


## **Assessment Policy**

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## Policy Introduction & Purpose

Our aim is to develop manageable assessment models that focus on granular assessment of the specifics of subjects, establishing whether every student has appropriate understanding of vital content. Manageable assessment schemes, aligned strategically with curriculum delivery, ensure focused assessment, with dedicated support factored in for those who need it to drive *excellence* in progress.

## Policy Aims: Principles of assessment

The Academy believes that *excellence* in **formative** assessment will:

1. tell us about students' knowledge and understanding of the topic, concept or skill;
2. communicate the information gained from assessment to students to support them in understanding what they need to do to develop;
3. ensure students understand the purpose of assessment and how it can apply it to their own learning;
4. ensure inclusivity for all abilities;
5. inform planning for future lessons and improve, adapt or target teaching as a result and
6. allow for follow up action to reduce gaps in knowledge and understanding or to support progression where learning is secure

The Academy believes that *excellence* in **summative** assessment will:

1. be recorded to allow the Academy to monitor and demonstrate progress, attainment and wider outcomes;
2. support broader progress, attainment and outcomes for the students;
3. be communicated to students to ensure they have the right impact and contribute to students' understanding of how they can make further progress;
4. be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and development needs;
5. be strategically linked to age-related expectations and appropriate assessment outcomes determined by examining bodies and
6. ensure opportunities for retrieval/recall to support progress judgement over time.

## Policy Scope

This policy applies to all Hall Cross Academy teachers. This includes permanent and temporary staff.

## Consultation

Executive and Core Leadership

Heads of Department and subject Leaders

Governors: Standards and Performance Committee

## Sources and References

Linked policies: Capability Policy

## Policy / Controls

### Excellence in Practice

Each department has specific and individual needs to ensure formative and summative assessment provides accurate reflections on current progress of students. Therefore, the Hall Cross Academy Assessment Policy will outline the core threads of practice that will permeate every department alongside specific department-based expectations. All department policies will identify how assessment models are:

1. **Strategic:** planned and focused summative assessments that are intrinsically linked to assessment objectives/performance descriptors and incremental opportunities for retrieval as courses progress.
2. **Motivating:** a variety of age-related assessment tasks with different levels of challenge to allow for subsequent planning from outcomes.
3. **Specific:** emphasising quality above quantity, from which students should receive specific and timely feedback on how to further improve.
4. **Meaningful:** students should understand the purpose of assessments e.g. to increase student and teacher understanding of knowledge, fluency in a particular area or focus areas for development.

### Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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

Department leaders will be expected to routinely assess student progress in accordance with their curriculum needs and long term planning. Each department will use independent trackers, linked to the most recent nationally standardised thresholds, to internally track and assess student progress and apply appropriate interventions. Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

### Collecting and using data

The following data collections will track academy progress:

Year Group	Tracking point 1	Tracking point 2	Tracking point 3	Tracking point 4
7	November (ATL only)	February	July	
8	November	February	July	
9	November	January	July	
10	October (ATL only)	November	February	July
11	October	December (mocks)	March (mocks)	
12	October (ATL only)	November	January	July
13	October	January (mocks)	March (mocks)	

Progress data will be used to inform specific interventions for students and groups of students where appropriate, alongside the timely review of academy and department curricular offers.

### Reporting to parents

The Academy believes that regular, timely feedback to parents is more effective than annual reports. Therefore, parents will receive the following information related to their child's performance three times per academic year:

Target grade (TG)	Working at grade (WAG)	Most likely grade (MLG)	Attitude to learning (ATL)	Attendance
The grade a student should be capable of achieving at the end of Y11/13 based on data from KS2/KS4 assessments or outcomes	The grade a student is currently delivering	The grade a student is most likely to achieve when considering current grade of work, level of focus and effort, and the capacity for improvement	An indication of the work ethic of the student that takes into consideration motivation, work rate, resilience and ability to meet deadlines	Percentage attendance of the student to date

Parents will be provided with the opportunity to receive personalised feedback on their child's progress through parental consultation evenings. Each year group will have the following opportunities:

Year Group	Consultation 1	Consultation 2
7	Early in the academic year to ease parental and student anxieties through transition	Half term 5 (May) – progress focus
8		Half term 4 (April) – progress focus
9	Half term 3 (February) – progress focus	
10	Half term 1 (October) – progress focus	Half term 6 (July) – progress focus
11	Half term 3 (January) – outcome of mock results and progress	
12	Half term 1 (October) – progress focus	Half term 5 (April) – progress focus
13	Half term 3 (January) – outcome of mock results and progress	

### **Inclusion**

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. However, this will account for the amount of effort the pupil puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

### **Roles and responsibilities**

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure *excellence* through:

- 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 students and
- holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

The Principal is responsible for ensuring that this policy is adhered to, and that *excellence* is evidenced through:

- monitoring standards in core and foundation subjects;
- analysing student progress and attainment, including individual students and specific groups;
- prioritising key actions to address underachievement and
- reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years.

Teachers/Heads of departments are responsible for following the assessment procedures outlined in this and their department policies.

## Policy Review & Development

This policy will be reviewed on an annual basis by the Vice Principal responsible for the Quality of Education and the Principal. The Board of Governors will review any suggested changes before it is finally approved.

### Document version change control

Version	Date:	Details of changes:
1	31/01/2020	First draft of new policy in preparation for the start of the 2019-20 cycle
2	02/03/2020	Second draft of new policy
3	02/02/2021	Review and inclusion of Enjoying Excellence Every Day
4	27/04/2021	Minor tweaks of grammar
5	14/09/2022	Changes to assessment/Parents' Evening schedule Changes to LP moving to ATL

## Appendix/Appendices

Please see linked documents on page 2.