



SOUTHBOROUGH HIGH SCHOOL

ASSESSMENT AND REPORTING POLICY

1 PHILOSOPHY AND PURPOSE

Learning is the top priority for all of us at Southborough High School and 'appropriate assessment' is necessary to measure the quality of Learning and effectiveness of Teaching. It is our top priority because it is the principle way in which we achieve our purpose, which is to *make the difference* for all of our students.

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. (Final report of the Commission on Assessment without Levels, September 2015)

The purpose of Assessment, in all forms, is that it *should* have a positive impact on Learning and Teaching.

2 AIM

This policy's aim is to develop a culture of in-depth learning, rather than pace. To do this, the purpose of assessment is clearly identified to allow teachers the opportunity to reflect and relay the correct information, at the correct time and in the correct format.

The success of this aim will be reviewed through governance, management and evaluation of assessment at regular times throughout the academic year.

3 PRINCIPLES OF ASSESSMENT

They (teachers) check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

*Education Inspection Framework (Ofsted), Implementation
(Quality of education)*

It is important to consider and be clear on the aims of assessment and how they can be achieved without adding unnecessarily to teacher workload, whilst also ensuring that assessment is (appropriate) for all pupils and that summative, reported data is as accurate as possible.

In-school formative assessment – for example:

- Questioning during lessons
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school formative assessment should:

- Tell teachers about pupils' knowledge and understanding of the topic, concept or skill
- Help students to understand what they need to do to improve
- Be inclusive for students of all abilities
- Inform planning for future lessons (in terms of progression and review)
- Result in early intervention at a faculty and/or whole-school level where necessary
- Enable teachers to judge and report an appropriate "Commitment to Learning" grade (1-4) which assesses (subjectively) engagement with lessons and homework, Behaviour for Learning and other related indicators

In-school summative assessment – for example:

- Exam Weeks (three per year)
- End of unit tests
- Homework projects

In-school summative assessment should:

- Test pupils on their knowledge and skills gained throughout their 'level of study' – this is known as 'synoptic assessment'

- Be available (online) for students who are not able to attend school for any reason. This should be done using Google Classroom, where exams can be scheduled to take place at the same time as those happening in school.
- Result in the reporting of accurate 'current grades' and 'most likely grades' that can be used to inform teacher planning and necessary intervention strategies
- Allow for reflection of L&T and lead to improved progress, attainment and outcomes for the pupils
- Be reviewed by students and parents through reporting systems and parent-teacher consultations.
- Provide the information required to fulfil its purpose (see section 1 – Philosophy and Purpose)
- Be recorded in SIMs marksheets within the timeframe(s) set in the school calendar
- Ensure that data can be used to review/monitor whole, or specific 'groups' of pupils (eg: Disadvantaged, SEND, EAL, Ethnicity) and can be analysed consistently

Nationally standardised summative assessment – including (but not exclusive to):

- Exam 'seasons' for all formal qualifications offered by the centre.
- Cognitive Assessment Tests (CATs)
- Nationally standardised summative assessment should:
- Lead into exam analysis meetings, appraisal, faculty planning (including curriculum, improvement plans and staffing) and Quality of Learning reviews.

4 VALUES

Our values express how we work together at Southborough. They shape the culture we want to see in the classroom:

- **Support**
- **Challenge**
- **Respect**
- **Responsibility**
- **Relationships**
- **Resilience**

Support

- Students should support their teachers and each other: we are a team
- Teachers and Teaching Assistants should support each other: we are a team

- Heads of Faculty, supported by the Senior Leadership Team, should support their teams with clear implementation of assessment, curriculum intent and direction
- We value partnerships with other organisations and seek to share best practice
- Teachers should be familiar with their students' SEND, EAL, Disadvantaged and other Inclusion needs, plan their lessons accordingly and assess appropriately, challenging high, mid and low attainers
- We are committed to ongoing professional development
- Parents should support their sons' or wards' learning and the vision and values of the school

Challenge

- All members of the Southborough community should have high expectations of what we can achieve
- We aim to stretch all students academically
- We aspire to a "high challenge" culture, where we are comfortable taking academic and pedagogical risks
- Teachers should challenge each other to be the best they can be
- We welcome feedback from parents, carers, students, the community and other stakeholders

Respect

- All members of the Southborough community should treat each other with respect in lessons and beyond
- We treat our local and wider community with care and respect

Responsibility

- Students are encouraged to take ownership of their own learning via their lessons, homework, exercise books, text books, e-learning, assessments as well as learning opportunities offered through the wider curriculum
- Teachers are expected to generate a culture of responsibility and trust in their classes

Relationships

- We aspire to an inclusive, caring culture for all members of our community
- We know our students and plan our lessons and assessments accordingly
- We use a restorative approach to behaviour

Resilience

- Learning can be difficult: we don't give up
- Teaching can be difficult: we don't give up

5 THE SOUTHBOROUGH SEVEN

These techniques are based on Rosenshine's Principles of Instruction and have been selected as particularly suitable for Southborough High School:

1. Daily review/weekly and monthly review
2. New material in small steps
3. Ask questions
4. Provide models/scaffold for difficult tasks
5. Guide student practice
6. Check student understanding
7. Independent practice

These principles each promote formative and summative assessment opportunities which will inform learning and teaching strategies. They ensure that knowledge is embedded (1), developed (2, 3, 5), applied (4) and evaluated (6) and that students have the opportunity to self-assess through independent practice.

