Respect – Commitment – Success
Parch – Ymrywmiad – Llwyddiant

ASSESSMENT ARRANGEMENTS

Document Version Control

Document	*Assessment Arrangements*
Reference	*2022SD/Assessment Arrangements*
Associated Policies and Documents	• *The Equality Act 2010* • *Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3 (Welsh Government)* • *Assessment and target setting (Welsh Government)*
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Consultation	*Standards Committee of the Governing Body*
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Chair of Governors	
Headteacher	

Equality Impact Assessment

Name of Policy or Procedure	Assessment Arrangements
Date of review/approval	September 2022
Those involved in the assessment	Standards Committee of the Governing Body
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	• Gender/sex • Sexual orientation • Religion/belief • Age • Gender reassignment • Pregnancy/maternity • Marital status The policy specifies the ways in which pupils are assessed and those assessment are recorded and reported. These procedures apply to all pupils without differentiation.
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	Disability and race – the policy indicates that reports will be provided to parents in writing. This could have a negative differential impact on parents with a sight impairment or lack of reading ability or for whom English is not their first language.
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	The scope for giving parents reports by means other than written English is not addressed in the policy.
Recommended changes to mitigate against potential negative differential impacts	An additional paragraph is included in the section 'Communication with parents/carers' as follows: Parents for whom written reports present a difficulty for example because of a visual impairment or lack of fluency in English, are entitled to request a meeting with their child's form tutor so that the report can be delivered orally.

The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

Introduction

We believe that good assessment practice derives from close attention to students' progress and draws teachers together in working systematically on achievement. We also believe that Assessment of Learning and Assessment for Learning are inextricably linked.

The quality of assessment has a significant impact on attitudes to learning and on attainment in the school by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

Principles

Our policy is underpinned by key principles. We believe that good assessment practice should:

- Be based upon clear curriculum objectives;
- Be consistent within faculties and across the school;
- Be robust and timely;
- Be an integral part of learning and teaching;
- Be an assessment both of learning and for learning;
- Involve the student in reflection, review and progress planning;
- Draw upon a wide range of evidence;
- Inform record keeping;
- Indicate strengths and identify areas for development;
- Inform student progress;
- Inform student and school targets;
- Be inclusive and address the needs of all students, including those with additional learning needs or challenging personal circumstances.

Aims

Assessment, recording and reporting of student progress serves many purposes. The most important are to track progress and to improve learning outcomes i.e. assessment of learning and assessment for learning. Assessment is a vital tool in helping students to develop their knowledge, understanding and skills.

Assessment has three aspects:

- **Formative Assessment** designed to help a student to understand their current level of achievement and what they need to do to move forward in their learning. Such assessment is descriptive and usually delivered during lessons but also includes comment on written work or other tasks.
- **Summative Assessment**, usually quantitative, summing up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national

standard. A summative assessment may be derived from a written test, an observation, a conversation or a task.

- **Diagnostic Assessment** identifying gaps in a pupil's learning or knowledge which is used to target learning and intervention support.

Through assessing, recording and reporting on students' work, we aim to:

- Plan the curriculum more effectively;
- Evaluate the effectiveness of our teaching;
- Inform our lesson planning to meet the needs of all students and give them the opportunity to show what they know, understand and can do;
- Use assessment data to set challenging targets;
- Give students feedback to enable them to understand where they are on the learning continuum, what they need to do to move to the next level and motivate them to become more effective learners;
- Engage parents/carers in their child's learning and progress;
- Report to school leaders, parents, governors and relevant bodies including the local authority and Welsh Government.

