Our Lady Queen of Peace

Catholic High School

Assessment Policy

Date of Policy Review	Sept 2026
Date of Next Review	Sept 2027

'In Christ We Grow'

Striving for excellence through caring, sharing and achieving'.

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit' [John 15: 5]

Contents

Contents	Page
Legal Framework	3
Principles	3
Definitions	4
Rationale	4
Roles & Responsibilities	5
Training	6
Benefits of Summative Assessment	7
School Data Collections & Reporting Cycles	8
Keys to Judgement	8
Appendix 1: The Assessment & Reporting Process for Subject Leaders	9

Mission Statement

In Christ we grow

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

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Feedback Policy
- Non-examination Assessment Policy
- Exam Policy

2. Principles

Assessment at Our Lady Queen of Peace aims to:

- Assess how well students are learning the planned curriculum
- Recognise the achievement that students are making in their learning
- Allow teachers to ensure that students are on track to meet the curriculum endpoints
- 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 misconceptions
- Allow teachers to check understanding 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
- Give students effective feedback so they know what they have done well and what they need to improve
- Enable students to understand what they must do to reach end of lesson, unit, topic, academic year, and key stage expectations
- Set realistic targets, track progress towards these 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 school's local context by addressing the typical gaps that occur in students' knowledge and understanding to reduce social disadvantage
- Provide information that can be used to evaluate teaching and learning practice, and the effectiveness of the school's curriculum intent & implementation.

3. Definitions

Assessment: Activities undertaken by pupils that assess their skills, which:

- Provide information to use as feedback.
- Enable modification of teaching and learning activities to improve achievement.
- Lead to formative or summative feedback regarding a pupil's academic progress.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the lesson, or school term and guides teachers in how to modify their teaching to help their pupils achieve. This is **Assessment <u>for</u> Learning**.

Summative assessment: Activities and examinations which formally assess how well students have learned and remembered the curriculum – these take place twice yearly. This is **Assessment <u>of</u> Learning.**

Validity: is understood as the degree to which an assessment measures that which it intends to measure, and the suitability of the data generated for the interpretations intended to be drawn from them

Reliability: is understood as the consistency with which an assessment performs its function

Moderation: is necessary to help ensure consistency and accuracy of assessment judgements

The quality assurance of formative assessment, and Assessment for Learning is led by the Assistant Headteacher (Teaching & Learning) and more detail is provided in the Teaching & Learning Policy.

The quality assurance of summative assessment, and Assessment of Learning, is led by the Deputy Headteacher (Curriculum) and details are provided below.

4. Rationale

The process of assessment is central to helping students to progress and fulfil their potential.
Effective summative assessments:

- identify how well students are learning the curriculum
- allow teachers to identify areas of strength and those that need further development
- allow Subject Leaders to refine their schemes of work and curriculum overviews
- allow Senior Leaders to monitor the progress students are making in school

All summative assessments that are undertaken at Our Lady Queen of Peace undergo a rigorous quality assurance process led by the Deputy Headteacher to ensure that assessments are as **valid** as possible, effectively assess a wide range of the curriculum content covered and avoid bias, generalisation, or discrimination. This process also ensures that student assessments are suitable for those with additional needs and SEND.

5. Roles & Responsibilities

The governing body will be responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Reviewing this policy on an **annual** basis, in conjunction with relevant members of staff.

The Deputy Headteacher will be responsible for:

- Ensuring this policy is adhered to consistently across the school
- Ensuring staff are supported and appropriately trained to undertake their duties in relation to assessments
- Leading the quality assurance of summative assessments before assessments are used
- Leading the analysis of assessment data following data collections to monitor the progress students, groups of students, and classes are making across the curriculum
- Oversee the intervention programmes that are put in place to ensure students that have been identified as underachieving go on to catch up
- Reporting on the progress of students twice-yearly to SLT and the governing body
- Ensuring staff with responsibilities relating to assessment meet internal and external deadlines

The Assistant Headteacher: SENDCO will be responsible for:

- Determining appropriate access arrangements for pupils with SEND

Subject Leaders will be responsible for:

- Determining the key knowledge and skills that students should learn each year
- Creating a subject specific assessment policy which includes both summative and formative assessment strategies that will be seen in each department which is reviewed annually
- The design of reliable and valid age-appropriate assessments that test how well students are learning and remember the curriculum
- Creating mark-schemes and performance criteria to be used to by all subject teachers
- Leading the moderation and standardisation of assessments within the subject
- Actively engaging with the quality assurance process led by the Deputy Headteacher
- Meeting all deadlines set regarding assessment and data collections
- Ensuring that students are prepared for assessments in the same way across all teaching groups
- Analysing the performance of the cohort, teaching groups and student groups following summative assessments and reporting their findings and any necessary actions to be taken to the Deputy Headteacher
- Identifying the professional development needs for their team relating to assessment
- Maintaining an assessment portfolio of assessed work at Key Stage 3 and 4 to ensure consistency of standards and the determination of key attainment benchmarks

Heads of Year & Assistant Heads of Year (Teaching) will be responsible for:

