



MELBOURN VILLAGE COLLEGE

ASSESSMENT POLICY

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Document Control		
Edition	Issued	Changes from previous
1	May 2023	New policy

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Examinations Curriculum Teaching and Learning Homework	

1. Introduction and purpose

1.1 Assessment is the term used in education for the practice of measuring a student's knowledge and skills at a particular point in time, and over time. Assessment may take many forms and a variety of differing techniques may be used depending on the subject, topic and learning objectives covered.

1.2 Assessment serves several functions in school:

- Students to practise their retrieval of learning and to apply learning in a new situation
- Teachers to gain an understanding of students' learning and identify any learning gaps or misconceptions, in order to feed back into their planning of future teaching
- Teachers to gain an understanding of where a student is on their individual learning journey in order to be able to provide feedback, tailored to individual's needs and in order to enable the student to improve their learning of knowledge and skills
- Teachers to evaluate the effectiveness of their teaching strategies
- Providing a summation of the student's learning in order to communicate progress to the parents and carers or other staff within the school
- The purpose of gaining externally standardised qualifications e.g. GCSEs

1.3 All forms of assessment are important but may serve different purposes and be at differing points in a student's learning journey. It is important that each student understands their learning journey, their place within it and is given the means to understand how to progress further; we believe that students also need to understand the nature and purpose of assessment as a component of this journey.

2. Principles of assessment

2.1 Assessment, recording and reporting should:

- Be an integral part of teaching and learning
- Be assessment *for* learning as well as assessment *of* learning
- Give all students an opportunity to show what they know, understand and can do
- Help students understand what they can do and what they need to develop
- Be consistent within and between departments
- Be based on a considered view of what learning should be assessed in each subject
- Support teachers to plan effectively
- Help parents to understand and be involved with their child's progress
- Provide the school with the means to evaluate work and set appropriate targets
- Allow individual teachers to take every opportunity to explain to students the purpose, focus and methods of assessment that are used as clearly as possible.
- Be mindful of workload
- Meet statutory requirements

3. Implementation in practice

- 3.1 Assessment, in its many forms, will take account of the needs of all students including those with SEND, those with different levels of prior attainment etc.
- 3.2 All students entering the school will undertake some nationally standardised baseline assessment in order to gauge their learning needs – this includes assessing their reading ability relative to their chronological age.
- 3.3 All the baseline testing will be available to all teachers to enable them to plan schemes of work and lessons effectively; the data will be freely accessible to staff who need to use it and in a format that enables its instant use. (KS2 data from national tests will also be accessible.). Teachers will be encouraged to use this data when planning all teaching activities; this data may also include recommended strategies relating to individual's SEND needs.
- 3.4 Assessment is most useful if planned for, in advance, and so will be built into the schemes of work for every subject. Every lesson will include an element of assessment from a variety of types:
- Retrieval practice to encourage students to recall learning from prior lessons or topics; this will be low-stakes tasks and used to prime students' memories for new learning that builds on the retrieved information and encourage the overt making of links between blocks of learning
 - Low-stakes testing of key concepts in order to identify possible misconceptions in order to allow correction
 - Literacy – all teachers, regardless of subject, have a role in teaching literacy to students. Within a lesson there may be testing of literacy e.g. subject key-words or understanding of tier 2 terminology.
 - Formative assessment (terminal assessment) to assess the sum of knowledge and skills gained in a particular subject or topic.
- 3.5 We believe that in order to achieve, students should all be aware of their target grade; the school uses FFT5 for this purpose. We will ensure that all students and their parents are aware of these grades and how they are derived.
- 3.6 The feedback from all forms of assessment should also be provided to students in order to enable the student to improve their own learning. This feedback may be the actual result of any assessment or feedback in the form of comments on how to improve their learning/work. This feedback must be justifiable i.e. derived directly from the assessment, whatever its form. In order for this to be the case, assessments must be clearly planned with specific outcomes directed from the outset; assessments are not separate from the teaching and learning of content.

