

Policy title	Assessment Policy
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Contents

1. Aims	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Support for Students	3
5. Assessment approaches	4
6. Collecting and using data	9
7. Reporting to parents	10
8. Inclusion	11
9. Training	11
10. Roles and responsibilities	11
11. Monitoring & Review	12
12. Links with other policies	12
Appendix 1 – TBHA Marking Code	13

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 Attitude to Learning descriptors
- Describe how our student target setting process works
- How we report 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

3. Principles of assessment

At The Burgess Hill Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum; assessment is part of teaching practice and the student's daily experience. Assessment includes 'the process of gathering, interpreting, and using evidence to make judgements about students' achievements' (Harlen, 2007).

All interactions with students potentially provide information that could support teachers to make judgements. And students should be included as judgement-makers, when possible, involving them in the active monitoring of their own learning.

Effective assessment needs to allow for timely feedback and efficient use of teacher time.

4. Support for Students

We know that students do best in assessments when they:

- Have their basic physical needs met
- Feel secure, safe, and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed

- The assessment is differentiated, as appropriate for students, including SEN students, e.g., printing the exam paper on buff paper
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- They have seen similar tasks before, e.g., through mock exams.
- Have been given prior-warning of the upcoming assessment so that they can revise and prepare themselves
- Have results fed back to them as soon as possible so that they can make progress on their work
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

5. Assessment approaches

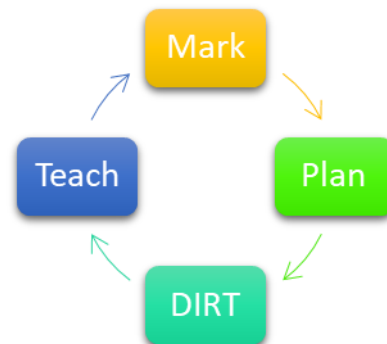
This policy outlines our whole-school approach to assessment, however, due to the nature of the subjects taught within the school assessment approaches may 'look' different in different subjects. For example, teachers in Art will put post-its in students' art books to provide in-lesson feedback. This means that they are not, therefore, writing on the students' artwork.

Further information about each subject adapts this Assessment Policy can be seen in their **Subject Assessment Plan** which is located in their Curriculum Folders.

Assessment Methodology

We use four broad overarching forms of assessment:

- day-to-day in-school **formative** assessment,
- in-school **summative** assessment,
- nationally **standardised summative** assessment
- student **work ethic descriptors**



5.1 Dedicated Improvement and Reflection Time

All assessment that is carried should be followed by a chance for students to reflect upon their feedback and make improvements to their work. At The Burgess Hill Academy we refer to this as Dedicated Improvement and Reflection Time (DIRT).

Dedicated Improvement and Reflection Time (DIRT) will be used in conjunction with assessment feedback to support students in reflecting and improving on their learning. Refer to the diagram above. The details of how this will look within each subject is contained with the Subject Assessment Plan. This includes information on:

- how long a task will take
- The type of tasks students might complete
- What a student will do if they do not understand the task
- The teacher's role during DIRT
- If work is not improved to the expected standard – what will happen