6 PROCEDURE

Exam Weeks

- Exam weeks will take place three times per year for all year groups
 - October / November - Whole School
 - January - Y11 and Y13 (2a), Y9 and Y12 (2b)
 - March - Whole School
 - June - Y7, 8, 10, 12
- The teaching timetable will be suspended for all students taking exams
- All pupils will get to experience exams in the exam-hall or gyms in an academic year
- Teachers will be required to invigilate examinations
- Exam week schedules and revision lists will be published to staff, students and parents/carers at least two-weeks before the examinations are due to begin
- All exams will take place under formal 'Exam Conditions'
- Assessment materials will be quality assured by the HoF, Senior Leadership (eg: Levels of challenge, length/timing, appropriateness)
- Access arrangements / special consideration(s) will be provided by in-school learning support, organised by the SEND faculty.
- Exams will be made available (online) for students who are not able to attend school for any reason. This should be done using Google Classroom,

where exams can be scheduled to take place at the same time as those happening in school.

Exam Week Reporting

- Reports are scheduled to be published no more than three weeks after the completion of exams
- Reports must be checked by HoYs and HoFs before being sent to parents/students
- It is the responsibility of the 'data team' to ensure that reports are completed on time and without error
- Year group reports will be made available to HoFs within one week of the data entry deadline so that monitoring, planning and intervention strategies can be implemented without delay
- Tracking reports (assessment manager data) will be made available, by the Data lead, no more than 1 week after the data entry deadline. These should be sent to HoFs, HoYs and SLT.

In-school formative assessment

- It is a requirement on staff that formative assessment occurs throughout lessons, within good learning and teaching (refer to the Marking and Feedback procedure for additional guidance)

Raising Achievement Plans

- The data team will provide data on year groups and identified groups of pupils (as per the timeframe above) to enable the swift implementation of RAPs
- HOYs will implement RAPs for identified pupils
- RAPs will be reviewed in Line Management meetings following formal in-school summative assessment (Exam Weeks)

Provision Maps

- Provision maps should be reviewed following formal in-school summative assessment (Exam Weeks) and Nationally standardised summative assessment to ensure that provision is having the desired impact and is cost effective

Exam Analysis Meetings

- Exam analysis meetings are scheduled to take place in the first 2 weeks of the Autumn Term
- HoFs and HoSs must complete the Summer Exam (results) Analysis form for each formal qualification in preparation for these meetings (template provided by SLT with responsibility for Curriculum and Achievement)

- Findings of these meetings should feed directly into faculty improvement plans and appraisal overview statements

SEN – Access Arrangements

- Assessment must be appropriate for all learners
- Access arrangements should be in place (where possible) for all forms of assessment (refer to the SEND policy for additional information)

7 IMPLEMENTATION OF POLICY

The implementation of this policy is supported by the following frameworks and documents:

- Appraisal policy
- [Teachers' Standards](#)
- [Headteachers' Standards](#)
- Continuing Professional Development
- Homework policy
- Marking and Feedback procedure
- The Southborough Seven
- Behaviour policy
- The 4 R's

8 GOVERNANCE, MANAGEMENT AND EVALUATION OF ASSESSMENT (RESPONSIBILITIES)

The Headteacher is responsible, in consultation with the Senior Leadership Team (SLT) for establishing the policy for the promotion for high quality assessment and for reviewing it with the Governors at the appointed review date.

The Senior Assistant Headteacher (with responsibility for Curriculum and Achievement) is responsible for quality assuring assessment across the school.

The Deputy Headteacher and Assistant Headteacher (with responsibility for the QoLRs) are responsible for quality assuring learning and teaching across the school.

The Lead Practitioner (data) and Exams Officer are responsible for the collection and distribution of data including reports to parents.

The SLT is responsible for the day-to-day management of the policy and procedures. They will monitor the quality of assessment in the whole school and offer support and training to maintain high standards.

Heads of Faculty are responsible for ensuring that all forms of assessment (in-school) are appropriate for the pupils and inform planning with reference to the curriculum. They are responsible; for ensuring that practice across the faculty is in-line with their faculty expectations; that standard operating procedures are implemented across the faculty; for monitoring and evaluating the quality of learning and teaching; for providing support and training to develop teaching and learning across their faculty; and for tracking the progress of students.

All staff are responsible for applying the school's assessment policy and procedures to provide high quality learning experiences for all students.

9 EVALUATION AND DEVELOPMENT OF POLICY

This policy will be developed through consultation with staff, SLT and Governors.

10 CONNECTED POLICIES

- Learning and Teaching Policy
- Curriculum Policy
- SEND Policy

REVIEW

This policy will be reviewed every 2 years in accordance with the school's review cycle.

FINAL

Approved by Governors

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