St Nicholas
Catholic High School

Assessment Policy
From September 2022

Version Control

Current version	Previous version	Summary of changes made
2022	2018	This policy has been completely rewritten.

Policy Impact Statement	
Policy:	
This Policy has been implemented:	
Fully	
Partially	
Occasionally	
Not at all (give reasons why)	
What revisions need to be made:	
To the Policy?	See Version Control Above
To its implementation?	

Assessment Policy

1. **Introduction**

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students, teachers and parents and carers to enable the review, planning and improvement of learning. It is fully integrated within the delivery of the curriculum and is an essential component of St Nicholas Catholic High School's "Foundations for Learning".

This policy is underpinned by research which suggests that effective assessment and providing feedback is one of the most effective and cost-effective ways of improving students' outcomes. For example, the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of five additional months' progress over the course of a year.

2. **Key Definitions**

Progress is defined as knowing more, doing more and remembering more.

Summative is *Assessment OF Learning*. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning.

Formative is *Assessment FOR Learning*. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

3. **Principles of Assessment at St Nicholas Catholic High School**

At St Nicholas Catholic High school we promote the regular use of a blend of both summative and formative assessment. We support the many characteristics of good practice in assessment when it:

Promotes and supports learning	• Identifies what students know, understand and can do
	• Enables consistent monitoring of students progress
	• Identifies individual learning strengths and weaknesses
	• Encourages progression in learning
Informs teaching	• Assists lesson planning
	• Informs a review of content and skills

	• Promotes a variety of teaching strategies • Enables consistent monitoring of teaching progress • Encourages self-reflection
Is Formative and Summative.	• Promotes a shared learning culture • Provides clear and regular feedback • Diagnoses gaps in knowledge • Measures student performance • Identifies clear and shared targets for student progress
Uses appropriate strategies	• Is both formal and informal • Tests a range of skills • Is carried out in a range of contexts
Develops the capacity for Student Self-Assessment	• Shares learning outcomes and assessment criteria • Supports students in self and peer assessment activities • Engages students in realistic target setting

4. Target Setting

We ensure that all students are set targets that are ambitious and allow them to maximise their potential.

To ensure that targets are aspirational and appropriate these can be reviewed through the Target Modification Process.

Targets at Key Stage 3 are set from:

- SATS scores if these were taken in Year 6
- CATS score if these were taken in Year 7

These will relate to Table 1 {Assessment Descriptors}.

Targets are set for Key stage 4 and 5 at St Nicholas Catholic High School using the following information:

- SATS scores if these were taken in Year 6
- CATS score if these were taken in Year 7
- The latest exam performance data available

Targets are set for Key stage 5 using the following information:

- GCSE performance for Key Stage 5 students
- The latest exam performance data available

5. Feedback

St Nicholas Catholic High School promotes effective feedback which:

- deepens learning and allows students to make good progress
- is rapid and immediate within lessons wherever possible
- employs a range and blend of strategies that include verbal feedback, live marking, self-assessment, peer-assessment as well as teacher assessment. This is to ensure feedback is always effective in developing student learning.
- allows students to develop reflection through effective use of self and peer assessment and the responding to AIM Feedback.

Written feedback from teachers allows students to receive detailed, personalised feedback which includes a strength and target/s for further development.

At least three times a term* and across all Key Stages students will receive written feedback through the AIM Acronym. This will be on key pieces of work that have been identified by each Department. At least five of these across the year will assess cumulative knowledge.

AIM can be described as:

A = What the strengths are in the piece of work (what has been achieved)

I = How the piece of work can be improved

M = My response (which allows the student to respond to the feedback).

* The exceptions to this in Key Stage 3 are Art, Drama, Computing, Music, Spanish (Year 8 only), French (year 9) and Technology which will feedback at least twice a term and at least three of these across the year will assess cumulative knowledge.

6. Feedback in addition to AIM.

Routinely reading, checking and monitoring students' books connects us to their learning and helps to ensure that they care about the work they produce. It shows students that we value their work and provides us with crucial on-going information about how well they are learning. It also enables us to monitor the completion of class-based and homework tasks. In addition to the identified AIM pieces, students will receive feedback which allows the student to identify the individual learning strengths and weaknesses. This should be an equal blend of Peer, Self and personalised Teacher Assessment. These must be clearly identified SA, PA and TA.