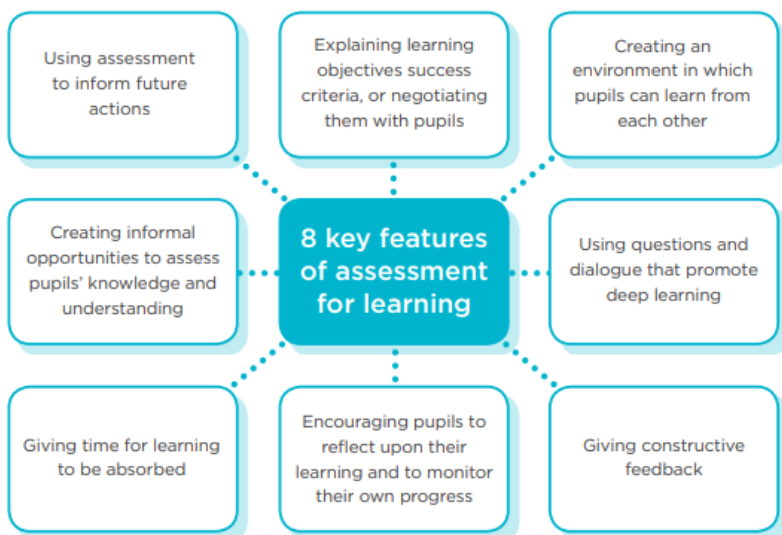
5.2 Formative assessment

Formative assessment or Assessment for Learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Assessment for Learning should occur in every lesson.

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

Underlying the AfL (Assessment for Learning) approach is the recognition that every teaching and learning task or activity offers assessment opportunities, and that AfL should be embedded in day-to-day classroom practice as a means of continuously assessing knowledge, informing teaching, and providing feedback to improve pupil learning (https://www.nfer.ac.uk/media/3094/assessment_for_learning.pdf)



AfL is an impactful and timely way to drive progress, addressing student's misconceptions, challenging pupils to reflect and engage with their own learning and enabling them to act promptly and independently on advice given. From our experience, by using AfL students become more involved in their learning process and from this gain confidence in what they are expected to learn and to what standard.

Assessment for Learning strategies can include:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lesson
- turn in a research proposal for early feedback
- Verbal feedback should be an integral part of each lesson. All verbal feedback should be timely, differentiated, clear, specific, personalized & phrased to encourage student self-reflection and active participation

All marking will follow the **TBHA Marking Code (see Appendix 1)**. Any adjustments to this can be seen in the **Subject Assessment Plan**

Peer and self-assessment

Peer assessment guidelines

Make the guidelines for giving feedback explicit and ensure that pupils understand and follow these when working in groups or with response partners.

- Respect the work of others.
- Identify successful features.
- Think about the learning objective and the success criteria when suggesting improvements.
- Word suggestions for improvement positively.

Self and peer assessment are important aspects of assessment for learning (AFL) practice. Assessing their own work or that of others can help pupils develop their understanding of learning objectives and success- criteria.

It is recommended that peer assessment should be introduced first, only moving on to self-assessment when both teachers and pupils are fully comfortable with the former. All marking will follow the *TBHA Marking Code*

https://www.nfer.ac.uk/media/3113/self_and_peer_assessment.pdf

TBHA Marking Code

How to use the Marking Code

- The marking code will be used for all marking (formative or summative)
- Teachers and students will use the marking code
- Between 3 and 5 mistakes should be highlighted in a piece of work. Mistakes to be corrected should be those that would make the most difference to student progress.
- Spelling corrections will be written out three times by the students. Teachers may ask students to write these spellings in a specific place within their exercise book so as to keep a spelling log.

5.3 Summative assessment

Summative assessments are used to monitor progress over time. They are a method of evaluation typically performed at the end of a unit, sequence, module, or time period, e.g., term. Summative assessments allow teachers to measure a student's understanding against standardised criteria and usually result in the student receiving a determined grade that tells the student how well they are performing academically. Class teachers and academy leaders will ask the following questions:

- Do pupils know the curriculum that they have been taught?
- How do I know that pupils know the curriculum that they have been taught?

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 sequence or period and the impact of their own teaching. Teachers will use this information to determine intervention groups and adjust teaching methods.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period. 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 assessment can take two forms:

- **End of sequence assessment:** this is where the questions are solely based on the sequence taught. The assessment should cover all the learning content from the assessed sequence. This assessment should not generally be used to make holistic judgements on students' overall progress.
- **Holistic summative assessment:** this is where the questions cover all curriculum content for the year (KS3) or qualification (GCSE). Students may be assessed against knowledge they have not covered.

