



OUR LADY AND ST CHAD CATHOLIC ACADEMY



Whole School Assessment Policy

An academy within
Pope John XXIII
Multi Academy Company



Proposed Policy to Academy Committee: September 2015

Updated 27/01/2017

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All Our Lady and St Chad Catholic Academy policies are underpinned by the Mission Statement of the Academy:

TRUTH JUSTICE CHARITY FORGIVENESS RESPECT PEACE

We will work and learn through faith, prayer and trust in God.

**We will be guided by the teaching of
his Son Jesus Christ and the Church,
in a school where, as we live in communion,
we are empowered to respect ourselves and one another.**

**We will build a community where
all have the confidence to make the choices which will enable us
to become the best we can be.**

**We will work to treasure creation
with wisdom and wonder.**

Our Lady and St Chad Catholic Academy is an Academy within the Pope John XXIII MAC. All Academies within this Multi Academy Company have adopted the 'Tree of Virtues' as a statement of the qualities that pupils in the Pope John XXIII MAC should seek to develop. The image and the statement are designed to provide a rich resource to stimulate discussion in class, assemblies, retreats and liturgy, in

meetings of governors, with school leaders, teachers, support staff and parents, and illustrate the values that underpin all policies. These virtues and the individual mission statements of our academies are accessible to all wherever they are on their journey of faith.



Statement of intent

Our Lady and St Chad Catholic Academy is committed to maximising the potential of all our pupils. This includes all groups of pupils who we recognise have particular needs if they are to achieve success, educationally, socially, emotionally and spiritually.

Our policy of maximising the potential of all groups of pupils is understood and supported at all levels in the school, including with Academy Representatives, Board of Directors, teaching and non-teaching staff, as well as pupils and parents.

This aligns itself with the Pope John XXIII vision; where virtues... loving, hopeful, curious, attentive, learned, prophetic, wise, faith-filled, grateful, eloquent, discerning, intentional, compassionate, truthful and wise are core to nurturing and stretching student talents. Parents as prime educators of their young people, are an integral part of the team needed to help all students reach their potential, and policies aim to support parents too.

Signed by

_____ **Principal**
 _____ **Chair of Governors**

Date: _____
Date: _____

Next review date: _____

1. Aims and objectives

Through the policy, we aim to ensure that:

- Students are empowered to become better learners by understanding their own attainment and know how to progress and achieve beyond it;
- Teachers develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning and progress;
- Directors, Academy Representatives and non-teaching staff will use assessment data to inform an understanding of the current and potential student outcomes;
- Parents will be provided with assessment information which will include their child's attainment and allow them to understand how their child can maximise their achievement;
- We have a school environment which positively supports our gifted and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

2. Principles of Assessment

Assessment should support teaching and learning by identifying what students know and how they can progress to the next level/grade. Assessment should be evident in all lessons.

Assessment should :

- Recognise and celebrate individual successes in order to encourage and motivate all students;
- Be based on specific learning outcomes/objectives including subject literacy and these should be clearly identified by the teacher and understood by the students;
- Allow students to understand how summative assessment is arrived at by the teacher and so encourage them to be reflective learners and take more responsibility for their own learning;
- Provide written and verbal comments on targets for improvement, allowing students time to respond;
- Allow teachers to plan for teaching and learning that meets the individual needs of all groups of students;
- Underpin teaching and learning to ensure progress for every student;

- Be accessible to parents and enable them to take an active and informed part in their child's education.

3. Types of Assessment

Our Lady and St Chad Catholic Academy acknowledges that assessment will be undertaken in a range of different ways. **Assessment will be evident in every lesson.** This may include :

- Oral feedback;
- Self-assessment;
- Peer-assessment;
- Group/whole class assessment;
- Written marking of work, using marking stamp;
- Teacher/student questioning;
- Assessment of exemplar work of different grades/levels;
- Use of assessment criteria and examination materials.

4. The Leadership and Management of Assessment

The Senior Leadership Team, led by DH aims to use assessment procedures and processes to drive whole school improvement by:

- Ensuring all teachers know what is expected of them in assessing students;
- Helping teachers make judgements about students' attainment and progress
- Monitoring assessment for learning in lesson observations and learning walks;
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress;
- Monitoring practice in assessment and take appropriate actions arising from Learning Quality Assurance information;
- Using assessment information when planning training and CPD;
- Comparing the progress made by different groups of students to ensure that no group is disadvantaged;
- Ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject. Baseline assessments in PE, Music, Art, MFL and ICT are used in KS3;
- Ensure students are supported in making informed curriculum choices for KS4 and KS5;
- Using assessment and monitoring to ensure that the curriculum meets the needs of the students;
- Monitoring the role of Curriculum Leaders and Year Leaders in ensuring good practice in assessment is consistent across all lessons

- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

5. Role of Curriculum Leaders

With the support of the Senior Leadership Team, Curriculum Leaders will :

- Ensure that their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress;
- Regularly monitor the assessment of students' work through work scrutiny, lesson observation or learning walk;
- Use SISRA at least weekly to monitor groups and individuals.
- Ensure assessment informs knowledge of student progress and raise concerns with the Senior Leadership Team as appropriate;
- Ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that half termly grade sweeps reliably reflect current attainment and are used to accurately professionally predicted end of key stage grades;
- Ensure that all teachers are involved in the moderation of work so that there is consistent practice in assessment;
- Use assessment information to plan intervention strategies
- Share best practice / moderate with other Academies / Schools.
- Ensure their teams conduct regular classroom assessments result in effective and immediate pedagogy and content to support students.
- Complete team / curriculum specific assessments ½ termly (as per calendar) and submit these in a timely manner with current grades for all year groups and professionally predicted grades for KS4 and KS5. These assessments will have been moderated and accurately adjusted where necessary before submitting.
- CLs receive tables of department data within 5 working days.
- CLs provide analysis within 2 days
- CLs meet with SLT line manager within 3 days of CL analysis

6. Role of teaching staff

With the support of the Curriculum Leader, all teaching staff will:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately;
- Encourage students to actively engage in assessment for learning;
- Ensure that assessment builds students' motivation, confidence and self-esteem;

- Adhere to deadlines for recording assessment grades onto School Pod;
- Ensure that lessons begin with clear expectations and students are aware of how progress will be measured, referring to success criteria boards;
- Ensure that learning objectives are shared using subject literacy;
- Identify through assessment and intervene as necessary, those students at risk of underachievement;
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- Reward good progress through epraise and student of the week referral;
- Use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process;
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced;
- Ensure that regular and appropriate assessment is made of student attainment prior to completing reports and half termly assessments so that data recorded is accurate and reliable;
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
- Adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
- Share concerns or praise arising from assessment information with Curriculum Leaders, House Tutors and parents as appropriate;
- Ensure books are marked and work assessed at least every three weeks using the Academy marking stamp. Gap tasks should always follow a stamp and should take no longer than 10 minutes for students to complete.
- Ensure all students receive feedback with grades for each assessed piece of work. Feedback should provide at least one comment identifying the strengths of the work, one comment that identifies the area a student should develop further. Students should be given the opportunity to reflect and respond to the comments.
- Ensure regular classroom assessments result in effective and immediate pedagogy and content to support students.
- Complete assessments ½ termly (as per calendar) and submit these in a timely manner with current grades for all year groups and professionally predicted grades for KS4 and KS5. These assessments will have been moderated and accurately adjusted where necessary before submitting.

7. Role of School Leaders and House Tutors

With the support of the Senior Leadership Team, School Leaders will :

- Use assessment information and SISRA to plan intervention strategies for their year group at least half termly;
- Lead year meetings with House Tutors sharing impact of intervention strategies;
- Support students and parents understanding of assessment;
- Engage in Progress interviews with students and parents where underachievement has been identified.

With the support of the School Leaders, House Tutors will :

- Share assessment data using SISRA for their House;
- Support students in their understanding of assessment;
- Engage in progress interviews with students who are underachieving;
- Summarise the yearly report to parents for each student in their House;
- Set SMART targets for students to achieve target grades

8. Role of Students

All students should:

- Participate actively in assessment opportunities in lessons;
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
- Ensure that their advice and guidance on how to improve their academic achievements are fulfilled;
- Support other students constructively when asked to be involved in peer assessment.
- Use advice from assessments to inform independent study at home / after school/ curriculum extra.
- Complete gap tasks following every marking stamp

9. Role of Parents/Carers

All parents/carers should :

- Discuss with their child the assessment report available every half term which includes a summary of current and predicted grades for each subject;
- Liaise with the subject teacher, House tutor or School leaders about any concerns regarding their child's progress.
- Encourage independent study at home including SAM learning, GCSE POD and Mathswatch

10. Target Setting

Targets are generated by KS2 scores for KS3 and KS4 students.

All staff and students follow the Good Progress Milestones tracking grid. Students have stickers on the front of their exercise books indicating end of term, end of year and end of KS4 targets based on the Good Progress Milestone flight path.

For post 16 students targets are set using KS4 APS and ALPS.

In KS5 a Good Progress Milestone tracking grid based on ALPS is followed for Academic students..