Assessment Policy

Documentation Information			
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Ivanhoe School is part of the LiFE Multi Academy Trust

inspiration innovation integrity

North Street, Ashby-De-La-Zouch, Leicestershire LE65 1HX
01530 412756 | office@ivanhoe.co.uk | ivanhoe.co.uk
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Rational

At Ivanhoe we believe the main purpose of assessment is to enable each student to develop their full potential by knowing where they are in their learning and knowing what they have to do in order to continue to make good progress. The school also needs to be able to judge the standards that students are achieving compared to similar schools locally and nationally. Assessment is a fundamental part of learning and teaching and therefore all students are entitled to assessment which is used effectively in managing and supporting their learning in all subjects throughout the key stage.

Aim

The aim of this policy is to ensure a consistent approach to:-

- How students learning achievements, skills, knowledge, experience and understanding are measured against agreed criteria.
- The involvement of students in assessment processes to maximise motivation and progress
- Provision of an accurate representation of student achievement for effective use in setting student targets, evaluating and planning schemes of learning in departments and to inform whole school analysis of student progress.
- Provision of accurate and regular information for staff, students, parents, governors and trustees
- Celebrating success and acting to prevent underachievement.

Effective Assessment

Ivanhoe School recognises and encourages the following as features of good practice: Assessment which:

1   Promotes and Supports Learning
- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning strengths and weaknesses
- encourages progression in learning

2   Informs Teaching
- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self-reflection

3 Is both formative and summative
- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures student performance
- identifies clear and shared targets for student progress
- promotes differentiation
- provides effective and progressive student records
- informs regular reporting to parents

4   Uses appropriate and diverse strategies

- is both formal and informal
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- tests a range of knowledge and skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
    - is carried out in a range of contexts

5   Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
    - fosters self esteem and social development

6   Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports students in self and peer assessment activities
- engages students in realistic target setting

7   Fosters a shared involvement and responsibility between School and Home.

Types of Assessment

SUMMATIVE ASSESSMENT is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. E.g. On Track, end of unit/topic assessments, and Working At Grades (WAG's)/Predicted grades.

The Assessment Calendar states when staff update students' current performance at Data Collection Points and at reporting points. Data is entered using on-track / not on-track system for Key Stage 3 which links to the skills, knowledge and understanding required to achieve GCSE estimates and reflect the acquisition of "powerful knowledge" in each subject. This data is used to inform students and parents of progress and feeds into whole school analysis.

For Key Stage 4, data is entered in the form of Working At Grades, and Predicted Grades as an estimate of progress towards their Target Grade.

EXAMS

In Year 7 students have formal assessments in October (CAT4), January (mid-year assessment) and May/ June (end of year assessment). The aim of these is to set a baseline, and check progress through performance in a more formal setting.

In Year 8 and Year 9 students have formal assessments in January (mid-year assessment) and June (end of year assessment). The aim of these is to set a baseline, and check progress through performance in a more formal setting.

In Year 10, students have formal assessments in January (Mid Year Assessment) and May (Trial Exam). The aim of these is to establish a 'Working At Grade' to check progress against their targets.

In Year 11, Trial exams will take place in November with the potential for resits in February/March before the final GCSE exams

FORMATIVE ASSESSMENT is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. Eg. class work, homework, questioning ,oral discussion, presentation, short recall test, practical project, demonstration, retrieval practice.

At Ivanhoe School we believe AfL is an essential and necessary part of every lesson.

SELF ASSESSMENT encourages pupils to take responsibility for their own learning in the following ways:

- By evaluating their own achievement against shared learning outcomes
- In identifying strengths and areas for improvement in their own work
- By fostering a self-reflective learning culture
- By encouraging independence in learning e.g thinking time, reflective time.

PEER ASSESSMENT encourages pupils to engage with the assessment process in the following ways:

- By providing them with opportunities to assess achievement against shared learning outcomes
- By being able to identify strengths and areas for improvement in the work of others.
- By becoming familiar with criteria for success.

Self Assessment and Peer Assessment will take place during lessons.

Responsibilities

Senior Leadership Team

- Ensure key data is available to all staff
- Inform governors of standards and achievement
- Support link subject leaders with regular review of assessment data
- Monitor assessment through classroom observation, learning walks and work scrutiny in their link departments and, where necessary, guide existing departments' intervention strategies to maximum impact.

Subject Leaders

- Develop departmental policy, which translates the whole school assessment policy into detailed requirements of the subject.
- Monitor that each teacher has access to and makes effective use of key data to differentiate and provide appropriate feedback to students, parents and form tutors.
- Produce regular assessments for each year group
- Ensure that teachers regularly mark work, set and provide appropriate feedback on successes and next steps in selected pieces of work
- Ensure all students have the opportunity to reach their full potential in their subject areas
- Ensure teachers are sharing learning objectives and success criteria in appropriate ways with students every lesson.
- Ensure assessment tasks provide feedback on how to improve
- To analyse data using appropriate software such as Arbor and SISRA and set targets accordingly
- To use analysis of data as a diagnostic tool and in monitoring the progress of groups of students in each monitoring cycle.

Pastoral Leaders

- To analyse data to identify pastoral barriers to learning and liaise subject leaders and teaching staff to ensure expected academic progress.

Teaching Staff

- Appreciate the value and importance of assessment
- Adhere to all Departmental and Whole School guidelines on assessment
- Provide a range of assessment opportunities in lessons
- Keep appropriate records in line with Whole School and Departmental policies
- Ensure that assessment informs the learning of pupils
- Ensure that students understand what is being assessed and know how to improve
- Use assessment results and next step targets to motivate students
- Produce next step targets for all students
- Enter relevant assessment data onto the Reporting System for all classes taught
- Use available data about students to inform planning, teaching and personalising learning.
- Use numerical and quantitative data to guide learning in the classroom.

Form Tutors

- Promote self assessment, study skills and target setting through tutor time
- Use Arbor information to track the progress of students, using assessment data and provide advice for students who are underperforming relative to their ability
- Monitor the progress and achievement of students relative to prior attainment to ensure that students make adequate progress.
- To keep both students and parents informed about student achievement, especially there are concerns about under-performance.
- Liaise with Subject leader and Pastoral Team regarding progress of tutees.

Students
- Know current performance and learning targets in all subjects.
- Make use of success criteria in all lessons
- Carry out self-assessment / reflection regularly

- Use advice from subject teachers and form tutors provided through marking, assessments, learning targets
- Use peer assessment and marking when required to inform learning
- Set personal targets to ensure that they maximise their potential
- Celebrate their achievements and those of others'.

Monitoring, Assessment Points and Reporting Timetable

Our assessment and reporting points are coordinated with our subject monitoring cycles. Year 8 and 9 have 3 reporting points – two reports and one parents' evening. Year 7 have an enriched reporting experience to manage their transition to secondary school with 3 reports and 2 parents' evenings. Year 10 and 11 have 3 reporting points (two reporting points and one parents evening), with scope for additional meetings with academic mentors as needed.

Within the academic year, alongside the reporting points, are data checkpoints where we are able to use live data to analyse whole school progress. Reports are published on Arbor but can be printed and posted when requested. As part of the Pupil Premium provision, we post all reports home for PP students.

For further detail please refer to 'Reporting to Parents' policy.