TBHA Guidelines for Summative Assessment

- Summative Assessment should:
 - occur at least every 20 lessons
 - be at points that most impact on student progress, e.g., at the end of a sequence
 - provide information for data capture
 - for subjects on rotation, e.g., DT, Food & Textiles there should be a summative assessment at the end of the rotation.
- Quality over quantity: the *amount* of feedback and whether it is completed solely by the teacher or in conjunction with the student(s) is down to departmental judgement so long as the impact is clear.
- Students will be given a percentage score for all summative assessments
- Staff may give marks separately to written feedback to allow the student to focus on *how* to improve.

TBHA Summative Assessment Feedback

- Teacher should use DIRT to provide feedback on summative assessments
- Teachers may use an assessment matrix as part of their summative assessment marking
- All marking will follow the *TBHA Marking Code*
- Written feedback should follow the WWW (What Went Well) and EBI (Even Better If) format.
- Written comments should be specific, targeted and differentiated for the individual student and relate to their learning.
- Teachers will mark on green slips or use a green pen/ font
- Students will respond to feedback in purple pen/ font
- All written feedback should be responded to by the student as DIRT or homework (see below)

5.4 Summative Assessment for use in Data Captures

Our Trust's data snapshots collect the teacher assessment data for the end of term curriculum end points in Terms 2, 4 and 6. For each data snapshot we will collect the teacher assessment data per subject. We will ask if the student is: **Well Below, Below, Meeting, Above or Well Above** their end of term curriculum end points in line with the academy's curriculum & end of term expectations for each subject each term.

Subject Leaders will have decided what type of assessment (End of sequence assessment or Holistic summative assessment) that they will use to assess students' attainment. The details of this can be seen in their **Subject Assessment Plan**. An example **Subject Summative Assessment Overview** can be seen below:

Subject Summative Assessment Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	End of sequence assessment	End of sequence assessment	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment
8	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment

9	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment
10	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment	End of sequence assessment	Holistic summative assessment
11	Holistic summative assessment	Holistic summative assessment	Holistic summative assessment	Holistic summative assessment	Holistic summative assessment	N/A

Please note:

- a) *We do not assess students against GCSE content within KS3. However, we may use the GCSE grade boundaries to ensure a consistent methodology throughout KS3 and KS4. This allows us to use the data proactively to provide interventions that ensure all students make sufficient progress.*
- b) *We do not inform students of their current 'working at grade' until the student reaches KS4 and is studying a GCSE curriculum.*

5.5 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 (KS) 4.

5.6 Attitude to Learning Descriptors

As well as assessing students on their academic progress, three times a year, through the data snapshot process we will give a numerical value (1-4) to students based on each of the following criteria:

- **Attitude to Learning** - Choosing to work consistently hard and with resilience to produce high quality work enables us to be knowledgeable, keep making progress and to be successful going forward
- **Behaviour for Learning** - Choosing to behave exceptionally in lessons allows us to learn successfully and shows that we respect other student's right to learn and reach their full potential.
- **Readiness to Learning** - We arrive to lessons on time fully equipped and in correct uniform because we respect other people's time and our own.

Students who understand and internalise values and attitudes may, in turn, be more motivated to learn and engage in critical thinking activities. Incorporating values into education has the potential to promote behaviours that make learning more effective for students.

The Attitude to Learning Descriptors are added to the students report to support parents in understanding the progress that their child has made in each subject.

6. Collecting and using data

Our Trust’s data snapshots collect the teacher assessment data for the end of term curriculum end points in Terms 2, 4 and 6. For each data snapshot we will collect the teacher assessment data per subject. We will ask if the student is: **Well Below, Below, Meeting, Above or Well Above** their end of term curriculum end points in line with the academy’s curriculum & end of term expectations for each subject each term. This is then converted into **met or not met** for the purpose of consistency across the Trust schools

Data Snapshot 1

	Trust Data Snapshot			
Year 7-Year 9	Per subject pupils are Well Below, Below, Meeting, Above or Well Above end of term 2 curriculum end points in line with the academy’s curriculum (end of term expectations for each subject this term).			
Year 10	Per subject pupils are Well Below, Below, Meeting, Above or Well Above end of term 2 curriculum end points in line with the academy’s curriculum (end of term expectations for each subject this term).			
Year 11		Pupils are on track to achieve 4+	Pupils are on track to achieve 5+	Pupils are on track to achieve 7+

