



Assessment Policy

Lead Person : Director of Studies

“The core purpose of assessment is to move students on in their learning”

We are committed to the goal of applying best practice based on research.

Aims :

- to provide clear guidelines on the Crypt School’s approach to assessment, recording, reporting and target setting;
- to establish a coherent approach to assessment, recording, reporting and target setting across all departments;
- to provide a system that is clear to students, staff, parents and other stakeholders;
- to monitor and record students’ progress over time.
to have a system that tracks student progress and is used easily and frequently by staff.
- to ensure a system where action follows the tracking outcomes
- to detect lack of progress and ensure that there is intervention.

Rationale - Assessment :

- should inform teaching, learning and progress;
- should be manageable and useful;
- has to give understandable information to everyone;
- has to help set achievable targets for future improvement for all students;
- has to give information about strengths and weaknesses;
- has to compare achievement and progress against prior attainment between students;
- has to evaluate the success of teaching strategies providing an indication of what works and what does not work;
- has to be positive, provide motivation and the hope of a successful way forward;
- has to involve students and should include them assessing their own work and the work of others.

Assessment must be:

- manageable and useful;
- a reliable source of information;
- positive and support success;
- understandable to students, parents and teachers;
- an essential part of teaching and learning.

Purposes of Assessment

Assessment may be used in a variety of ways for a variety of purposes. It may be:

- **Formative**

recording what has been achieved, what needs to be done next and setting realistic, achievable learning goals to enable the students to reach their target grades for the future;

- **Summative**

recording a student's overall achievement;

- **Diagnostic**

identifying a learner's strengths and weaknesses which prompts appropriate guidance and support;

- **Evaluative**

providing information that would help to evaluate the effectiveness of the curriculum and the success of teaching strategies;

- **Informative**

providing information for reports to parents and SLT.

The most important purpose of assessment is to try and motivate and encourage by:

- involving students in the learning process through explaining the reasons for the assessment and its relationship to the course;
- making sure that students are fully aware of assessment objectives and the criteria for success;
- discussion of performance and establishing clear, achievable targets for students.

Assessment in Lessons

The assessment system has recently been reviewed, and we are now using the new GCSE grades throughout year 7-10. (apart from Business studies which still uses the old grade system of A*-G). The new grades go from 1-9. Grade 9 being the highest grade that can be achieved by a pupil. Our current year 11 remain on the old grade system of G-A* for all subjects apart from Maths and English. Year 11 students will therefore be awarded the new grades in English and Maths in their final exams, and the old grades in all their other subjects. For more details please refer to appendix 2 and 3.

In years 12 and 13 grades E-A* are awarded. Effort grades are awarded for all homework and all PP grades.

There are a range of processes to inform and improve student progress:

- a variety of assessment formats are used including homework, classwork (practical work, student presentation, coursework, fieldwork, written exercises, group work);
- there is a frequent review of progress against targets of all students in all subjects by subject teachers;
- records of all assessments including regular marking should be kept by all teachers in either a written or electronic format and should be available for reference to Heads of Department and members of the Senior Leadership Team;
- Teachers will mark at least two significant pieces of work for each pupil they teach every term. These will be graded and an effort level given. Graded work will be initialled and dated by the teacher. These will then be entered in a departmental electronic mark book each term.

- A target will also be set to enable pupils to improve their work.
- During a term, teachers will also use self and peer assessment to assess pupil progress. This will be marked in green pen by the pupil.
- Acknowledgement marking of notes will also take place in books or files. 6th Form books or files will be checked termly.
- end of unit/module tests are used to gather summative assessments. Such tests must be used to inform teaching and identify gaps in students learning. Where possible these should test the current topic being studied and also prior topics to ensure that students are retaining knowledge over a longer period of time;
- schemes of work should indicate key assessment points;
- lessons should provide opportunities for self and/or peer assessment which allow students to review the extent to which they have met the learning objectives;
- Students must have access to grade descriptors to aid their learning.

Formal Assessments

Are undertaken throughout the student's time at The Crypt School with data used to inform progress. We also aim to gather a comprehensive range of prior attainment data on entry to the school. Where it is not available we refer to baseline assessments carried out by certain departments (including Mathematics/ English and Science).

Data collected includes:-

- Key Stage 2 results
- CAT tests – taken in year 7 (those that miss this test in year 7 will then take it in year 9)
- teacher assessments
- unit/modular tests in all subjects
- Annual examinations for all year groups (outlined in the calendar attached appendix 1).

