

Mission Statement – IN CHRIST WE GROW

As a learning community, we live out our Mission Statement striving for excellence through caring, sharing and achieving.

Assessment Aims:

At Our Lady Queen of Peace, we believe that the key aim of assessment is to support student achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable all students, including students with Special Educational Needs and Disabilities (SEND), to make effective progress.
- Allow teachers to check students' understanding effectively, and identify and correct misunderstandings
- Allow teachers to check understanding in order to inform teaching; enabling them to fill any gaps in knowledge and understanding
- Allow teachers to determine whether a child has embedded key concepts in their long term memory, and can apply these fluently
- Allow teachers to establish how well students are learning the planned curriculum to ensure they are on track to meet the curriculum endpoints.
- Give students effective feedback so they know what they have done well and what they need to improve.
- Enable students to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations
- Set realistic targets, track progress towards targets and put in place additional support to facilitate student attainment and progress
- Give parents a clear idea of what their child can do and what they need to do to make progress
- Address the schools local context by addressing the typical gaps that occur in students' knowledge and understanding in order to reduce social disadvantage
- Identify curriculum end points, and build assessments that support students in progressing towards these
- Provide information that can be used to evaluate teaching and learning practice, and the effectiveness of the school's curriculum intent

“When used effectively, assessment helps students to embed knowledge and use it fluently, and assists teachers in producing clear next steps for students”. Ofsted 2019.

Assessment Systems

Assessment is a critical part of teaching and learning – it allows teachers to identify how well the intended curriculum has been learned by students and put in place additional support for any students where gaps or misconception have been identified.

During recent years, each subject area has redesigned and increased the level of challenge built into our curriculum to ensure that all students are very well supported to achieve at least in line with their ability related expectations by the end of the course. These increased expectations mean that our approach to assessment has evolved.

As part of this review and redesign of schemes of work each subject area has identified appropriate points to assess how well that content has been learned – this means that assessment at Our Lady's is an ongoing process throughout the year in all subjects. These assessments are also designed to help ensure students are able to **recall and use** key concepts and knowledge that has been taught previously to support an increase in the **depth and security** of student learning.

Following these assessments subjects use an agreed set of criteria based on age and ability related expectations to determine how well a student has performed and this is reported centrally three times per year during our **Data Collections (DCs)**.

At Key Stage 3, following rigorous standardisation and moderation of key pieces of work within departments, teachers provide a judgement using the following language:

- **Working above expectations**
- **Working at expectations**
- **Working just below expectations**
- **Working well below expectations**

At Key Stage 4, following rigorous standardisation, moderation and use of exam materials to benchmark their judgements teachers will provide a current grade. This current grade should reflect how well students have performed across the entire course that has been taught to date and **should not** simply be the most recent assessment performance. Teachers should use a compensatory approach, in line with end of course examination structures, which mean that less secure performance in one area can be offset by very good performance in others.

Target Setting

Following the re-design of the schemes of work at Key Stage 3 and our focus on how well students are learning the curriculum the idea of a "target" becomes more subject specific and related to the complexity of the concepts that are being assessed. For this reason, students in Year 7-9 will be grouped into three prior attainment bands based on a combination of their KS2 SAT results and Cognitive Ability Tests (CAT) results.

- Higher Prior Attainment (H)
- Middle Prior Attainment (M)
- Lower Prior Attainment (L)

In Year 10, following the final stages of our curriculum personalisation process, students will be embarking on externally assessed courses in a range of GCSE or vocational courses – at this stage each student will be set an **End of Course Challenging Target**. To arrive at this target we will initially make use of a range of locally and nationally available data including:

- Fischer Family Trust (FFT) Estimates
- KS2 to KS4 Average Progress transition matrices
- Internal subject specific identification of **gifted or talented** students

Subject Leaders and teachers of Key Stage 4 courses will be consulted during the target setting process to ensure that the targets that are set for students whilst being sufficiently challenging, are also achievable.

Recording & Reporting

At the beginning of each year an Assessment, Recording & Reporting (ARR) calendar is produced to identify key points in the year where student performance information will be collected and analysed centrally across the school – these are referred to as our **Data Collections**. In line with recommendations contained within the latest OFSTED handbook, and the Teacher Workload Advisory Group Report ('Making Data Work') we only ask for this data at three points during the year. These data collections are spaced throughout the year and shared well in advance to ensure that the data collection process does not increase the workload of teachers.

Assessments are not specifically required to be timed immediately before a Data Collection, and should be completed at the point most appropriate within the scheme of work.

During each data collection, teaching staff should complete their data entry by 5pm on the Tuesday of the identified week; Subject Leaders then have an additional two days (5pm on Thursday) to provide further quality assurance and confirmation of the data that has been entered.

