



CHRIST CHURCH

Church of England Secondary Academy

Assessment Policy

Our vision statement

To be a community, wanting to learn and live well together by instilling hope, gaining confidence, showing perseverance, inspiring ambition and creativity, supporting each other to achieve our God-given potential.

To send our students out into the world to be courageous, to be beacons of light in their local communities, knowing the love of God.

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Rationale and Principles of assessment	2
4. Assessment approaches	3
5. Collecting and using data	5
6. Artificial intelligence (AI)	5
7. Reporting to parents.....	5
8. Inclusion	8
9. Training.....	6
10. Roles and responsibilities	9
11. Monitoring	7

1.0 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2.0 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](#)

This policy complies with our funding agreement and articles of association.

3.0 Rationale and Principles of assessment

3.1 Rationale

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria. Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. This includes low stakes testing where a simple test is employed to ascertain the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level. Summative assessment is used to evaluate learning and progress by awarding a grade of attainment to a student. We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability.

Work undertaken by students deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making, and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding.

3.2 Principles of Assessment

At CCSA, we will focus around three significant forms of assessment; formative assessment to monitor learning in lessons, summative assessment to evaluate understanding at key points in the year, and National Assessments at the end of Key Stage 4 and 5.

Primarily, formative assessment will take place during lessons to check students' understanding of their current learning, how it ties into their wider learning journey, and what level of understanding they have. This may appear in the form of questioning, the use of mini-whiteboards, or other strategies to evaluate the overall understanding of a

class. This information will then help to guide staff to the consistent working level of students, to help support reaching a judgement on the half-termly reports.

Summative assessments will take place within classrooms each half term, to provide a key piece of assessed work in each subject. This can then be moderated within departments, to ensure that standards are consistently applied and understood. Further to this, Summative Assessment Weeks will take place in each year group at key moments throughout the year, where students will complete whole-year group assessments to evaluate understanding up to that point in time. This will also support in the early identification of any learning needs which may require Access Arrangements for the formal end of Key Stage 4 Examinations.

With these assessment methods, feedback will be provided to students regularly in order to allow them to move forward with their learning. This will come in the form of:

- Written and verbal feedback, which gives students a clear understanding of how well they have gained knowledge, concepts and skills so that they can then explain what needs to be done to extend their learning.
- Students' assessment of their own and their peers' progress and attainment - this is a central function in the learning process.
- Reflection time in lessons, to respond to teacher feedback and improve on work. Redrafting and adapting learning build cognitive skills and strengthens understanding.
- Marking of key pieces of work, which will help students to progress in their learning and will be meaningful, manageable and motivating,
- A variety of marking strategies will be used to ensure teacher workload is minimized whilst still providing students with constructive points of development.

4.0 Assessment approaches

At CCSA 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Examples of formative assessments include:

- Low stakes tests
- Mini-whiteboard use
- Homework
- Extended writing tasks

- Piece of Art/Creative work
- Practical assessment in PE, Drama or Music
- Presentations – in class as student groups

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
- **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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At CCSA, we believe that Summative Assessment should be used by all staff to help support students. Whilst this will provide a grade on student's progress, the aim is to then use this information to rapidly identify students who require support, so that they can make equitable progress to their peers.

Summative assessments are a means to measure, at a particular point in time, student learning relative to specification. It is normally, though not always, used towards the end of a term. Summative assessment is used to quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports. Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

These assessments will, in turn, help staff to provide an end-of-half-term level for students, which will also be informed through the formative assessment which has taken place throughout the half term. By using the two methods of assessment in conjunction, students will receive an accurate picture of their level of understanding.

All year groups will also undertake a formal examination week. During this week, students will complete assessments across a range of subjects, to provide a clear analysis of where their learning is at that point in time. These assessments will take place at the following times during the 2023/24 academic year:

Year 7 – Fortnight beginning 13th May

Year 8 – Fortnight beginning 3rd June

Year 9 – Fortnight beginning 8th January

Year 9 – End of Key Stage 3 Assessments – Week beginning 1st July

Upon completion of these assessments, all responses will be marked by the teacher. Departments will then complete collaborative moderation of a random selection of papers, applying clear mark schemes to the learning to ensure the accuracy of data. All students will be provided with clear feedback on their learning and how they can improve moving forward and will then respond to this feedback.

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/carers** 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, and AS levels, A-levels and other post-16 qualifications in KS5.

