



Assessment policy

Approved by: [Jo Ware] Date: 13th March 2022

Last reviewed on: March 2022

Next review due by: [September 2022]

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 refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#) This policy complies with our funding agreement and articles of association.

3. Principles of assessment

UTC Plymouth seeks to encourage staff and students to aspire to achieve their potential. This policy, and its associated procedures and protocols, is based on these key principles:

- Nurturing learners, providing opportunities for everyone to reach their full potential through timely assessment and DIRT
- Empowering learners to become independent and responsible learners using target setting and directed improvement/intervention
- Recognising achievement and success based on assessment criteria and levels of progress

High quality formative, summative assessment and marking systems and strategies are central to our teaching and learning policy and practice. Raising Standards Leads (RSLs) are accountable for the provision of effective assessment and marking within their areas, and this will be overseen during a 3 point cyclical monitoring and evaluation process.

Purposes

Effective assessment enhances learning and raises achievement. UTC Plymouth is committed to ensuring that assessment procedures are in place, that maximise learner achievement, through:

- guiding teachers and learners through the learning process;
- meeting the external requirements of examination boards and national legislation;
- enhancing the self-esteem of our learners;
- recognising our learners' efforts and achievements and reporting these to interested parties;
- being practicable and manageable, imposing no unnecessary demands on teachers or learners.
- Providing relevant information to parents/carers so that they can take full part in supporting their child's progress.

4. Assessment approaches

At UTC Plymouth 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

As a member of Reach South Academy Trust, UTC Plymouth applies the principles of Visible Learning to provide an overarching framework for formative assessment, where:

- Student work is formatively marked to identify strengths in knowledge and/or skill as well as providing specific targeted guidance on actions to further learning.
- Live questioning around learning is used to consolidate, extend, identify and address misconceptions in learning.
- Visible learning maps and personal learning checklists are used to inform students of curriculum content as well as provide a vehicle for self assessment and reflection.
- Modelling of exemplar work, or WAGOLL, is used to exemplify good practice as well as provide a tangible measure for self and peer assessment.

4.2 In-school summative assessment

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

Summative assessments are used by each faculty area to measure progress across each unit of work. This is used in the interim to identify gaps in learning and subsequently feed forward to inform re-teaching opportunities or readjustment of curriculum implementation, and to inform the need and type of specific intervention that may be appropriate for individual students.

Termly data reporting is employed to collate and reflect on student progress over a breadth of subject work, to allow for broader data trends to be identified, reflected upon and necessary faculty/SLT actions implemented, and to allow for the celebration of student effort and achievement through generated reports and communication to relevant stakeholders, including parents/carers and the Reach South Academy Trust. Data is collated through the college's MIS system, Arbor.

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 and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Student attainment data is used throughout the college to measure progress against expectations. Attainment expectations are generated through the use of CATs testing, on entry to the college, to generate end of KS4 targets for all assessable subject areas. FFT aspire is used to generate targets, based upon prior performance at GCSE, for our portfolio of level 3 courses.

Annual attainment targets are back-mapped from student end point targets. This provides an annual benchmark, allowing teaching staff to compare student progress against projected progress. At KS3, staff report on student progress as being 'developing' (attainment is below expectation), 'achieving' (progress is in line with expectation), or 'exceeding' (progress is above expectation). Where curriculum delivery is mapped against externally set assessment criteria and grading, i.e. at KS4 and 5, equivalent working grades are reported.

We have three data reporting cycles each year. This is to allow long term data trends to become evident and so provide useful insight for college leaders without overburdening teaching staff with onerous data entry. Our data entry is streamlined into one MIS. Data analysis is exported through our data manager and reported back to teachers, RSLs and SLT for use. Faculty level analysis (DDA) is then used to identify class/subject trends, to identify any emerging needs in student performance, followed by targeted action planning to address these.

6. Reporting to parents

Effective progress is enhanced by a strong home/college collaboration, and ensures that young people are sufficiently supported to achieve their best. Review weeks are scheduled on an annual basis for each year group with further opportunities to discuss a child's progress.

We will provide parents/carers with a termly update in progress which will show the students' expected target grade, their current working grade at KS4 and 5 and whether or not they are exceeding, achieving or developing at KS3. We also include:

- 'effective progress' (whether the student is on track to meet their end of Key stage target),
- 'effective learning' (attitude to learning against our expectations)
- a comment on what is working positively
- an improvement target

Reports should not surprise parents/carers. Any issues that are arising as the year progresses should be alerted to parents by the member of staff concerned, so that an informed programme of intervention can be put in place. Reports will also include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- The pupil's attendance record,
- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained

7. Progress Portfolios

It is vital that students take care of their Progress Portfolios. The portfolio will contain all important documents including:

- Curriculum Overviews
- Personalised Learning Checklists
- Termly reports

Students and staff will hold progress conversations after each data drop during DIRT Week. It is a students' responsibility to understand their current targets and how they will achieve them.

8. 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.

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. Monitoring activities will focus on the extent to which provision for teaching, learning and assessment. Therefore, monitoring and evaluation will include quality of provision and impact in relation to:

- Demonstrating an understanding of students level of attainment on entry through the planning of appropriately structured learning materials
- Standards of attainment at KS 3, 4 & 5
- Attainment by curriculum area
- Skills and competencies development
- Value-added attainment
- Statutory targets (at all levels)
- Specialist subject targets by attainment
- Outcomes of teacher assessment
- Progress of different groups of learners
- Quality of assessment and marking
- Quality of curriculum provision

10. Monitoring

This policy will be reviewed Annually by the Assistant Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. RSLs are responsible for ensuring that the policy is followed.

SLT will monitor the effectiveness of assessment practices across the school, through:

DIRT, moderation, lesson observations and Developmental Drop-ins (DDI), book scrutinies and pupil progress meetings.

11. Training

All teaching staff and teaching support staff are kept up-to-date with our developments in assessment practice. Our assessment data cycles are publicised for all and coordinated through CPD, planned Dedicated improvement and reflection time (DIRT) weeks, QA schedules and moderation. Regular scrutiny and DDIs and through DDA meetings ensure staff are able to develop and improve their practice on a regular basis. The Assistant Headteacher and Strategic Data Lead coordinate this.

12. Links with other policies

This assessment policy is linked to:

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