



St. Gregory's Catholic High School

Assessment Policy

Monitoring

The implementation of the policy will be monitored by the Assistant Headteacher, Assessment and Pupil Progress

Evaluation

The policy was reviewed by the Assistant Headteacher, Assessment and Pupil Progress and the Senior Leadership Team on 18th November 2024 prior to submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Board for approval

Key policy dates:

Ratified by the Full Governing Board: 11th December 2024

Review frequency: Annually

Next policy review commences: Autumn term 2025

Aims

This policy aims:

- To highlight the principles of how St. Gregory's Catholic High School approaches assessment
- Provide a definitive approach to formative and summative assessment
- To establish a consistent and coherent approach to recording and using assessment outcomes for the purpose of accurate data collections
- Clearly set out how and when assessment practice will be monitored and evaluated

This policy should be read in conjunction with all other key policies including the teaching and learning, behaviour for learning, safeguarding, SEND, Exams, Literacy, NEA, and BTEC.

Principles of assessment

St. Gregory's uses assessment as a diagnostic and dialogical tool to inform both teachers and pupils of what pupils know and do not know in order to address gaps in knowledge, inform responsive teaching practices and ensure that pupils are continually knowing and remembering more. Effective assessment, in all of its forms, empowers staff and pupils, ensuring there is embedded understanding of key concepts and substantive knowledge, whilst being able to apply and recall this knowledge. St. Gregory's Catholic High School has 10 Principles of Assessment which act as a manifesto of standards that we will quality assure existing and design future assessment against [appendix 1].

St. Gregory's believe that assessment should not be an excessive burden on staff workload and all assessment actions should lead to conclusions about learning and subsequent actions that will help pupils make progress. A driver of this assessment policy will be the staff voice that is collated yearly to check that none of our assessment practices create unnecessary burdens.

All forms of assessment will be used to determine the progress of individual pupils and to highlight any gaps in their intended learning. Formative assessment will take place during every lesson, using 'assessment for learning' techniques in order to gauge understanding and to adapt to the needs of all learners. This will ensure that progress and potential can be maximised and misconceptions and cumulative dysfluency can be addressed during every lesson. Forms of assessment for learning include, but are not limited to: Peer and self-assessment against modelled examples or criteria, opportunities for metacognition, questioning, use of mini whiteboards, traffic lights (red, amber, green cards in the school planner), thumbs up, live marking and routine written feedback in books that refers to success criteria and next steps.

Roles and Responsibilities:

In aspiring to the continuous improvement of the quality of learning and teaching at St. Gregory's Catholic High School (SGCHS), the following stakeholders will:

Governors:

- Ensure there is a strategic direction for the development of assessment and external examination series
- Ensure robust accountability for the quality of provision via the Governing Board.

The Senior Leadership Team:

- Develop and refine the strategic direction for the development of Assessment in the school
- Lead and manage the development of assessment via the delivery and coordination of high quality CPD and quality assurance
- Coordinate stakeholders (curriculum and pastoral leaders, teaching staff and teaching assistants) in implementing the school's assessment practices and principles
- Define clear structures and procedures relating to assessment including frequency and quality of feedback of pupil work
- Monitor the quality of provision via a quantifiable SEF and SDP, the global overview of assessment and feedback, the analysis of outcomes and assessment data over time, departmental reviews, lesson observations, learning walks, pupil voice and work scrutiny. These will be uploaded to Sisra Observe
- Strategically lead the external and internal examination and NEA implementation.