Target Setting: An essential part of improving achievement is to agree targets with students that are aspirational. Targets and progress being made towards them will be discussed regularly with students and their parents.

- Targets set should be SMART (specific, measurable, achievable, relevant and time limited).

Reporting is in a variety of formats:

- interim pupil progress reports for all students and parents (appendix 1)
- a full formative report once per year; (appendix 1)
- a Parents Consultation Evening once per year; (appendix 1)
- the publication of examination results; (appendix 1)
- The Crypt School Prize Giving and Sports Awards evening. (appendix 1)

Process

- After each assessment point, individual student progress is compared to their target grades.
- Any underperformance is identified and information shared with the relevant staff:
 1. Subject teachers; Head of Department;
 2. Tutor and Head of Year
 3. Director of Studies
 4. Parents.
- The Key Stage Intervention group oversee the intervention and provides support for the students and staff.

- Subject staff will use the assessment data to track progress, plan lessons and plan intervention and inform parents.
- Intervention is monitored by the Head of Department and the form tutor Head of Year and Director of Studies.

Intervention groups

- **KS3: Heads of Department; HOY; DOS**
- **KS4: Heads of Department; HOY; DOS**
- **KS5: Heads of Department, HOY; DOS**

Responsibilities:

The Governing Body will:

- support the school to deliver all aspects of the Policy;
- ensure that the Assessment Policy is regularly reviewed and updated;
- set realistic targets for achievement at Key Stage 3, Key Stage 4 and Key Stage 5.

The Senior Leadership Team will:

- undertake a regular review of the Policy;
- support and monitor the different staff teams in the implementation of assessment, recording and reporting practices;
- be responsible for the maintenance of Progresso;
- ensure that there is a coherent strategy for the effective management of performance data;
- monitor student progress towards their targets;
- ensure staff receive training on the interpretation and use of data to inform their planning;
- periodically measure the 'value added' of individual students and groups in order to recommend whole school targets for achievement to the Governing Body;
- make use of RAISE online, FFT, ALIS and other sources of data to assist with the target setting process across the school.

Heads of Department within their subject areas will:

- support Department members in the implementation of the Policy;
- ensure that their assessment procedures are regularly reviewed and updated;
- plan assessment opportunities into their schemes of work and regularly evaluate their impact;
- establish agreed subject criteria for assessment and marking which conform to whole school guidelines;
- monitor the consistency of assessment and marking;
- ensure that assessment information is systematically recorded;
- analyse performance data, monitoring progress of all students towards their targets Throughout the year;
- use assessment information for setting students, where appropriate;
- identify the INSET needs of their team;
- ensure that their Department meets the report deadlines and moderators standards.
- Liaise with parents as required.

Subject Teachers will:

- gain the necessary expertise and knowledge about data analysis through training;
- ensure that students have a clear understanding of the assessment criteria at all levels;
- regularly assess and mark students' work employing a range of assessment styles;
- use the results of all assessments to monitor progress and plan future learning activities which match student capabilities;
- motivate students by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time;
- encourage pupils to respond to feedback whenever possible to consolidate learning;
- contribute to the assessment of cross-curricular themes e.g. ICT and citizenship;
- celebrate success in meeting targets using the School's reward systems.

Form Tutors will:

- be responsible for ensuring that the different types of report for their tutor group are correctly completed;
- monitor progress on a regular basis (including the regular checking and signing of pupil planners).

Students will:

- regularly review their work and discuss learning targets with their subject teachers and form tutors and record the information in their planners;
- ensure that targets are recorded in their exercise books as appropriate;
- seek advice about what to do to improve;
- immediately act upon the advice given by their teachers and respond.

Parents will:

- be involved in regular communication with the school in order to understand the learning needs of their son/daughter;
- assist their son/daughter in achieving the learning targets;
- regularly monitor the use of the planner;
- attend Consultation Evenings.

Reviewed : September 2016

Approved at Full Governors : October 2016

Next review date: September 2017

Overall the purpose of assessment is to improve standards, not merely to measure them. The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students. The core purpose of assessment is to move students on in their learning.

Appendix 1- school calendar.

Appendix 2 – letter to parents explaining the changes to the assessment system, and the new grading system at GCSE

Appendix3- Ofqual explanation sheet of GCSE grade changes.