- 3.7 Standardisation of summative assessments will be made at school-level and may also include teachers from across the Trust. Doing so ensures that all subject teachers are aware of the current marking procedures provided by awarding bodies (exam boards) and good practice within the profession.
- 3.8 Middle leaders and senior leaders will use the data forthcoming from assessments to make decisions about the needs of individuals, classes, subjects and departments for intervention and support, and to work with staff to put in place this support to improve student outcomes.

4. Communication of assessment outcomes

- 4.1 As already stated, the outcome of should help students to improve their own learning. As such, feedback will always be provided to students within a reasonable time-frame after an assessment. This time-frame will vary according to the type and form of assessment; for example:
- Formative assessment in the classroom – feedback may take the form of immediate praise or correction of a misconception
 - Following a formal summative assessment, such as a year 10 exam or an end-of-unit test within a class, the feedback should be communicated to students within two weeks of taking the assessment; this should allow the teacher time to mark the class's work and to moderate their standards within their subject team.
- 4.2 The outcome of all relevant assessments will be recorded in Go4Schools and, unless there is good reason not to, be made available to parents and carers as soon as is practicable.
- 4.3 The college has a statutory obligation to report to parents at least annually – Melbourn Village College aims to do more than that in allowing parents access to almost real-time data about their child's progress in each subject.

5. NEA of GCSE-level courses

- 5.1 Non-examined assessments are components of some level 2 (GCSE level) courses and replace what may have previously been known as coursework or controlled assessments. The college's rules about NEAs are covered within the examinations policies but some are mentioned below in summary:
- NEAs will take place in specified time periods
 - NEAs will be completed under conditions laid out by the particular course and exam board – this may include a time limit and control over the use of class notes etc
 - NEAs will be marked internally and students provided with their grades *before* the deadline for entering marks to the awarding body (exam board) in able to allow students a window of opportunity to appeal their grades
 - NEAs marks will be added to Go4Schools as soon as marked, and once the appeal time (and any appeals) has passed, marked as completed, at which time the Exams Officer may enter the marks to the relevant exam board once authorised by the Head Teacher.

6. Roles and Responsibilities

- 6.1 A member of the SLT will have responsibility for ensuring that teachers and middle leaders understand their responsibilities under this policy, and will ensure that teachers and middle leaders have the right training and support to ensure assessments are well-planned, appropriate and that feedback given is useful to the student from whose results it is formed.
- 6.2 Heads of Departments and subject leaders will have the responsibility to ensure that assessments within their department are:
- Based on this policy
 - Meet all statutory requirements

- Meet all national curriculum expectations at KS3 and KS4
- Meet the relevant awarding body expectations at KS4
- Provide suitable challenge for all students
- Are accessible by all students
- Planned into schemes of work appropriately to promote learning
- Used to assist students in understanding their own strengths and weaknesses within a subject area and feedback to be used informing how to improve on the weaknesses
- Communicated to students and parents in advance e.g. via Go4Schools Homework module

6.3 Heads of Departments and subject leaders should also ensure that:

- Results of summative assessments are recorded in Go4Schools immediately after any standardisation take place (if appropriate)
- Grade boundaries used to convert raw scores to grades are appropriate to the material and questions used in the assessment
- Feedback is given to students in a supportive and timely manner
- Outcomes of summative assessments are reviewed and analysed. This is to include analysing the outcomes related to target groups within the school community as dictated by the school improvement plan e.g. HPA, male disadvantaged, SEND students
- Analysis of outcomes is able to identify students who did not perform in line with expectations
- Interventions are in place to support students who did not achieve at least in line with their predicted or projected outcomes
- They liaise with other staff within the school when putting in place any additional support or interventions. This may include examples such as:
 - Liaising with SENDCo to ensure additional interventions are recorded in Edukey and tracked accordingly
 - Liaising with the PSO or HoY to allow them to gain a picture of the student in a wider context and tackle any external factors that may be hindering the student's academic outcomes
 - Raising a concern with DSL if there is worrying content within an assessment e.g. expressing extreme views, or suicidal ideation

6.4 Heads of Departments will include the quality of assessments within their quality assurance in each annual cycle and report upon it in their annual department review.

7. Monitoring

7.1 The policy will be monitored and updated annually by the member of the SLT delegated by them.