The Middle Leadership Team:**Heads of Department and the SENDCo:**

- Share the defined vision for Assessment in their department including via a quantifiable departmental SEF and Development Plan and subject development meetings
- Lead their teams by facilitating opportunities for Assessment development and training
- Define clear, subject specific, procedures for Assessment in conjunction with whole school practices
- Ensure that the continuous development of Assessment is a key focus of departmental development opportunities, which are part of high quality CPD provision for staff. This will include sharing best practice through "Open Doors", mentoring and coaching colleagues and ensuring colleagues are developed through accessing the SLE programme, timely and effective moderation, and performance management / developmental opportunities. This will also include supporting colleagues in their self-reflective and improving practice using the IRIS package
- Designing, implementing and evaluating a well sequenced and high quality set of assessment materials which eradicates cumulative dysfluency and ensures the

development of pupils' knowledge, skills and understanding from KS2-4. This also includes iterative content, reflective practice and resequencing of the curriculum following the pandemic of 2020-21

- Ensure the creation of assessments including rubrics and feedback materials links to the SOL and relevant curriculum which will support the development of the long term memory so that pupils know more and remember more in line with quality and frequency documents
- Ensure rigorous formative and summative assessment takes place across the curriculum in line with the whole school assessment policy.
- Monitor the quality of provision in their department via: learning walks, lesson observations, work scrutiny, homework, pupil voice and the analysis of outcomes and internal data collections to ensure good progress over time; these will be uploaded to Sisra Observe
- Liaise with SLT staff to review the performance of the department and appraise them of issues relating to pupil progress, staffing, curriculum and whole school development priorities in relation to assessment.
- Ensure there is a full coverage of national curriculum, or examination board curriculum, which is effectively assessed and analysed to make subsequent adaptations to curriculum and future assessment
- Use the Class Charts platform to monitor frequency of homework and to ensure that it meets our wellbeing agenda.

Pupil Progress Managers:

- Share the defined vision for progress in their year group including via: a quantifiable SEF and Development Plan, pupil progress panels and year team development meetings which are informed by school assessment data
- Analyse progress over time of pupils in their year group; preparing and presenting this information at Pupil Progress Panels, co-ordinating targeted pastoral interventions as required and monitoring the subsequent progress of identified pupils/groups
- Liaise and work together with parents and carers, in a SEAL centred approach, to ensure that the young people in our community are happy, safe and ready to learn by eliminating potential barriers to success in assessments
- Use the Class Charts platform to monitor frequency of homework and to ensure that it meets our wellbeing agenda.

Teaching Staff:

- Ensure that their understanding of school assessment models and methods is current and secure, including via participation in CPD opportunities
- Plan and deliver high quality assessment activities in lesson, as well as summative assessment with the support of TLR holders, using appropriate assessment methods

and resources which meet the needs of all pupils including those in vulnerable groups, enabling all to make good progress over time. Teachers will plan learning using their Sistra data and question level analysis to ensure pupils of different abilities are stretched and challenged, as well as being supported to overcome any perceived or identified barriers to learning by providing additional support

- Respond to analysis of whole school progress data, adapting teaching in response to issues identified, including the effective deployment of Teaching Assistants within the classroom
- Assess pupil progress both formatively and summatively in line with the whole school assessment policy
- Mark and respond to pupils' work according to the whole school policy (frequency and quality documents)
- Plan purposeful homework. In line with SOL that prepares, consolidates or extends learning according to whole school and departmental procedures and the curriculum scheme of learning
- Ensure that, as a self-improving school, all take responsibility for engaging with all CPD opportunities and the use of Iris to enhance, develop and share best practice across the school
- Ensure that pupils respond to feedback in an effective and timely manner.

Target Setting

The school will:

- Use KS2 SATs and Year 7 CATs data will be used by the school to set targets for all pupils
- Ensure all pupils have an aspirational Goal Grade (the Goal Grade can be increased in line with our 'Ambition for All' ethos but the initial grade is taken as a MEG (Minimum Expected Grade) for performance management and data analysis)
- Create a bespoke ARCE (Age Related Curriculum Expectation)) for each pupil in KS3 which we monitor and measure progress against (this is informed by the Goal Grade)
- Ensure that the grades generated for each pupil are carefully considered by school leaders through the Assessment Lead and the Data Manager using historical A8 estimates from the DfE and FFT data
- Ensure we are ambitious for pupils with very low KS2 data by, on a case-by-case basis, ensuring they have a Goal Grade of at least a 4 or above.

