

Assessment Policy

1. Policy Statement

- 1.1. The Head, staff and governors of Sir William Perkins's School are committed to promoting a broad and balanced curriculum. The school aims to nurture curiosity, ambition and generosity in our students within a caring, innovative and happy environment. The Head, staff and governors work in partnership with parents/carers to ensure that each student is given the best chance to achieve their full academic potential: success in this area enables our students to progress to the next stages of education or employment.
- 1.2. Assessment at Sir William Perkins's School is integral to students achieving their full potential. Assessment can take many forms (both written and oral, formal and informal), is ongoing, and can be formative or summative. A framework of regular and thorough assessment informs teaching to enable all students to progress and to develop.
- 1.3. This document should also be read in conjunction with examination board specifications, course outlines, schemes of work, the school calendar, and the other school policies including:
 - Curriculum Policy
 - Careers Education and Guidance Policy
 - Students with SEND Policy
 - Students with EAL Policy
 - School Library Policy
 - Teaching and Learning Policy

Sir William Perkins's School is fully committed to ensuring that the application of the Teaching and Learning Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document.

2. Assessment

- 2.1. Students, in all year groups, should be set regular activities, tasks and assignments which enable a range of assessment opportunities (both written and verbal). This means that files (paper and digital) and other media (e.g. OneNote) in which work is recorded will contain evidence of regular feedback, although not all work will be formally marked.
- 2.2. A range of assignments should be regularly marked and returned to students within a reasonable period of time.
- 2.3. Feedback should comprise:
 - annotations which highlight and/or comment on the quality of the details of student response;
 - summative comments which identify at least one area in which a student has met the success criteria [WWW] and one area for development [EBI]Such feedback may be clearly indicated through use of marking stamps or by departmental and/or individual teacher's preferred systems.

- 2.4. Students' work should be marked/graded in accordance with agreed departmental practice and/or subject-specific examination board specifications and mark schemes.
- 2.5. Universal marking codes may be used where appropriate and relevant, alongside department codes – See Appendix 1: Marking Codes and Protocols
- 2.6. All departments should have a marking policy which details subject-specific considerations.
- 2.7. All students should be enabled and expected to engage with and reflect on formative and summative feedback, as appropriate, within the contexts of different subjects and different types of assessment (both written and oral). Opportunities to correct mistakes and edit work in ways which exhibit an understanding of teacher feedback should be seen across the curriculum in all year groups.
- 2.8. Teacher, peer and self-assessment opportunities should also be available to students across the curriculum in all year groups.
- 2.9. Student summary sheets, noting assessment results, should be completed as the academic year progresses.
- 2.10. Students should have all marking policies explained to them, preferably using supporting documentation which is available where work is recorded.

3. Assessments and Working at Grades

- 3.1. Assessments are generally set, assessed and graded every term
- 3.2. The style of assessment and the date on which these are taken by students in any given term are determined at department and teacher level. Percentages and grades are entered by subject teachers into department tracking spreadsheets where relevant. Working at Grades are entered into SIMS termly.
- 3.3. Together with other assessed work, classwork and homework, the assessment grades help inform the student's current attainment or Working at Grade. The Working at Grade is measured against the appropriate baseline assessment (MidYIS for years 7 to 9; Yellis for year 10 to 11; ALIS for years 12 and 13) in order to measure progress and identify whether a student is in line with, exceeding or falling short of expected progress. This data is then available to inform subject teachers, Heads of Department, pastoral staff and the SLT/ELT of student progress; this should then, subsequently, inform teaching and intervention strategies as appropriate and necessary for individual students.

4. Internal examinations

Once a year, students sit School examinations.

- For years 7 to 10 and 12, these should be School examinations, taken in the summer term, which are set and marked by departments. Examination percentages are translated into grades, the boundaries for which are determined by the Heads of Department.
- For years 11 and 13, these should be mock examinations, comprising past papers, set and marked by departments. Examination percentages are translated into public examination grades, the boundaries for which are determined by the Heads of Departments in line with knowledge of the likely grade boundaries in the public examinations.