Data Snapshot 2

	Trust Data Snapshot			
Year 7-Year 9	Per subject pupils are Well Below, Below, Meeting, Above or Well Above end of term 2 curriculum end points in line with the academy’s curriculum (end of term expectations for each subject this term).			
Year 10	Per subject pupils are Well Below, Below, Meeting, Above or Well Above end of term 2 curriculum end points in line with the academy’s curriculum (end of term expectations for each subject this term).			
Year 11		Pupils are on track to achieve 4+	Pupils are on track to achieve 5+	Pupils are on track to achieve 7+

Data Snapshot 3

	Trust Data Snapshot			
Year 7-Year 9	Per subject pupils are Well Below, Below, Meeting, Above or Well Above end of term 2 curriculum end points in line with the academy's curriculum (end of term expectations for each subject this term).			
Year 10	Per subject pupils are Well Below, Below, Meeting, Above or Well Above end of term 2 curriculum end points in line with the academy's curriculum (end of term expectations for each subject this term).			
Year 11		Pupils are on track to achieve 4+	Pupils are on track to achieve 5+	Pupils are on track to achieve 7+

7. Reporting to parents

Assessment data will be reported to parents through progress reports (sent out three times per year) & parents' evenings.

A progress report contains:

Key Stage 3 (Years 7-9)

- KS3 Band for each subject (Well Below, Below, Meeting, Above and Well Above)
- Attitude to Learning Descriptors for all subjects. Non-qualification Subjects, e.g., core PE and citizenship will not be assigned a grade, but parents will be informed how the student is getting on through their Attitude to Learning Descriptors
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance figures
- The pupil's positive and negative behaviour points
- Non-qualification Subjects, e.g., core PE and citizenship will not be assigned a grade, but parents will be informed how the student is getting on through their Attitude to Learning Descriptors

Year 10

- The students Goal for each subject (1-9)
- On Track to Achieve (1-9)
- Progress Grade for each subject (Working Towards, Meeting or Exceeding)
- Attitude to Learning Descriptors for all subjects. Non-qualification Subjects, e.g., core PE and citizenship will not be assigned a grade, but parents will be informed how the student is getting on through their Attitude to Learning Descriptors
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance figures
- The pupil's positive and negative behaviour points

Year 11

- The students Goal for each subject (1-9)
- Working at Grade for each subject (1-9)
- Predicted Grade for each subject (1-9)
- Attitude to Learning Descriptors for all subjects. Non-qualification Subjects, e.g., core PE and citizenship will not be assigned a grade, but parents will be informed how the student is getting on through their Attitude to Learning Descriptors
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance figures
- The pupil's positive and negative behaviour points

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. Training

Training on assessment will be delivered through the whole-school CPD (Continual Professional Development) and through department training. Please refer to each subject's Subject Overview document for more information.

10. Roles and responsibilities

10.1 Local Board

Local Board 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Principal

The Principal 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring & Review

This policy will be reviewed every year by whole school community. At every review, the policy will be shared with the Local Board.

All teaching staff are expected to read and follow this policy.

The Vice Principal for Curriculum, Assistant Principals and Subject Leaders will monitor the effectiveness of assessment practices across the school. Please refer to the Teaching and Learning Policy for more information.

12. Links with other policies






This assessment policy is linked to:

- Behaviour policy
- C9 Staff Capability Policy
- Equality information and objectives
- Examination contingency plan
- Home-school agreement
- Non-examination assessment policy
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy



THE
BURGESS HILL
ACADEMY

Marking Code

	Error on this line
	Missing/ incorrect capital letter, punctuation or grammar
sp	Incorrect spelling
//	New paragraph
	Approved
WWW	What Went Well
EBI	Even Better If
	Feedback
	Response