KS3 pupils will not be aware of their ARCE in order to remove any limitations on their potential for accelerated progress, however staff *will* be able to access pupil target information on SIMs and SISRA in order to track against expected progress. At KS4, pupils are informed of their Goal Grades and are encouraged to work beyond these, so that their progress and potential can be maximised.

Assessment Implementation

The school will:

- Provide staff with key documentation outlining the expectation for feedback and assessment which are:
 - The 'Marking and Feedback Frequency' document which outlines the equitable expectation of marking and feedback per half term for each subject
 - The Marking and Feedback Non-Negotiables document which outlines the quality of marking and feedback for assessment and classwork expected
- Ensure these documents are updated each year to reflect the school's priorities and the practice seen through periodic quality assurance.

These expectations are shared with staff during September INSET.

If written, teacher feedback must always be written in green ink and pupils will respond in red ink. Pupils' use of red pen is not unique to responding to feedback but will be used consistently in lessons to self-mark/review as well in response to any teacher feedback.

Teacher Feedback Literacy 'House Style':

MEANING	SYMBOL
New Paragraph	//
Capital letter required	CL
Missing or incorrect punctuation	Circle gap / error and add letter P
Spelling error*	SP
Missing word	MW
Missing letter	^

In agreement with the school assessment SLT lead, subject areas will also 'summatively' assess pupils at six planned points during the academic year. All assessments generate feedback that identifies what the pupils know and do not know, an opportunity for red pen to support making more progress, and respective of their key stage, an Age Related Curriculum Statement (KS3) or Grade (KS4). This aims to support their progress and provide evidence that will, along with a teacher's professional judgement, help inform the progress data that is submitted for each data collection point. Grades entered to SIMs will be quality assured to validate professional judgement and the evidence used. The current progress data entered for each pupil will be collated onto a progress tracker which will be communicated electronically to parents/carers. At least one progress tracker for each year group will be sent prior to an Engage Evening, so that outcomes can be discussed with the subject teacher.

The ARCSs (Age Related Curriculum Statement) are:

Developing – the pupil is still developing the foundation skills and knowledge, and their application, relative to the age-related expectations for that key stage year.

Emerging – the pupil has the foundation skills and knowledge and is beginning to show evidence of their ability to apply them in a way that is consistent with the age-related expectations for that key stage year.

Secure – the pupil is secure in the skills and knowledge, and in their approach to applying this knowledge that meets the age-related expectations for that key stage year.

Exceeding – the pupil is exceeding the age-related expectations for that key stage year in terms of their knowledge and skill acquisition and application.

Excelling - the pupil excelling well above the age-related expectations for that key stage year in terms of their knowledge and skill acquisition and application. The quality of work is outstanding.

Age Related Curriculum Expectations are defined by each subject in relation to the quality of the work and acquisition of knowledge against the National Curriculum and school curriculum for that subject. These expectations are reflected in the SOL, Assessment and Progression Maps.

Summative Assessment

All cohorts have scheduled summative assessment points on the whole school assessment calendar. Summative assessments may include, but are not limited to:

- End of unit tests
- Mock examinations
- Practice exam questions from an online source, for example, Testbase or Exampro
- Extended writing tasks
- Live performance/observation of practical work
- Project work
- Collaborative work (particularly for subjects such as Performing Arts)
- Speaking or listening tests

Summative assessments are:

- Quality assured and standardised by SLT and the subject leader to ensure that they satisfy the criteria designed by the Assessment Lead
- Designed to include at least 15-20% of iterative content and the acquisition and embedding of key skills over time
- uploaded to the SOLs folder or be linked within the SOL document for ease of access for staff
- Moderated routinely within subject teams at fixed points in the school year (e.g. subject team meetings) to ensure consistency and rigour of marking and grading.
- Summative assessment points will be made clear on subject schemes of learning and feedback from these must be considered a valuable learning opportunity with time spent having maximum impact on pupil progress
- A tool which is integral to future lesson planning and intervention.

