

# Assessment Policy 2024-25

## Ellesmere Port Catholic High School



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<b>Lead of Review:</b>	<b>Mr D Blanchard, Senior Assistant Headteacher</b>
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## Common Good

*Through our assessment policy, we are ensuring that every pupil has the chance to demonstrate the knowledge that they have learned and the progress they have made over time, ensuring that they are contributing towards the common good. Our assessment policy also ensures that we are working together, as a school, and as a community for the common good, to ensure that all pupils have access to high-quality education, no matter their background or ability level.*

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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 progress outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## 2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### 3. Principles of assessment

All pupils are baseline assessed when they join us at the beginning of Year 7. We use a combination of CATs and subject specific assessments to gain a thorough understanding of pupils' starting points and to identify gaps in their learning.

We also use the baseline assessments to set aspirational targets at Key Stage 4 so that all students, regardless of their starting points, may fulfil their potential.

Pupils then follow a curriculum that is coherently planned and sequenced, that will address any gaps identified, and build upon their knowledge and skills to accelerate their learning.

We use a range of assessment approaches to continually monitor students' progress, adapting the curriculum as required to stretch and challenge all pupils.

Pupils who require additional support will be provided with the necessary access arrangements ensuring that there is equality for all.

### 4. Assessment approaches

At Ellesmere Port Catholic High School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Ellesmere Port Catholic High School, we use a range of assessment for learning measures that enables teachers to assess students' knowledge, skills and understanding.

- The methodology used is based on the latest research and is designed to help teachers identify gaps and misconceptions that can be immediately addressed.
- Teachers learn and apply these methods through a continuous CPD programme.
- The implementation of these methods is monitored through the quality assurance process that includes lesson observations and scrutiny of students' work.
- Students' work is marked, and feedback is given according to each department's marking and feedback policy. Each of these reflect the whole school approach to marking and feedback.
- In response to teachers' feedback students use 'MAD' time to correct and perfect their work.
- Formative assessment may be achieved through a variety of methods including planned questioning, the use of mini-whiteboards, self and peer assessment.
- Students' schemas are developed through regular planned memory and retrieval activities that help them transfer information to their long-term memory.
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#### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
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- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** 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 assessments occur throughout the year. These included end of unit or topic tests, online assessments and when appropriate more formal assessments such as PPEs.

- At Key Stage 3 progress is recorded based on a combination of formative assessment and summative assessments throughout the year. Progress is recorded as either below expected, expected, or above expected for individual subjects. In years 7, 8 and 9 students do not have a specific target grade.
- At Key Stages 4 and 5 summative assessments are recorded as GCSE, A Level or vocational fine grades.
- Online assessments using platforms such as SAM Learning or Hegarty Maths provide instant feedback to students and their teachers. This provides the opportunity for students to reflect on their learning and get support when required.
- Following more formal assessments teachers may use Question Level Analysis. This informs the teachers about topics which need further practice, or possibly re-teaching, either at individual pupil or whole class level.
- A combination of formative and summative assessments provide information that is collected three times per year for every pupil in each of their subjects. This enables pupils' progress to be tracked over time and this is reported back to pupils and their parents following each data collect.
- Curriculum Leaders meet regularly with their teams to standardise and validate assessments used and the information they provide.

### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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

At Ellesmere Port Catholic High School, we use the outcomes of Key Stage 2 SATs as part of our baseline assessment process.

We also use GL Assessment CATs to provide additional information to support the baselining of pupils.

There is a proven correlation between the outcomes of both SATs and CATs so in the absence of SATs in 2020 and 2021 we used the 'retrospective' Key Stage 2 measures in Reading and Maths to inform our baselining of students.

Nationally standardised summative assessments take the form of:

- GCSEs and vocational qualifications at the end of Key Stage 4
- AS levels, A-levels and other post-16 qualifications in Key Stage 5.

## 5. Collecting and using data

We have three formal data collections per year.

- At each data collect pupil progress is assessed in each of their subjects
- Students have an indicative grade that takes into account a student's baseline assessment scores, a student who makes expected progress in a subject throughout Key Stage 3 can expect to have a target grade at KS4 that falls within the indicative grade range.
- The progress grade that is awarded may be the result of a holistic view of where a pupil is at using a range of assessments or could be the outcome of a more formal assessment such as PPE.
- Teachers enter the grades in our MIS system (Arbor)
- The information is then transferred to a data analysis system SMID by our strategic data manager.
- SMID allows teachers and Curriculum Leaders to validate the data before it is reported to pupils and their parents.
- SMID also allows SLT, Curriculum Leaders and class teachers to monitor and track the progress of pupils in each of their subjects over time and compare their progress.

## 6. Reporting to parents

Pupil progress is reported to parents using written reports three times per year, parents' meetings and through our MIS system Arbor.

### Written reports:

- Parents receive a written report three times per year, each following a formal data collect.
- Written reports include:
  - Attendance to date as a percentage
  - An indicative grade range at Key Stage 3
  - The number of occasions late
  - The number of authorised and unauthorised absences
  - The number of detentions a pupil has been given
  - The total number of achievement and behaviour points accrued
- For each subject progress is reported as:
  - A target grade for students in Key Stage 4 and 5.
  - A current progress update at Key Stage 3
  - A current grade at Key Stage 4
  - An attitude to learning grade.
  - A classwork grade.
  - A homework grade.
  - A code indicating an area in which to improve.

### Parents meetings

Parents evenings take place once per year for each year group. These coincide with one of the written reports following a data collect and allow parents to meet with class teachers to discuss their child's progress in more detail.

In addition to this there are 'Progress Evenings' for key year groups such as Year 11 and 6<sup>th</sup> Form as they approach their final exams and Year 7 to check that pupils have settled in well.

## **Arbor**

Parents have access to our MIS Arbor through a parent App. This enables parents to track their child's attendance, the points they receive for attainment or behaviour and other notifications such as for detentions in real time.

## **7. Inclusion**

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

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

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

## **8. Training**

There is a continuous CPD programme that all teachers take part in throughout the year to keep abreast of the latest developments in good education practice, including assessment. This is led by the Senior Leadership Team and the training provided is based on strategies that are evidence based that lead to school improvement.

Training takes place on INSET days and twilight sessions and the implementation of the agreed strategies is monitored through the whole school Quality Assurance programme.

Additionally, teachers are provided with a suite of CPD resources that they can access in their own time. As they complete their training the activities they complete can be logged on Bluesky.

## **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 pupils
- Holding school leaders to account for improving pupil 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 pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement.
- > Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **9.3 Teachers**

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

## **10. Monitoring**

This policy will be reviewed annually by Mr Blanchard. 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 is responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through:

- Moderation of assessment results
- Lesson observations
- Scrutiny of pupils' work
- Pupil progress meetings.

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Catch up/intervention policy
- Marking & Feedback policy
- Non-examination assessment policy