



KINGSDOWN SCHOOL

Assessment Policy

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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 at key stage 3 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 (Student Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

Assessment allows teachers, Heads of Department (HoDs) and SLT to measure the effectiveness of the curriculum.

Robust assessment design is linked to:

- knowledge organisers,
- well-sequenced DNAs
- well planned questioning through 'Cold Call'
- home learning

Assessments allow all learners: LPA, MPA and HPAs to be successful and accelerate progress.

Assessment allows teachers, HoDs and SLT to identify where the curriculum is supporting students to know and remember more and to put in place a plan to develop the curriculum and intervene at individual, class and cohort level where it is not.

Assessment Approaches

At Kingsdown School 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-class formative assessment; in-class summative assessment and nationally standardised summative assessment.

Formative Assessments

It is a requirement of teachers that formative assessment occurs throughout lessons within effective teaching and learning through the Essential 8. This is the teachers' toolkit to check for a student's understanding of the curriculum. More information

about how this occurs can be found in the T&L policy.

Effective formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

It is the responsibility of the departments to only collect information that is relevant and pertinent and does not put any unnecessary demand on teacher workload.

Summative Assessments

Effective summative assessment will give students the opportunity to understand how well they can apply the knowledge acquired during a topic or course of work taught over a period of time including prior learning, and affords students and parents an understanding of achievements, progress and wider outcomes of their children over a period of time.

Summative assessment also gives classroom teachers the opportunity to evaluate the impact of their curriculum and inform where additional support and guidance is required. Summative assessment is also used by school leaders to monitor the progress being made by whole cohorts of students and evaluate the gaps between key groups of students (e.g. Disadvantaged students, SEND students etc.) and respond effectively to these gaps in a timely manner.

Effective 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 evaluate learning at the end of a unit to identify gaps and misconceptions
- **Students** 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 at KS3

At Key Stage 3, this includes assessments that enable the application of knowledge to be assessed. The nature of this assessment will naturally differ from subject to subject. The assessment does not need to replicate the way in which it will be assessed at KS4 as this can often limit the types of assessment used. For instance, it is entirely appropriate for assessment in performing arts subjects to be performance based, whereas in subjects such as science and maths this type of assessment is based on written responses to short (low tariff) and longer answer (high tariff) questions.

Students at Key Stage 3 will complete at least one summative assessment every 2 terms, however, in some subjects there could be significantly more than this if there is clear purpose and a rationale for this.

Summative Assessment at KS4

At Key Stage 4, this type of assessment should be entirely based on the nature of the assessment at the end of the course. If a subject contains a coursework element, then these assessments should be considered and reported with a similar weighting to the final external assessment.

Students are typically assessed every 2 terms but as in KS3 students may be assessed more frequently.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of 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
- **Students and parents** to understand how students are performing in comparison to students nationally and gain internationally recognised qualifications for post-16 education and employment

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4. For further details please refer to the exam and coursework policies.

Effective Assessment Design at KS3

To ensure our assessments are robust and allow for all learners to make accelerated progress. Kingsdown school follows this adapted RLT model when designing each assessment:

	Explanation	Likely 'heading towards' GCSE grade at end of Y11
Mastery 85%+	Students can demonstrate an excellent understanding of the core knowledge and fluently apply this knowledge to both new situations and prior learning to analyse, interpret and hypothesise, evaluate and describe.	9
Greater Depth 70%	Students demonstrate an excellent understanding of all core knowledge and reliably apply this knowledge to both new situations and prior learning to analyse, interpret and hypothesise, evaluate and describe..	7-8
Secure 50%	Students are able to recall core knowledge identified in Knowledge Organisers and are able to apply this knowledge to explain and describe.	5-6
Developing 30%	Students are able to recall some core knowledge identified in Knowledge Organisers; students do not have sufficient core knowledge to explain and describe.	3-4
Emerging 10%	Students are able to recall a limited amount of core knowledge identified in Knowledge Organisers.	1-2

In addition, we set out to achieve the following:

Assessments are carefully designed to ensure that:

- At least 70% of the knowledge organisers studied at each stage (term, year, Key Stage) is included
- Summative assessments make links to prior learning eg. description and explanation
- Summative assessments on recent learning should also include application of prior learning e.g. analysis, evaluation, hypothesis, interpretation

Restless Teacher Programme (RTP)

The RTP is used to quality assure the assessments at KS3 and KS4. This occurs through the curriculum audit aspect where reviews take place to explore the assessments used in relation to the Knowledge Organisers, DNAs and Home Learning. This takes place 3 times a year.