All subjects will share success criteria with pupils, indicating the knowledge, skills and understanding required. The success criteria shared with all pupils across both key stages will reflect, respectively, Age Related Curriculum Expectation and Level Two criteria to support positive outcomes.

The use and correct implementation of the assessment policy will be monitored and evaluated through:

- Routine Learning walks
- Lesson observations (part of Departmental Reviews and Global Overviews)
- Routine book scrutiny
- Data collections
- Termly QA of data
- Pupil Voice
- Tracking documentation

Assessment Approaches

At St. Gregory's Catholic High School we consider assessment an integral part of teaching and learning, and it is inextricably linked to our curriculum. We therefore consider assessment to be the best way of judging the successful implementation of our curriculum intent.

All assessment types include day-to-day formative assessment, summative assessment and nationally standardised assessments.

Formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and use this information to provide appropriate support and challenge, while simultaneously evaluating teaching for future lessons.

Pupils to measure their knowledge against progression maps and success criteria, and identify areas in which they need to improve.

Parents/Carers, through conversations with teachers, should be encouraged to look at their child's use of red pen in books, to help them to understand their child's AFIs identified through formative assessment.

(Formative assessment strategies are written into schemes of learning and in teaching resources.)

Summative assessment enables:

Leaders to monitor the performance of pupil cohorts and groups in order to identify where intervention may be required, and to work with subject teams to ensure pupils are well supported.

Teachers to evaluate the learning and the impact of teaching at the end of a point in the scheme of learning and to adapt subsequent lessons to address gaps before moving the learning on, thus avoiding any cumulative dysfluency.

Pupils to understand how they have progressed over time and consider the feedback provided so that they are empowered to make progress using quality feedback.

Parents/Carers to provide information about their child's achievements, progress and wider outcomes over time.

Nationally Standardised Summative Assessment enables:

Leaders to compare against national data and set expectations for staff and pupils to work towards in order to be competitive nationally.

Teachers to understand national expectations and assess their own class performance within a national context.

Pupils and Parents/Carers to understand how pupils are performing in comparison to similar ability pupils nationally.

Nationally standardised summative assessments take the form of GL CAT4 Assessments at the start of Year 7 and GCSE and Vocational qualifications at the end of, and throughout, KS4.

Collecting progress data

All data collections are pre-scheduled for each year group as outlined below. Data collection has been minimised to 3 or fewer collections per cohort across the whole school to minimise workload on data usage and to ensure that there is adequate time to react:

Year 7: 2 collections per year (DC1 and DC2)

Year 8: 2 collections per year (DC1 and DC2)

Year 9: 2 collections per year (DC1, DC2)

Year 10: 3 collections per year (DC1, DC2 and DC3)

Year 11: 3 collections per year (DC1, DC2, DC3)

The data submitted will be informed by formative and summative assessment alongside professional judgement. At KS3, staff are required to enter an Age-Related Curriculum Statement (ARCS) against the Age-Related Expectation for each respective year group taking into consideration the curriculum content that has been covered at the point of the data collection. HW (homework) grade and a grade for AtL (Attitude to Learning). At KS4, staff are required to enter a current working grade and a predicted grade, which will be more reliant on professional judgement using appropriate available evidence. Predicted grades are only taken from DC3 in Year 10 to build robust information and this data is not included in Grade Cards sent home to parents.

For each data collection, Goal Grades will remain on SIMs and SISRA and teachers will be required to enter a numerical grade, or ARCS, into SIMs for every pupil.

Staff training and CPD

St. Gregory's staff receive a comprehensive and bespoke CPD programme throughout the academic year. This programme includes keeping staff up to date with developments in assessment practice through internal sessions during whole day and research twilight INSET, staff briefings, subject link meetings and middle leader meetings. Subject leaders attend

Archdiocesan and WASCL meetings to keep abreast of external best practice, and staff also have curriculum meetings to share best practice, moderate and discuss assessment data and developments in assessment practice. All staff have access to expert level senior / support staff in school on all assessment matters.

