Each student has a unique set of estimates which are calculated from the results and Value-Added scores of students similar to them. Similar students are identified by their:

- Prior attainment (their previous Key Stage assessments)
- Gender
- Month of birth

At present, ICC sets EOY11 targets using FFT20 (20th percentile progress) this places our targets alongside schools that make greater than average progress.

Staff at ICC report on the progress of all students, as per the assessment and reporting calendar. All staff record whether the learner is working towards their EOY11 target grade; reports indicate the grades/points each student is below/on/above their personalised flight path to their EoY11 target grade.

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

Any reforms or developments regarding the methods utilised to assess pupils are disseminated via whole staff training.

Where moderation/standardization has been highlighted as inaccurate, support is initially provided by the HoD with the support of their SLT link. Where necessary, external support will be accessed in the capacity

of SLEs or similar specialists. Links with other schools are systematically being developed to allow for the sharing of best practice.

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/SLT team

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 and those within the Marking & Feedback Policy. In addition:

Engaging with all appropriate moderation/standardisation as per the QTLA calendar

Submitting all data as per the Assessment & Reporting Calendar

10. Links with other policies

This assessment policy is linked to:

QTLA Policy

Marking & Feedback Policy