



Assessment Policy

Aspire • Believe • Achieve

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Aims

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within Frewen College.

This policy aims to:

- o Provide clear guidelines on our approach to formative and summative assessment
- o Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- o Clearly set out how and when assessment practice will be monitored and evaluated

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:

- o The recommendations in the [final report of the Commission on Assessment without Levels](#)
- o Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Principles of assessment

At Frewen College, we believe the key purpose of assessment is to move pupils on in their learning. Continued monitoring of each pupil's progress gives a clear picture of what each

pupil is doing. It is important that the teacher knows what information has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils are doing and informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations. The objectives of assessment in Frewen College are:

- o to enable our pupils to demonstrate what they know, understand and can do in their work;
- o to allow teachers to plan work that accurately reflects the needs of each child;
- o to provide regular information for parents/guardian that enables them to support their child's learning;
- o to provide the Headmaster & governors with information that informs judgement about the effectiveness of the College.

The Assessment Policy is based on research-based guidelines for effective assessment. This includes:

- formal, summative assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task
- a shared understanding between pupils and teachers of the criteria which will be used in the assessment of learning
- pupils being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work
- teachers using the results of their assessment to set work which challenges and stretches their pupils
- effective planning for teaching and learning which recognises the full range of achievements of all pupils by focusing on how pupils learn
- recognising assessment as central to classroom practice
- assessment being regarded as a key professional skill for teachers
- sensitive and constructive practices because any assessment has an emotional impact
- taking account of the importance of learner motivation
- promoting commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed
- providing constructive guidance for pupils about how to improve
- developing the pupil's capacity for self-assessment and recognising their next steps and how to take them
- formative assessment activities will be emphasised as part of College routine; summative activities will be undertaken half termly in order to track progress in English and Maths, and at the end of topics in other subjects.

Assessment approaches

At Frewen College 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.

In-school formative assessment

Effective in-school formative assessment enables:

- o **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
- o **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- o **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

We use a range of formative assessment techniques, for example:

- o Weekly marking and feedback
- o Questioning
- o regular short recap quizzes
- o self and peer-assessment and/or observations.

This allows staff to:

- o Assess knowledge, skills and understanding, informing class planning and target setting
- o Identify gaps and misconceptions, so staff can address these.

In-school summative assessment

Effective in-school summative assessment enables:

- o **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
- o **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- o **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
- o **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Frewen College uses the following summative assessments:

- o End of units / end of term tests for each subject
- o End of year tests in foundation subjects at Key Stage three.
- o End of Year test for Year 10
- o Mock Exams in Year 11
- o Annual Reviews for SEND students

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- o **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
- o **Teachers** to understand national expectations and assess their own performance in the broader national context
- o **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments take the form of:

- o GL Assessments e.g. New Group Reading Test, New Group Spelling Test, New Group Maths Tests. This allows us to identify a baseline for students and monitor progress over time.
- o GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

Collecting and using data

Progress tests / formal assessments will be completed on a termly basis. The data recorded will be kept by the teacher(s) responsible and shared with senior staff as requested.

Assessment data will be recorded termly on the school's MIS system.

Data will be shared with parents as part of the Frewen College's reporting cycle and as part of Annual Reviews.

All data is managed in accordance with our GDPR Policy and guidance.

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 Gemini. Frewen College 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:

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

Pupils **may** use AI tools:

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

Reporting to parents/carers

Assessment data and information is shared with parents/carers through termly reports and parents evenings.

Reports to parents will include:

- o Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- o Comments on general progress
- o The pupil's attendance record: which will include:
 - o The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- o The results of any public examinations taken, by subject and grade
- o Details of any vocational qualifications or credits towards any such qualifications gained
- o
- o At the end of KS2:
 - o At Frewen College students do not take national tests in English, Maths and Science. They will, however, understand standardised test to monitor progress in literacy and numeracy.

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.

Training

Staff will be kept update with developments in assessment practice through the schools Continued Professional Development (CPD) cycle, with includes termly INSET training, weekly after-school meetings and morning briefings. This programme is overseen by the Deputy Head Academic and Pastoral in conjunction with the headmaster and input from the Learning Support Manager. Training could include:

- Sharing research and best practice on assessment methodology
- Opportunity for internal moderation
- Understanding and interpreting assessment data

- Using systems to manage and interpret data

Frewen College have a 'community of practice' approach to CPD encouraging staff to share research and best practice.

Roles and responsibilities

Governors

Governors are responsible for:

- o 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
- o Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- o Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher & Deputy Head Academic

The headteacher & Deputy Head is responsible for:

- o Ensuring this policy is adhered to
- o Monitoring standards in core and foundation subjects
- o Analysing pupil progress and attainment, including individual pupils and specific groups
- o Prioritising key actions to address underachievement
- o Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- o Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities
- o Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- o Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

Teachers

Teachers are responsible for:

- o Following the assessment procedures outlined in this policy, including for effective marking and feedback
- o Creating and sharing clear mark schemes for the purposes of moderation
- o Being familiar with the standards for the subjects they teach
- o Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed annually by the Deputy Head Academic. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Headmaster and Deputy Head Academic responsible for ensuring that the policy is followed.

Deputy Head Academic, with support from Middle Leaders will monitor the effectiveness of assessment practices across the school, through:

- o Learning walks
- o Lesson observations
- o Book scrutinies
- o Pupil Progress Meetings

Links with other policies

This assessment policy is linked to our:

- o Curriculum policy
- o Feedback policy
- o Non-examination assessment policy
- o Examination contingency plan