

# Albany Academy

## Assessment policy

<b>Approved by:</b>	LGC	<b>Date:</b> Nov 2022
<b>Last reviewed on:</b>	Nov 2022	
<b>Next review due by:</b>	Nov 2025	

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Our Inside Out school improvement strategy makes clear that a checking learning and use of formative assessment are fundamental aspects of high-quality teaching.

This policy is closely linked with the feedback policy which is based on the EEF recommendations for improving feedback. Recommendations 1 and 2 from that policy directly support improved assessment.

### 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

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](#)
- This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

- **Assessment** is the process of judging or deciding the amount, value, quality, or importance of something.
- **Feedback** is information given on the amount, value, quality, or importance of the thing being judged or measured.

To be effective, assessment must be reliable and valid. There are two forms of assessment: formative and summative. Formative assessment is undertaken to allow the teacher to understand what students have learned and so that the teacher can respond, provide feedback and adapt teaching to help the student improve their learning.

Summative assessment is undertaken to allow teachers (or exam boards) to provide a final grade.

Formative assessment should be taking place within every lesson.

Our aim is that teachers and teaching assistants know what children have learned each lesson and can respond to this appropriately. And that students are involved in their own learning and are increasingly able to self-regulate and improve their learning.

Summative assessment is carried out at the end of topics to provide information for students, parents, school leaders and teachers about the progress that individuals and all children are making in each subject.

## 4. Assessment approaches

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-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
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve using self-regulation skills and enquiring behaviours.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

We use the 5 formative assessment strategies outlined by Dylan Wiliam:

1. **Clarifying, sharing, and understanding learning intentions and criteria for success.** That means getting students to really understand what their classroom experience will be and how their success will be measured.
2. **Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.** This refers to developing effective classroom instructional strategies that allow for the measurement of success.
3. **Providing feedback that moves learning forward.** To accomplish this, teachers must work with students to provide them the information they need to better understand problems and solutions.
4. **Activating learners as instructional resources for one another.** Getting students involved with each other in discussions and working groups can help improve student learning.
5. **Activating learners as owners of their own learning.** Teaching students to monitor and regulate their learning increases their rate of learning.

Teachers will use a range of assessment strategies to assess in the lesson what students know and understand and the progress they have made to achieving the learning outcome. These may include:

- Cold calling
- Think, pair, share
- Show-me boards
- Say it again better
- Probing questions
- Process questions
- Feedback that moves forward
- No opt out
- Randomised questioning
- Spot your mistakes
- Show call
- Formative use of tests

Teachers will also use frequent low stakes quizzing to aid practice of recall and assess learning over time.

Subjects may use online tools to provide personalised, standardised and responsive assessment.

## 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
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **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 and what HPL strategies they can use to do so
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment will include end of unit assessments (although these will also be used as formative assessment) and end of key stage assessments. Summative assessment can take many forms and will not be limited to exams.

Summative assessment will be moderated within subject teams during our faculty meetings and subject planning days.

Summative assessment should provide detailed information for use of improving teaching of each topic in the future, teaching of each class in the future and teaching and intervention for each child in the future.

## 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
- **Students and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4.

## 5. Collecting and using data

Teachers will record end of unit assessments as agreed within their faculty.

Each term all children will receive a performance grade in each subject which will be reported to parents.

Performance grades will be a combination of achievement in a subject over the term and the use of HPL skills and behaviours.

Performance grades will be recorded in our central system once only. They will then be shared as appropriate with parents, SLT, and local governors.

The data will form the basis for reports to parents, tracking of progress by SLT and faculty leaders and for our local governing committee to be informed about the relative performance of students.

Data will also be shared in faculties and subject groups and between faculties to help plan how to improve teaching and progress in the future.

## 6. Reporting to parents

We aim to keep parents informed about and engaged with their child's education. Our reporting takes place daily, termly, annually and at the end of each key stage.

Daily		Termly		Annually		Key Stage	
What	How	What	How	What	How	What	How
HPL skills & behaviours	Classcharts	General performance in each subject	Report	Curriculum content	Website	Overall achievement	End of Key Stage report
Attendance	Classcharts	Termly Attendance	Report	Details of performance in each subject	Parents' evening	GCSE grades	Results day
Homework	Classcharts	Improvement advice	Report	Unusual achievements	Awards assembly		
Behaviour	Classcharts						

## 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 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 students 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

We take the development of our staff very seriously. We provide double the number of INSET days so that teacher and TAs can work together to analyse performance data and plan how to improve teaching and learning for individual students and classes. All our teachers have access to Walkthrus which are evidence based and easy to use resources. In addition, as part of SSAT, we have trained embedding formative assessment mentors in our trust.

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[Questioning and feedback Walkthrus](#)

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## 9. Roles and responsibilities

### 9.1 Local Governors

Local 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

- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

## 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

## 9.3 Faculty Leaders

Faculty Leaders are responsible for:

- Monitoring standards in their subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Supporting teachers in using effective assessment methods
- Ensuring that teachers follow this and other related policies
- Standardisation and moderation of assessments within their faculty
- Monitoring the impact of formative and summative assessment

## 9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

## 10. Monitoring

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the local governing committee.

All teaching staff are expected to read and follow this policy. Faculty leaders are responsible for ensuring that the policy is followed.

The SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Learning Walks
- Work scrutinies
- Progress meetings
- Lesson observations

## 11. Links with other policies

This assessment policy is linked to:

- Inside Out – School Improvement
- Curriculum policy

- Teaching & Learning Policy
- Feedback Policy
- Non-examination assessment policy
- Examination contingency plan

## Further Reading

[EEF Teacher Feedback to Improve Pupil Learning](#)

Fletcher-Wood H 2018 *Responsive Teaching: Cognitive Science and Formative Assessment in Practice*

William D 2017 *Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning)*