5. Baseline Assessments and Measuring Progress

- 5.1. **Year 7** sit CEM's MidYIS tests in September. The results provide baseline data, against which student progress can be measured, and GCSE predicted grades, which inform students, staff and parents/carers of expected outcomes at the end of KS4.
- 5.2. **Year 10** sit CEM's Yellis tests. The results provide baseline data, against which student progress can be measured, the MidYIS predictions can be checked and GCSE predicted grades, which inform students, staff and parents/carers of expected outcomes at the end of KS4.
- 5.3. **Year 12** sit CEM's ALIS tests and the students' GCSE results are submitted to CEM. The results provide baseline data, against which student progress can be measured, and A level predicted grades, which inform students, staff and parents/carers of expected outcomes at the end of KS5.
- 5.4. **The Data Manager** uses ongoing academic data to provide summaries of student progress including individual to year group, year group comparison, and student group (SEND, EAL, more able) data. This is used by subject staff, Heads of Departments, Heads of Year and SLT/ELT to monitor and track student progress as well as to identify areas for intervention. This is also used in annual Department Reviews.

6. External Examinations

For year groups and individual students who are entered for public examinations, please see the Exams Policy.

The results of external examinations are measured against the appropriate baseline assessment to identify student and cohort progress; analysis of these results informs the Department Reviews and Department Development Plans and subsequent teaching, learning and assessment (see the Teaching and Learning Policy).

7. Work Scrutiny

Work scrutiny, to ensure adherence to this policy and assess the quality of feedback, takes place regularly during the year. This may be done in departments, by members of the SLT/ELT, and by specific Heads of Year. More frequent scrutiny can and should take place where necessary or when advisable; this should be to monitor the progress of specific, individual students; student groups; or student cohorts and/or the assessment procedures of individual teachers or departments.

8. Recording Marks and Grades

The marks and grades awarded to individual assignments will be agreed within departments.

All staff are expected to record the marks and grades awarded to students throughout the year. The format of the record is decided at department and teacher level and can be handwritten or electronic (the school provides iDoceo and Firefly for all staff) and kept securely.

Internal examination results and data for reports is entered and stored in SIMS. The deadlines for the entry of this data are found on SOCS. The SOCS Calendar is available to students and parents/carers.

9. Parents'/Carers' Meetings (one per year)

Verbal feedback and discussion of students' attitude to learning, attainment, progress and relevant actions takes place once a year, for all year groups, as specified in the SWPS SOCS Calendar. For convenience, many of these meetings take place on-line and may take place over more than one evening. Key Parents'/Carers' meetings are held face-to-face in order to build and strengthen the relationship between School and home.

10. Reports

Reports offer summative assessment for parents/carers throughout the academic year, as specified in the SWPS School Calendar, made available to staff, students and parents/carers.

The style of comments and guidelines for reporting are detailed in the *SWPS Data and Reporting Handbook*.

11. Monitoring and review

The governing body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This document is reviewed and updated annually by the Deputy Head Academic or as events or legislation requires.

Next scheduled review date: June 2025

Last reviewed: September 2024

Key updates in this version:

- Removal of 'Exercise Books.'
- Substitution of SOCS for Academic Calendar.
- Inclusion of face-to-face Parents' and Carers' Evenings.

Appendix 1: Marking Codes and Protocols which may be used across departments

- Students encouraged to mark CW for classwork, HW for homework and EXT for extension work, where appropriate.
- Tracking sheets showing target and current attainment in assessments to be used as best practice.
- Students' responses to teacher comments and self or peer marking may be indicated in a specific colour, e.g., green.

Literacy codes:

Sp	How should the word be spelt? Can you think of a way to remember this spelling?
P	Have you missed out punctuation or put it in the wrong place? Could punctuation be used in a more powerful or interesting way?
C	What are the rules for using capital letters?
//	What are the reasons for starting a new paragraph?
?	Does this make sense? Is there a grammar mistake? Can you express ideas in a clearer or more sophisticated way?
Exp	Awkward expression/Clumsy expression/Informal
R	Repetition
→	Indent

Improvement & feedback codes:

WWW	What went well
EBI	Even better if
DIRT	Dedicated improvement and reflection time
LTO	You need to link your answer back to the question here
e.g.	You need to include factual support e.g. dates, people's names, details of what happened
Jud	You have made a clear point that signals what the paragraph is about and made a clear judgement about that factor