For all key stage 3 data, analysis will allow for the internal monitoring of performance within subjects and allow for the monitoring and tracking of individual students as well as which students are performing well and which are performing less well. The analysis

produced will give regular insight into the performance of groups such as disadvantaged and SEND within and across subjects and allow for the school to respond appropriately, and accurately report to parents.

For all key stage 4 data, the progress grades recorded will be put onto 4 Matrix for classroom teachers and leaders at all levels to easily analyse these data. Teachers and subject leaders will be expected to use the 'transition matrix' function to look at which students in each class/subject are not performing in line with their expected level of progress and act accordingly.

HoDs work collaboratively to analyse key target groups of students and individuals to ensure there is a standardisation of the quality of assessment on offer at KS3. Best Practice is identified and shared and previous and future assessments are reviewed to continue the drive for assessment improvement which should lead to better student outcomes.

The Purpose of Assessment Feedback

Following a formative or summative assessment, students need to be given the opportunity to develop their self evaluation; their ability to explain and demonstrate how they will increase their chances of further future success. Students are able to do this if they have developed metacognition skills; an understanding of how they learn best.

The designed assessment must provide opportunities so that the following questions can be answered:

1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to students in a way that helps them to understand what they need to do to improve? - *self-regulation*
3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning? - *metacognition*
4. As both HoDs and teachers we ask: How will I use the information I gain from this assessment to inform my planning of a whole cohort curriculum or as an individual to develop future lessons? How could I improve, adapt or target my teaching as a result?
5. What follow up action should I take to address any gaps in knowledge and understanding or to support progression where learning is secure?

5. Collecting and using data

Department planning should ensure that assessment of all types fits around the curriculum design and not fit to the calendared data captures.

Whole school data captures for ATL will take place at the end of each term and whole school data captures including progress data take place in Terms 2, 4 and 6 for Y7-10. Y11 has progress data captured in Term 2 and term 4 only. Dates for these captures are identified clearly on the whole school calendar for each academic year.

Attitude to Learning Data Captures

There are 2 aspects to this data capture.

1) ATL: BEATs

Always meets the expectations of the BEATs	1
Mostly meets the expectations of the BEATs	2
Has received 1 warning	3
Has received 2 or more warnings or 1 exit	4

2) ATL Home Learning

Always completes home learning and to a consistently high standard	1
Always completes home learning but the standard is inconsistent	2
Has missed at least one home learning	3
Has missed 2 or more home learnings	4

- Data for 3 and 4 is provided centrally by the data team
- 1 can be identified by the class teacher for those exceptional students
- 2s are for the remaining students

Progress Data

We use the platform **Pupil Progress** to record formative and summative assessments at KS3. Pupil Progress uses KS2 Prior Attainment Data to determine students' minimum target grades. Students receive a report that shows where they are at in relation to their minimum target grade. This is for all students in Y7-Y11.

From the Spring Mock Exam series in Y10 alongside the collection of 'Attitude to Learning' grades, we will also report:

- a GCSE grade or similar depending on the course itself.
- an MLG (Most Likely Grade) which reports what the student is likely to achieve by the end of the course, should they continue with the same attitudes to learning and attendance.

- c) a student's minimum target grade for each subject. This target will be set centrally by the school using estimates produced by the Fisher Family Trust (FFT) and will be based on targets achieved by the top 20% of schools nationally.

Although the minimum target grade is what is reported to students and parents, progress will be measured against the expected level of progress as estimated using 4Matrix which uses national data for previous cohorts with a similar starting point.

The primary purpose of these is to inform teachers, parents and school leaders as to whether an individual student and the cohort as a whole are on track to make the expected level of progress. This data will then be reviewed by subject leaders following the Restless Teacher RAP process to identify trends and gaps in learning to create interventions to close the gaps.

