



# Assessment Policy

## **Aim**

The aim of this policy is to ensure a consistent approach to assessment across Samuel Whitbread Academy (SWA). Planned assessments that enable all teaching staff to produce reliable and consistent data for cohorts; that supports our students to achieve their full potential and, clearly links to and informs stakeholders of student performance in all subjects.

This document will offer guidelines and procedures to ensure that Assessment for Learning is at the heart of all that we do. The policy should be read alongside our Marking & Feedback Policy.

## **Definition of terms**

### Assessment

In this policy, the term 'Assessment' is based on the Black & William (1998) definition:

“Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”

### Assessment of Learning (AoL) -Summative assessment

AoL is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and achievement).

### Assessment for Learning (AFL) - Formative assessment

‘Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

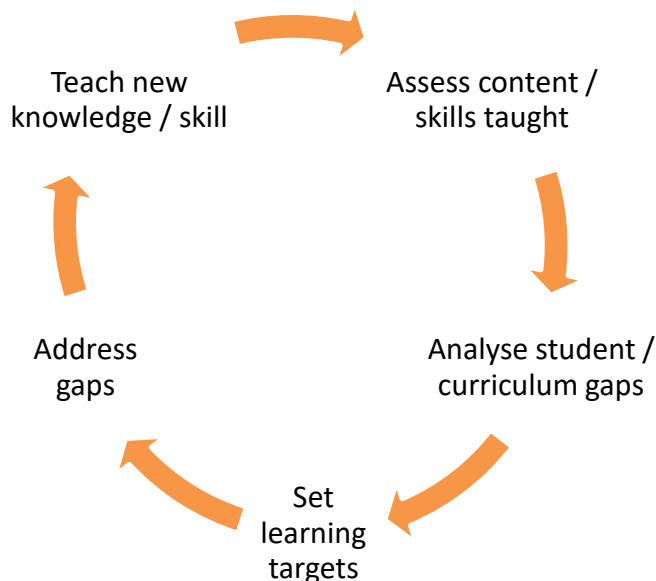
Assessment Reform Group, 2002

### Assessment as Learning - Student-led assessment

Assessment practices that empower the student to reflect on and improve their own learning strategies and understanding through student self or peer assessment activities.

## **Assessment at SWA**

1. Planned assessments should produce data that is to be collected and used for a specific purpose. This purpose should be transparent for all stakeholders and may include evaluating the effectiveness of the curriculum; measuring student performance to support with teaching and learning; advise and /or celebrate students on their performance, or to support with the planning for additional interventions.
2. Planned assessments are to review knowledge and skills and allow for quantitative and qualitative data analysis.
3. Planned assessments are to lead to evaluation: what a student can and cannot do, and therefore support student progress.
4. Planned assessments (AoL, AfL and student led assessments) should be present in all schemes of work.
5. Planned assessments should take a range of forms where applicable: written responses, performance, oral communication or portfolios of evidence.
6. Planned assessments should be designed around the following questions:
  - a. What information do I need?
  - b. What would be the best way to get this information?
  - c. Using my chosen assessment method, would student performance indicate clearly the achievement I want to know?
  - d. Will I have enough information to draw accurate conclusions?
  - e. Will this be useful to me and my students? How?
7. Planned assessments should follow a clear learning cycle: gather, analyse, reflect, implement and decide.



8. Planned assessments should consider the impact of self and peer assessed work and opportunities given to reflect and evaluate own work.
9. The monitoring of assessment practices and the use of data will be undertaken by the Senior team alongside Heads of Department.
10. Heads of Department are responsible for devising an assessment schedule pertinent to their own curriculum area. The assessment schedule should ensure that assessment activities cover the above criteria.
11. Assessment outcomes will be shared with students and parents/carers throughout the academic year, both informally in-class and via our Progress Review Evenings and reports home (see calendar on website for dates).

## **Awarding predicted grades, Attitude to Learning & Independent Learning grades for reports**

A predicted grade is awarded by the subject teacher. It is a holistic grade and outlines what the subject teacher thinks a student will achieve at the **end** of the course given their current effort and progress. This grade is based on work completed that academic year to date, including formative and summative assessments, class work, coursework, homework, and practical projects which have been graded according to the Key Stage 4/5 criteria.

The below table outlines how Attitude to Learning (ATL) and Independent Learning (IL) grades are awarded by subject teachers.

	<b>ATL Descriptor (In class)</b>	<b>IL Descriptor (Out of class)</b>
1 Excellent	<p>Working beyond expectation:</p> <ul style="list-style-type: none"> <li>• Consistently working above target grade</li> <li>• Student is self-motivated and resilient</li> <li>• Student makes regular, positive contributions to class discussions</li> <li>• Student takes pride in their work</li> <li>• Student is dedicated to improving their subject knowledge and understanding</li> </ul>	<p>Working beyond expectation:</p> <ul style="list-style-type: none"> <li>• Always completes preparation, homework or review work to an exceptional standard</li> <li>• Shows a continued dedication to their subject beyond the limitations of the specification, through wider reading, research and additional activities.</li> </ul>
2 Good	<p>Working at expectation:</p> <ul style="list-style-type: none"> <li>• Consistently working at target grade</li> <li>• Student is mostly motivated and resilient</li> <li>• Student is keen to make positive contributions to class discussions, but may need support at times</li> <li>• Student mostly takes pride in their work</li> <li>• Student is keen to improve their subject knowledge and understanding</li> </ul>	<p>Working at expectation:</p> <ul style="list-style-type: none"> <li>• Always completes preparation, homework or review work to a good quality</li> <li>• Regularly shows a commitment to their subject beyond the limitations of the specification, through wider reading, research and additional activities.</li> </ul>
3 Requires Improvement	<p>Working below expectation:</p> <ul style="list-style-type: none"> <li>• Usually underachieving against target grade</li> <li>• Student is inconsistent in their motivation</li> <li>• Student rarely contributes to class discussions and can be a distracting influence</li> <li>• Student isn't always equipped and organised</li> <li>• Student is often unfocused and needs reminding of class expectations</li> </ul>	<p>Working below expectation:</p> <ul style="list-style-type: none"> <li>• Usually completes preparation, homework or review work, however the quality can be varied</li> <li>• Shows little interest in completing activities that will enrich their subject knowledge and understanding.</li> </ul>
4 Limiting	<p>Working significantly below expectation:</p> <ul style="list-style-type: none"> <li>• Usually significantly underachieving against target grade</li> <li>• Student lacks motivation in lessons and frequently fails to meet deadlines or homework.</li> <li>• Student makes very little effort in lessons and often disrupts learning for other peers.</li> <li>• Student lacks resilience and is hostile when learning behaviours are challenged.</li> </ul>	<p>Working significantly below expectation:</p> <ul style="list-style-type: none"> <li>• Rarely completes preparation, homework or review work</li> <li>• Shows no interest in completing activities that will enrich their subject knowledge and understanding.</li> </ul>

## **Monitoring and Evaluating**

Monitoring and evaluating the Assessment Policy will be carried out at several levels.

- Senior Leadership Team
- Heads of Department & subject leaders
- Governors.

## **Implementation and Review**

This policy will be circulated to all Academy staff and published on the Academy websites for parent/carer information. The policy will be reviewed two yearly.

## **Author and Date**

Vice Principal - Teaching & Learning - Charlotte Linehan (May 2021)

Date ratified by Governors – May 2021

Next review date – April 2023