- Knowing how well students in their year groups are performing in each subject area
- Identifying students causing concern with their Attitude to Learning or Homework and ensure appropriate intervention is put in place
- Liaising with Subject Leaders & teachers to ensure appropriate academic support is put in place

- Working with students and parents who are underachieving to allow them to make better progress
- Inform pastoral care decisions and make referrals to the SENDCO

Class teachers will be responsible for:

- Understanding the school and subject specific assessment policy for subjects that they teach
- Know the key knowledge and skills that students should learn each year
- Ensure that the assessment criteria are shared with students in advance of assessments
- Preparing the students that they teach for upcoming assessments as directed by their Subject Leader
- Marking completed assessments in line with the mark scheme / assessment criteria provided
- Ensuring students are given effective feedback to help them improve and that students respond to this
- Actively engaging with the moderation and standardisation process
- Meeting all deadlines set by their Subject Leader regarding assessment and data collections
- Analysing the performance of their own teaching groups to determine which areas of the curriculum students are learning well, and where they have gaps
- Putting strategies in place for their own teaching groups to close any gaps that have been identified

6. Training of Staff

Teachers and Teaching Assistants will be provided with a copy of this policy as part of their induction and are informed of any changes to this policy. All teachers and Teaching Assistants will be trained to identify pupils potentially at risk of not meeting their expected targets, so that appropriate support can be put in place for these pupils. Teachers and Teaching Assistants will receive regular and ongoing training as part of their development.

7. Summative Assessment in School

In most subjects' students will complete two summative assessments each year: a mid-year and end of year examination. These assessments will be designed by Subject Leaders to assess how well students have learned the curriculum and whether they are meeting age and ability related expectations.

Subjects where this does not apply are Art & Technology where students work is assessed at the end of a project or rotation.

Benefits of Summative Assessment

Summative Assessment information produced is based on a variety of evidence of curriculum knowledge, understanding and skills, is targeted, and appropriate for informing teaching and learning.

Students:

- receive information about how well they have learned and understood a curriculum area taught over time
- can respond to feedback provided on how they can continue to improve.

Parents:

- are informed about the achievement, progress and wider outcomes of their children in a range of curriculum area

Teachers:

- can evaluate both pupil learning at the end of a curriculum area (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes)
- can plan for subsequent teaching and learning to ensure an even deeper understanding of the curriculum

School Leaders:

- can monitor the performance of pupil cohorts and the impact of curriculum implementation
- identify where interventions may be required
- work with teachers to ensure students are supported to achieve sufficient progress and expected attainment across the curriculum

Assessment Design

When designing these assessments Subject Leaders will ensure that a wide range of knowledge and skills are tested to allow valid conclusions to be made regarding student progress. As part of the assessment design process Subject Leaders will create the initial parts of an Assessment Portfolio including:

- Curriculum Overview with content to be assessed highlighted
- Draft assessments and mark schemes
- Draft indicative performance criteria for students based on starting points
- Details of the moderation and standardisation arrangements in place and when these will take place

At this stage of the design process Subject Leaders will meet with the Deputy Headteacher who will:

- Review the assessments to ensure that they test what subject leaders intend
- Review the formatting of assessments to ensure that they are suitable for students and will not lead to cognitive overload
- Ensure that assessments are accessible for students and provide guidance
- Provide a written summary of the meeting to the Subject Leader where necessary with any actions identified

Assessment Implementation

Summative assessments should be well planned, and dates of assessments provided to students at least two weeks in advance.

Revision lists should be provided to students – this should include all curriculum that has been taught, not just what is being assessed. Usually this will be the curriculum overview, or an amended form.

Where a student is absent for an assessment, reasonable steps should be taken for a student to complete this when they return however this due consideration should be taken to any curriculum gaps that may be caused by this.

Moderation & Results

Examples of work meeting expectations should be available in the Assessment Portfolio from previous years (unless in examples where there has been significant curriculum changes). These should be used as starting point for moderation.

The results of all summative assessments should be recorded in SIMS as a raw score which will be converted to a percentage (by SIMS).

Examples of student work should be added to the assessment portfolio to exemplify "on target" for each year group and starting point. Examples should include students with SEND and those that are eligible for Pupil Premium.

These results will then be analysed by teachers and leaders to identify how this assessment information will be used to inform future teaching or curriculum decisions.

8. School Data Collections & Reporting Cycles

At the beginning of each year an Assessment, Recording & Reporting (ARR) calendar is produced by the Deputy Headteacher 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 two 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.

During each data collection, teaching staff should complete their data entry by identified deadline; Subject Leaders then have an additional week to provide further quality assurance and confirmation of the data that has been entered.