At Key Stage 4 and 5 this should occur as a minimum once a cycle.

At Key Stage 3 this should occur as a minimum within English, Maths, Science and RE at least once a cycle and for all other subjects at least **every four lessons.**

7. Literacy

All subjects promote literacy within their subjects. On key pieces of work as above, teachers will identify and ensure students respond to the following errors by following the table in Appendix 1.

8. Roles and Responsibilities

Senior Leadership Team

1. Through St Nicholas Catholic High School's self-evaluation and quality assurance process ensure the effective implementation and evaluation of this policy.
2. Chair and attend progress meetings following each Tracking and Monitoring point.
3. Specify the Learning Tier in the Trauma Informed Roadmap.

Subject Leaders

1. It is the responsibility of Subject Leaders to apply and embed the principles of the school's Assessment Policy within their own departmental practice and Schemes of Learning.
2. Ensure summative assessments are carefully designed to capture the appropriate learning overtime.
3. Ensure that both formative and summative assessment are fully integrated with the Schemes of Work.
4. Ensure all the Department are confident in applying the Departmental mark schemes.
5. Ensure that the quality and frequency of AIM marking is adhered to
6. Ensure through the formative and summative assessment data that this is used to inform subsequent teaching and learning.
7. Ensure that suitable interventions are put into place where there is underperformance.
8. Ensure that there is effective monitoring, evaluation and quality assuring of all departmental assessment practices and outcomes.
9. Ensure that the Assessment data is regularly and consistently recorded
10. Ensure that there is a consistent calculation and application of current grade.

Subject Teachers

It is the responsibility of Subject Teachers to:

1. Systematically and effectively check students' understanding throughout lessons. This enables Teachers to intervene to ensure students develop, extend and improve their own learning.
2. Implement, mark and report in accordance with this policy on assessment within their classroom

3. Ensure, through the formative and summative assessment data, that this is used to inform subsequent teaching and learning;
4. Ensure that there are effective interventions for those students who are below target.
5. Liaise with the Head of Subject / Year regarding individual student support as required.

Year Leaders

It is the responsibility of Year Leaders to:

1. Regularly review the academic progress of the year group and ensure suitable interventions are in place to raise the attainment and progress of identified students.
2. Attend a Progress Meeting after each Tracking and Monitoring to identify students in need of further intervention including the GROW programme.
3. Lead and Quality Assure the GROW programme for the year group.
4. Liaise with Subject Leaders/SLT/Subject Teachers concerning individual student progress;

Form Tutors and Learning Mentors

1. Support as deployed in the delivery of the GROW programme.

Students

Students are encouraged to take an active part in their learning and to:

1. Act on feedback provided by teachers and peers
2. Foster a positive learning environment through following of our 4Rs.
3. Through their planner set personal goals and targets.
4. Value and accept responsibility for their learning

9. Reporting

At Key Stage 3 all students will receive three reports home that consists of two Tracking and Monitoring reports and one full written report. They will contain the following information:

1. Their Current Descriptor.
2. Their Behaviour for Learning Grade {please see appendix one for the descriptors}
3. Their Current Attendance and
4. A summative comment {within their written report only}.

For Current progress subject areas have a clear understanding of what their students should know, understand and be able to do at each assessment point and at the end of each year. There are four descriptors of progress for each subject that will be reported on at each tracking point:

Table 1 – Assessment Descriptors

Emerging	The student is just **beginning to** learn and understand subject content/skills
Developing	The student is showing **an increased understanding and skill level** in the subject
Securing	The student is achieving **a sound understanding and competence of skills** in the subject
Mastering	The student is showing evidence of a **deeper understanding and higher skill level** in the subject and can make connections between different areas within the subject

At Key Stage 4 and 5 all students will receive three reports home that consists of two Tracking and Monitoring reports and one full written report. They will contain the following information:

5. Their Current Grade {Based on a scale of 1-9 at GCSE and A* - E at A Level}
6. Their Behaviour for Learning Grade {please see appendix one for the descriptors}
7. Their Current Attendance and
8. A summative comment {within their written report only}.

Appendix 1 Literacy Codes

Spelling Error	SP
Grammar	Gr
New Paragraph	//
Punctuation	P