5.0 Collecting and using data

All staff have access to Arbor mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, SEND, PP and other student groups. All staff are responsible for ensuring that the mark sheet entries are kept up to date to allow for data snapshots throughout the year. Mark sheets will include the following information:

- Student Attainment Level, measuring at what level students are consistently working at. Each level will also have subgrades, in order to show how strongly students are performing at that level.
- Approach to Learning Level, highlighting how each student has embodied the CCSA values within that half term, alongside the standard and consistency of classwork and homework completion.
- For Key Stage 4 students, a professional prediction for the end of the key stage is based primarily on assessment evidence, moderated by professional judgement.

Further to the above, data will also be automatically generated for reading age, attendance, and the number of achievement points students have received. This data will allow parents and students to have a holistic picture of individual progress across the year as a whole.

6.0 Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Christ Church Secondary Academy recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.

7.0 Reporting to parents/carers

Parents/carers of students at Christ Church Secondary Academy will receive regular reports throughout the year, allowing them to visibly see the progress of their student in relation to their attainment in lessons, and general approach to learning. Within these reports, parents/carers will receive the following information:

7.1 Key Stage 3

- A level of attainment for each subject, correlating to one of five descriptors (Mastery, Secure, Developing, Emerging, Unable to Say). This level will also have the additional information of a sub-level (+, =, -), to highlight how effectively and consistently the student is performing at that level.
- A level descriptor pertaining to their general approach to learning, correlating to one of five descriptors (Outstanding, Good, Cause for Concern, Unacceptable, Unable to Say). This will highlight the extent to which the student embodies the CCSA values, and also their approach to the completion of homework.
- The reading age of the student, based upon the most recent reading test completed.
- The attendance of the student up to the point in time when the report was generated.
- The achievement and behavior points of the student accumulated over the year to date.

Each student at Key Stage 3 will receive these reports at regular intervals throughout the year, allowing them to track and monitor their progress over time. Parents will also be provided with clear descriptors of what each level looks like, allowing them to understand the specifics of what their students is achieving in each subject.

7.2 Key Stage 4

- A working at grade, relating to the GCSE grading system. This will highlight the general level of attainment that the student is achieving in the day-to-day lessons.
- A predicted grade, reflecting the final end of Key Stage 4 grade that the student is on track to receive. This may be informed by ongoing classwork, but with a greater emphasis on using assessed pieces of work.
- A mock exam grade (where exams have taken place within that half term). This grade will reflect the result the student would have achieved, based upon agreed grade boundaries being used consistently across departments.
- A level descriptor pertaining to their general approach to learning, correlating to one of five descriptors (Outstanding, Good, Cause for Concern, Unacceptable, Unable to Say). This will highlight the extent to which the student embodies the CCSA values, and also their approach to the completion of homework.
- The attendance of the student up to the point in time when the report was generated.
- The achievement and behavior points of the student accumulated over the year to date.

In addition to the above, all parents/carers will be invited to attend a face-to-face parents evening on the school site, so that they can discuss with each subject teacher the attainment and progress of their child over the year. For the 2023/24 academic year, these will be on the following dates:

Year 7 – Wednesday 12th June

Year 8 – Wednesday 1st May

Year 9 – Wednesday 28th February

Should any parents/carers have specific concerns about the progress of their child, personal meetings can be organized during the year with the responsible Head of Year for the student, in order to address any concerns and provide feedback on progress over time.

8.0 Inclusion

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

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.

9.0 Training

All staff will be supported in order to support them to accurately assess student's level of work. Department time will be provided at multiple points throughout the year for staff to moderate work, and to discuss the criteria on Curriculum Assessment Journey's so that there is a full and coherent understanding of evaluating student progress.

All staff will also be supported with any Key Stage 4 or Key Stage 5 assessment training, to ensure that staff have a detailed, comprehensive knowledge of exam board mark schemes and criteria for specific grades. This training may be in person or online.

Furthermore, Staff Training Days throughout the year will include sessions on assessment and data, so that staff are provided with regular guidance on whole-school policies. This support will be provided by both Senior and Middle Leader's, and all staff will be continually supported with their professional development around assessment for learning.

10. Roles and responsibilities

10.1 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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

10.3 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

11.0 Monitoring

This policy will be reviewed annually by the Assistant Headteacher for Curriculum and Assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Head's of Department are responsible for ensuring that the policy is followed.

Senior and Middle Leader's will monitor the effectiveness of assessment practices across the school, through:

- Regular learning walks of lessons with a focus on both formative assessment in class, and evidence of summative assessment over the year.
- Book scrutinies within departments and by the Senior Leadership Team, in order to evaluate learning and progress over time.
- Half-termly pupil progress meetings, chaired by the Assistant Headteacher for Curriculum and Assessment, to identify key pupils in need of support, and areas of development within the Assessment Policy itself.

- Department moderation of assessed pieces of work.