At Key Stage 3 teachers will provide the following information per student:

- Scores on Pupil progress for each section / topic of their assessment which will generate an attainment judgement
    - Excellent
    - Strong
    - Standard
    - Developing
    - Concern
- This attainment judgement will be compared to targets based on KS2 Starting points (H-> Strong, M-> Standard, L-> Developing)
- Pupil Progress will show student performance across the range of skills for each subject so students and parents can quickly see areas of strength and where further work is needed
- Attitude to Learning
    - **Excellent**
    - **Good**
    - **Improvements Needed**
    - **Cause for Concern**
- Homework
    - **Excellent**
    - **Good**
    - **Improvements Needed**
    - **Cause for Concern**

At Key Stage 4 teachers will provide the following information per student:

- Indication of progress following internal subject moderation & standardisation
    - This will be in the form of a GCSE grade (or equivalent)

- Area for Improvement
    - One area for each student to work on based on their recent assessment – this will be in the form of a comment bank
- Attitude to Learning
    - **Excellent**
    - **Good**
    - **Improvements Needed**
    - **Cause for Concern**
- Homework
    - **Excellent**
    - **Good**
    - **Improvements Needed**
    - **Cause for Concern**

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

Keys to Judgement

Attitude to Learning

Excellent	Good	Improvements Needed	Cause for Concern
✓ Excellent attitude and effort in class ✓ Always completes all work set to the best of their ability ✓ Engages in lesson and asks questions	✓ Positive attitude and effort in class ✓ Usually completes all work set to the best of their ability ✓ Usually engages in lesson and asks questions	✓ Attitude and effort in class is inconsistent **Or** ✓ Work completed is not usually to the best of their ability	✓ Attitude and effort is regularly not good and is impacting on progress Or ✓ Regularly does not attend lessons

Homework

Excellent	Good	Improvements Needed	Cause for Concern
✓ Always submitted on time ✓ Work completed to a good standard	✓ Usually submitted on time ✓ Work completed to a good standard	✓ Regularly not submitted on time **Or** ✓ Not completed to a good standard	✓ No homework completed

Appendix 1: The Assessment & Reporting Process for Subject Leaders

The Assessment Process

Planning the Assessment
• Which components & composites of your curriculum need to be assessed? (This should be explicit within your curriculum overview) • Which skills do you want to assess? • What does success look like for each starting point? (H, M, L)   o This is your "Working to Expectations" standard • Use your "Working to Expectations" standard to determine Exceeding, Just Below and Well Below for each starting point (H, M, L)
Prepare the Students
• Issue revision list • Share success criteria in advance • Ensure all pupils, in all classes, know what effective revision is in your subject
Prepare the Staff
• Ensure staff are confident with the assessment criteria and what success looks like for each starting point • Agree the dates that revision lists will be issued and how students will be prepared • Share the mark-scheme • Ensure staff know how marks and results are to be recorded – a total raw mark should always be entered to allow a % to be generated
Mark The Assessment
• How do you know that the assessment criteria / mark scheme have been applied accurately across all classes? • Have you seen samples of students work? • Have you reviewed the raw marks? • Does the assessment data reflect expected outcomes? Have you challenged any anomalies?
Moderation & Standardisation
• Following the assessment do any adjustments need to be made about guidance for "working to expectations"? • Identify exemplar pieces of work for H,M,L starting points that showcases your expectations • What does the assessment show that has been taught well? • What does the assessment show that needs further work?
Building an Assessment Portfolio
• Scan your exemplar pieces of assessed work and corresponding exemplar student work in books to show case your expectations • Develop this over the year for use during induction of new staff and ensuring consistency of standards
Informing Curriculum Planning & Teaching
• What were common misconceptions? How can these be prevented in future? • How will assessment information be fed back to students? • How will students act on this feedback to improve? • How will this assessment inform recall & retrieval, revision homework or intervention?

The Reporting Process

Preparing for the Data Collection

• Which assessments will be used to determine the progress judgement for your department?
• Have all of these assessments been moderated in line with "The Assessment Process"
• Have Assessment Portfolios been compiled to explicitly benchmark what "meeting expectations" looks like for H,M,L starting points?
• Has this portfolio been shared with staff?
• What are the **key** topics / skills / knowledge that students should have learned over this reporting cycle (max 15 per year group)?
  o *These should be in priority order – the most important should be at the top*
  o *These should be written in full sentences*
• Send this key topics / skills / knowledge to the Data Team for entering into SIMs

Prepare the Staff
• Share assessment portfolios to explicitly reference expectations • Set internal departmental deadlines to assist you in the quality assurance process • Share the lists of key topics / skills / knowledge for this data collection with staff as soon as these have been quality assured
The Data Collection

• Using the Assessment Portfolios and agreed departmental standards staff enter a progress judgement for each student in their class
  o Above Target
  o On Target
  o Below Target
  o Cause for Concern
• Staff enter an attitude to learning judgement using the common framework
• Staff enter a separate homework judgement using the common framework
• From the pre-determined list, staff identify one comment that is a strength for each student, and one comment that is an area for development

Quality Assurance
• Subject Leaders sample 2 students per class in each year group and ask to see the work teachers have used to come to the judgement and compare this with the Assessment Portfolio • Where the Subject Leader disagrees with the teacher's judgement the Subject Leaders judgement takes **precedence,** and the judgement should be changed
Post Data Collection Review
• OLQP Data Dashboard will be populated by the Data Team to show subject performance in terms of meeting or exceeding expectations • The Data Team will also produce a summary of the areas of strength / areas for development for each year group and class to assist with interventions / curriculum review • This should collectively inform your data analysis and actions to address underperformance