



Queen Mary's SCHOOL

3a ASSESSMENT POLICY

Queen Mary's School Complaints Procedure/Policy is written in accordance with the (ISI Handbook for the Inspection of Schools, Commentary of the Regulatory Requirements, September 2020).

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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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy acknowledges:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [School reports on pupil performance: guide for headteachers](#)

3. Principles of assessment

The Teachers Standards state that all teachers are expected to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers should always act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. In order to achieve this, it is essential to have a clear, robust Assessment Policy which underpins the two Standards linked specifically to assessment and pupil progress:

3.1. **Promote good progress and outcomes by pupils**

- 3.1.1. *Be accountable for pupils' attainment, progress and outcomes*
- 3.1.2. *Plan teaching to build on pupils' capabilities and prior knowledge*
- 3.1.3. *Guide pupils to reflect on the progress they have made and their emerging needs*
- 3.1.4. *Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching*
- 3.1.5. *Encourage pupils to take a responsible and conscientious attitude to their own work and study*

3.2. **Make accurate and productive use of assessment**

- 3.2.1. *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- 3.2.2. *Make use of formative and summative assessment to secure pupils' progress*
- 3.2.3. *Use relevant data to monitor progress, set targets, and plan subsequent lessons*
- 3.2.4. *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback*

There are three types of assessment used at Queen Mary's;

- In school formative assessment
- Nationally standardised summative assessment.
- In school summative assessment

4. Assessment approaches

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

Teachers in all years will use a range of formative techniques including, though not limited to marking and feedback, self and peer assessment, questioning, lesson observation. Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps needed to ensure pupils continue to make progress.

Queen Mary's is keen to allow pupils to take ownership of their own learning and develop an awareness of what they need to do as an individual to improve. This will be done through regular feedback, often in the form of verbal feedback based on specific targets.

4.2. In-school summative assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of GCSE examinations, at the end of Year 11.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise

attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress. The summative assessment grade will be recorded and shared with pupils and parents.

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

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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs at the end of Year 11.

5. Collecting and using data

Teachers will record assessment data in their markbooks and on our School Management Information System; iSAMS. This will be collected at least once per term and presented as a 'currently working at' grade to parents in a report at the end of each term.

6. Reporting to parents

Parents will be informed about assessment data in several ways depending upon the age of their child. This will include a written report each term, an annual parent consultation meeting and feedback available on pupils' work.

7. Inclusion

The principles of this assessment policy apply to all pupils, 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 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.

8. Training

All staff will have access to training and support by the Assistant Head Teaching and Learning in order to be kept up to date with developments in assessment practice. The Assessment Policy will be reviewed and amended if required on an annual basis.

Staff will be encouraged to join regular meetings within their subject or school area e.g. weekly prep/pre-prep meetings and Heads of Department meetings.

Staff at Queen Mary's also have a support network through the Woodard Corporation, YTSA and GSA as well as access to online support such as The Key, ISC and ISI.

9. Roles and responsibilities

9.1. 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

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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the Assistant Head Teaching and Learning and the Leadership Team]. At every review, the policy will be shared with the Governors' Education Committee.

All teaching staff are expected to read and follow this policy. The Head of Prep/Pre-Prep is responsible for ensuring that the policy is followed in the Prep and Pre-Prep School and the Assistant Head Teaching and Learning is responsible for ensuring that the policy is followed in the Senior School.

The Head will monitor the effectiveness of assessment practices across the school in consultation with the Head of Prep/Pre-Prep, Data Manager and Assistant Head Teaching and Learning, through: internal moderation, lesson observations, book scrutinies, pupil progress meetings and appraisal.

11. Feedback

Teachers at Queen Mary's will give regular feedback to pupils in the following ways;

- Marking work (See Principles of Marking)
- Learning Conversations
- Whole class feedback following an assessment

Feedback should be carried out using the following recommendations;

- ***Personal, relevant and specific*** - Pupils should feel like you are speaking to them as an individual, and that you are specifically commenting on their piece of work. Focus on the elements that are important for future pieces of work. Be specific - try to avoid using statements like 'good', or 'needs improving', or 'this was not correct', or ticks/crosses.
- ***Actionable (all feedback should feed-forward)*** - Provide specific actions for future pieces of work. This is where a knowledge of the scheme of work/programme of study as a whole is useful.
- ***Constructive, encouraging and motivating*** - Be constructive, and design your feedback to specifically help pupils to improve. Adopt an encouraging tone, and offer realistic suggestions for improvement, whilst not shying away from criticism. This is the case even if a pupil has done well in an assignment - a pupil should still know why they did well, and what they should take forward to future assignments.
- ***Encourages various forms of dialogue*** - pupils should have a chance to discuss their feedback with their teachers.
- ***Clearly linked to assessment criteria*** - This can easily be done by providing a highlighted marking matrix/rubric for each pupil to show how they performed against the criteria.
- ***Timely*** - Time feedback so as to be useful for future assessments.

It is anticipated that the approach to giving feedback will develop over time and be reviewed annually in light of current practice. Examples are indicated below.

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage policy and procedures
- Departmental Self Evaluation

13. Linked articles;

Eliminating unnecessary workload around marking (March 2016)

Mrs Susan Casey
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Review Date: July 2021
Next Review date: July 2022