Judgements on progress will be made based on prior attainment information taken from achievement of students at the end of KS2.

HoD and members of the SLT will also use the data to identify patterns across a year group with regards to individual students and departments. Interventions can then be planned for; to close gaps.

For our 2025 and 2026 cohorts who did not sit KS2 exams, we are using CAT4 testing data to allow FFT to generate appropriate targets.

6. Reporting to parents

We will report home to parents 3 times a year for all students. In addition to a 'progress report' being sent home three times a year, there will also be an opportunity for parents to attend a parents' evening at least once a year for all students.

The 'progress report' that is issued to all students will contain the following information:

- Attendance of the individual in the year to date alongside the school target for that year group.
- The number of behaviour points of the individual in the year to date;
- The number of achievement points of the individual in the year to date;
- Progress grade/percentage for the individual in each of their subjects;
- A minimum target grade/percentage for the individual in each of their subjects, which at KS4 will be their FFT20 target;
- An 'attitude to learning' grade for both Home Learning and the BEATs for each individual in each of their subjects.

7. 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 have the same high expectations of all students. However, this should account for the amount of effort the student 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.

Students who have been identified as requiring specific access arrangements for formal assessments such as a reader or amanuenses, should receive these access arrangements for all summative assessments that are carried out and it is the responsibility of the classroom teacher to ensure that these arrangements are in place.

8. Training

Regular CPD and training conducted in meetings and briefings will ensure all staff have a good understanding of assessment and assessment practice and stay abreast of good practice, and the mechanisms we have in place for conducting it.

All assessments are moderated in departments and samples in some departments may be moderated externally through the RLT. This will ensure all assessment data is consistent, accurate and reliable. Any training needs that arise from this, will be put into place. Staff are also actively encouraged to take up posts as external examiners for GCSE examinations, and to share their expertise through training in department/school of learning teams.

Regular 'drop in' sessions will be held to ensure all staff and leaders are confident and competent in the use of the data collected to ensure maximum effectiveness.

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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 HoDs

HoDs are responsible for:

- Ensuring all assessments in departments are designed to ensure the data obtained gives an accurate and reliable picture of each student

- Ensuring all assessments are moderated and staff training is completed as necessary
- Ensuring all deadlines for data capture are adhered to and data is reported consistently throughout their department
- Completing data analysis as required in order to identify gaps in learning and or between groups of learners and ensuring action plans are put into place to ensure gaps are closed
- Being accountable for the progress made by all learners in their departments

9.4 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the senior leadership team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through the whole school Monitor Evaluation and Review (MER) processes.

11. Access to Fair Assessment Statement

Kingsdown School agrees to provide all learners with the opportunity to achieve their full potential by the most appropriate and direct route.

The function of assessment is to:

- Focus on what a student can do and inform them of where they are currently working
- Decide on what the student needs to do next in order to achieve their assessment aim
- Sum up progress to date to inform third parties on progress

All students are assessed purely on the basis of coursework produced by their own hand and all had the equal potential to succeed. This is done by information sharing with the student on the basis of equality, diversity, clarity, consistency and openness. The centre operates a strict policy of inclusion and no student shall be disadvantaged on the basis of special educational needs, disability or any other factor.

This policy is displayed on the school intranet and is made accessible to all staff, learners and relevant third parties.

- All students can expect appropriate induction on new courses and information sharing. All work will be marked and assessed consistently in line with the Standards with Guidance. Any issues related to assessment decisions can be resolved in person to the class teacher, or in writing to the Centre Moderator.
- Special Examination Access Arrangements will be adhered to and students will be permitted to work as they would normally in a mainstream class. Special

consideration on the basis of disability will be given in line with the school Equality and Diversity Policy.

12. Links with other policies

This assessment policy is linked to:

- Teaching and Learning
- Curriculum
- Marking and Feedback
- Rewards
- Literacy
- Numeracy
- SEN

Signed by :

Emma Leigh-Bennett
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Signed by :

Vanessa Edwards
Chair of Governors

Date : 26th March 2023

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