Support for Staff

St. Gregory's offers the following support to staff in order to develop and improve practice:

- External/internal SLE support where applicable
- Expert teachers who coordinate Literacy, Numeracy and other programmes
- Peer to Peer support programme within departments/middle leaders
- Open Doors to share best practice across the school
- CPD – both internal and external
- Additional targeted support programmes – as required
- SLT support through link meeting and specialist assessment support
- Production of support guides and reference documents for frequency and quality of feedback
- Exam board feedback post examination series sessions
- Exam board support and training

Appendix One:

Principle One

Assessment and feedback at SGCHS is a vehicle for progress. Our pupils will be ambitious and fulfil their God given talents.

Principle Two

Assessment and feedback at SGCHS is diagnostic to 'inform both teacher and learner of current abilities and specific future needs'. Assessment is designed to dovetail the sequencing of our Schemes of Learning ensuring that each component is assessed to give a full picture of the students understanding of the composite knowledge. (Machin, Hindmarch, Murray, & Richardson, 2016)

Principle Three

The curriculum leadership team at SGCHS triangulates pupil data to create a full picture of each learner and shares this information with their teachers to ensure that we fulfil our promise to be ambitious for all of our pupils. We proactively use data and assessment information/analysis from KS2 SATs, CATs, FFT, SISRA, STAR Reading, but we are conscious of not burdening pupils with this information. In KS3 we focus on feedback and progress towards and beyond Age-Related Curriculum Expectations and at KS4 bespoke and ambitious targets.

Principle Four

At SGCHS, every lesson creates an opportunity for Assessment for Learning. Frequent, timely, low stakes and varied assessment strategies in the classroom enable teachers to adapt teaching, and ensure that all learners are making progress or identify when intervention is needed, as well as evaluate the effectiveness of the teaching and learning methods. (Gould & Roffey-Barentsen, 2014) (Black and William, 2018)

Principle Five

Iterative summative assessment of learning and subsequent feedback enables both teacher and pupils' to understand the knowledge they have committed to long term memory. We ensure that end of half term assessments cover both the composite knowledge of the current assessment as well as iterative content from previously taught knowledge. This ensures that our sequencing of learning and assessment is effectively interconnecting schemata as well as creating opportunities to re-assess and provide feedback on knowledge that has been misinterpreted or not remembered. This also ensures sufficient assessment to provide 'enough evidence to prove competence' (Ollin & Tucker, 2008)

Principle Six

Assessment at SGCHS has a high level of validity. We ensure that we accurately assess relevant knowledge which is informed by the subjects ARCEs, the National Curriculum and KS4 curriculum. We continuously amend and re-sequence our schemes of learning and assessments to ensure that we focus our teaching on what is valid and appropriate for the pupil to make ambitious levels of progress.

Principle Seven

We create assessments that are both reliable, fair and equitable. SGCHS' subject leaders ensure that pupils assessments are designed, administered, and marked in a reliable, fair, equitable and rigorous way with effective feedback. This is done through the use of mark schemes, rubrics, shared success criteria and moderation as well as ensuring concessions are in place for pupils where appropriate. Summative assessments support pupils of all abilities to access them. (Rust, 2001)

Principle Eight

Assessment is both transparent and authentic. We are transparent with our pupils to ensure that they understand the success criteria and expectation of an assessment, as well as produce modelled examples of work. We also ensure that there are safeguards in place to ensure that work of pupils is authentic, whether this is done through following exam board regulations or through effective administration of summative assessments.

Principle Nine

Assessment at SGCHS is both varied and practical dependent on the knowledge which is being assessed. There are many forms of assessment. Subject leaders ensure that we provide the most effective and appropriate way of assessing the acquisition of knowledge. This facilitates the assessment of knowledge whether it is substantive, disciplinary, procedural, declarative, generative, conditional or tacit.

Principle Ten

Feedback at SGCHS ensures that pupils are clear on what they know, what they do not, and signposts how to make more progress. This is achieved through a dialogue where pupils respond to ensure that we are always looking forward when it comes to learning.