At Key Stage 3 teachers will provide two summary pieces of information per student:

- Indication of Progress following internal subject moderation & standardisation
 - **Working above expectations**
 - **Working at expectations**
 - **Working just below expectations**
 - **Working well below expectations**
- Attitude to Learning (See Descriptors in Appendix 1)
 - **Highly Motivated**
 - **Actively Engaged**
 - **Mostly Engaged**
 - **Selectively Engaged**
 - **Disengaged**

At Key Stage 4 teachers will provide two summary pieces of information per student:

- Indication of Progress following internal subject moderation & standardisation
 - This will be in the form of a grade (*with the security of that grade denoted by a + or -*)
 - *For example a student may receive a 4- which would indicate that they are just within the criteria for a 4, a 4 which would indicate a good level of security within the criteria for a 4, or a 4+ which would indicate an excellent level of security but not quite meeting the criteria for a 5*
- Attitude to Learning (See Descriptors in Appendix 1)
 - **Highly Motivated**
 - **Actively Engaged**
 - **Mostly Engaged**
 - **Selectively Engaged**
 - **Disengaged**

Following each data collection a report will be generated containing this information and also information relating to Student Conduct (Behaviour & Achievements) & Attendance which will be sent home to parents via ParentMail.

At one point during the year, identified on the ARR calendar, form tutors will liaise with subject teachers, and from the summary information provided and discussions with class teachers provide a form tutor written report to parents which will include a summative commentary on academic performance, pastoral development and engagement with the wider life of the school

Leadership and Management

Leaders will:

- Monitor and evaluate the nature, quality and rigour of all summative assessments to ensure they are purposeful and provide the required information about students' progress accurately
- Spend time looking at students' work, in discussions with students, to consider whether students are adequately learning the curriculum, and what they know and can remember
- talk to subject leaders about the department's use of formative and summative assessment and how this improves teaching and raises achievement
- evaluate how well students are doing against relevant age-related expectations as set out by the school and the national curriculum (where this applies), using data analysis tools such as SISRA Analytics to compare assessments to MEGs
- consider how departments use assessment information to identify students who are falling behind in their learning or who need additional support to reach their full potential, including the most able, and what strategies are being used to address this
- Use progress data appropriately to maintain accountability for student progress

In arriving at judgements about the leadership and management of departments, leaders will usually consider how well:

- the system of assessment sets out what students are expected to know, understand and do, and by when

- the assessment system is linked to the school's / department's curriculum
- information about what is taught in the curriculum is shared with parents and carers, including by meeting the legal requirement to make curriculum information available on the school's website
- the department uses detailed formative and summative assessment to ensure that students, teachers and parents know if students are achieving the expected standard or if they need to catch up
- Assessment information is used by teachers and subject leaders to inform teaching across the department for all students.

This policy must be implemented alongside the Marking Policy

Updated October 2020

Appendix 1 – Attitude to Learning Descriptors

Highly Motivated	Actively Engaged	Mostly Engaged	Selectively Engaged	Disengaged
<ul style="list-style-type: none"> ✓ Excellent focus ✓ Seeks challenges ✓ Perseveres ✓ Asks questions to extend thinking ✓ Approaches learning with active interest ✓ Invites feedback ✓ Responds positively to praise and critique ✓ Learns from setbacks and mistakes ✓ Reviews own progress, acting on the outcomes ✓ Starts learning readily ✓ Seeks own solutions to problems ✓ Organises time effectively; submits personal study by given deadlines ✓ Sets an example to others by proactively following Proud of our Learning' principles 	<ul style="list-style-type: none"> ✓ Good focus ✓ Responds positively to challenging activities ✓ Completes all work set to a good standard ✓ Answers questions voluntarily ✓ Connects ideas ✓ Shows a desire to make further progress ✓ Takes action based on feedback from others ✓ Can find solutions to problems ✓ Seeks help when needed ✓ Organises time well to meet personal study deadlines ✓ Always follows instructions first time ✓ Follows 'Proud of our Learning' principles 	<ul style="list-style-type: none"> ✓ Usually focused ✓ Will attempt challenging activities ✓ Completes most work set but not always to best of ability ✓ Answers questions when prompted ✓ Acts appropriately to feedback given ✓ Can find solutions to problems with some guidance ✓ Usually requests support with areas of misunderstanding ✓ Demonstrates some organisation skill, usually submitting personal study on time ✓ Usually follows teacher instructions ✓ Sometimes needs reminding of the 'Proud of our Learning' principles 	<ul style="list-style-type: none"> ✓ Sometimes works well but at other times chooses not to ✓ Not always focused ✓ Avoids challenging tasks ✓ Not always working to best of ability ✓ Sometimes attempts to act on feedback ✓ Requires close supervision to ensure tasks are attempted ✓ Misses some personal study deadlines, demonstrating a lack of organisation and/or care ✓ Sometimes off-task ✓ Relies on others to complete work ✓ Doesn't demonstrate all of the 'Proud of our Learning' principles 	<ul style="list-style-type: none"> ✓ Shows little focus ✓ Work often incomplete or inadequate ✓ Does not attempt to act on feedback ✓ Responds negatively to praise or critique ✓ Normally needs pressure/support to attempt any task ✓ Does not engage unless closely monitored ✓ May refuse support ✓ Misses most personal study deadlines; cannot work independently ✓ Does not listen ✓ Distracts others to prevent them from learning ✓ Doesn't demonstrate any of the 'Proud of our Learning' principles