Using Data

- Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data (Cognitive aptitude test (CAT));
- Students with Additional Learning Needs (ALN) are identified through consultation to enable smooth transfer from their primary school;
- Data is used as a baseline to monitor and review individual students' progress, especially to identify signs of underachievement or unusual potential, and to help set targets for the students and subject departments;
- CAT provides valuable indicators of future potential;
- The information management system (SIMs) allows departments and teachers to access information independently and in a way tailored to their needs, and also allows new data to be entered and processed when required;
- Subject teachers, Form Tutors and Progress Leaders use data and other assessment information to review the performance and expectations of students, maintaining a productive dialogue with the students about their progress;
- Test results and teacher assessments are analysed to highlight aspects of students' performance and the extent to which progress is consistent with earlier data;
- Analysis of the performance of class groups by Heads of Department and/or Heads of Faculty is used to identify weaker aspects of teaching, which are then addressed through performance management and professional development;
- Careful analysis of data, appropriate target-setting and detailed record-keeping are basic to good provision for students with Additional Learning Needs. The ALNCo is able to use these targets to offer practical advice for subject teachers;
- Data is used in the school to challenge departments to consider in detail the effectiveness of their teaching strategies and the impact on standards.

Target Setting

- Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our students. Targets may relate to individual students, groups of students within classes or whole cohorts of students;
- Target setting also allows us to ask some key questions about the performance of our school. These are:
    - How well are we doing?
    - How well should we be doing?
    - What more should we aim to achieve?
    - What must we do to make it happen?
    - What action should we take and how do we review progress?

Rationale for Target Setting

- Target setting is a significant strategy for improving achievement provided that the student is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual student;
- Students are involved in the target setting process, discussing their targets and comparing them to current expected grades/levels. Feedback from staff makes them aware of how they can improve their work and achieve/exceed their target. Students have to make decisions about their learning once we have made clear, through the target setting process, what they have to do next in order to improve;
- Parents/carers have regular opportunities to talk about their child's progress. This helps parents/carers identify the ways in which they can support their child with work and encouragement at home;
- School improvement targets are identified annually within our School Improvement Plan. The collective targets that we set for the children help to determine the priorities within the School Improvement Plan. The actions that we plan link to the targets and therefore impact positively upon our student's learning;
- In the school, we ensure the targets:
    - challenge all students to do better;
    - take into account each student's starting point for learning;
    - encourage students to regularly discuss and review their progress with teachers;
    - involve parents/carers in their child's learning;
    - help the Senior Leadership Team to agree priorities for the School Improvement Plan;
    - lead to focused teaching and learning; and
    - help us to make judgements about how well our school is doing when compared to all schools and similar schools in local and national benchmark groups.

Student Target Setting

- All students in years 7-11 are provided with targets based on prior performance;
- In years 7-8 CAT data is used to set aspirational targets;
- In years 9-13, Alps Minimum Expected Grades (MEGs) are used to set aspirational targets;
- Students in all years use their targets and progress grades/levels to reflect on how they can improve their work/attainment.

Whole School Targets

- Heads of Department/Heads of Faculty will collate annual targets for KS3, KS4 and KS5 and submit them to the Headteacher via the Assistant Headteacher in charge of Assessment;
- Targets for individual departments may be set as a result of DIP evaluations and annual review meetings. The school sets targets that are based on the potential achievement of each cohort of students. We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level;
- Whole school targets are discussed annually with the Challenge Advisor;
- The Governors consider target grades annually and review them in light of the outcomes of public examinations.

Communicating with Parents/Carers

- A strong partnership with parents/carers, based on frequent, regular, personalised and pertinent communication, helps the students to achieve their potential;
- The annual parents' evening as well as options evenings and other course evenings provide individual advice and support for parents/carers;
- The school provides regular opportunities for informal parental consultation with Progress Leader and SLT;
- Interim grades are shared with parents/carers annually that give a brief synopsis of the progress being made;
- Full written reports give a comprehensive analysis of progress made. Parents/carers are encouraged to give feedback about our reporting procedures through questionnaires. The results of these are used to improve the system.
- Parents for whom written reports present a difficulty for example because of a visual impairment or lack of fluency in English, are entitled to request a meeting with their child's form tutor so that the report can be delivered orally.

Standardisation

- In all subjects, ensuring that teachers have a common understanding of assessment criteria and standards is important. Particular care must be taken in departments with part-time teachers or discontinuities in staffing. Standardisation is as much an issue at Key Stage 3, where students' progress is related to National Curriculum level descriptions, as it is at Key Stages 4 and 5;

- Coursework assessment in Key Stages 4 and 5 is standardised, usually by a combination of departmental discussion and marking by two or more people. This should be linked to a portfolio of previously standardised work. Teachers have honed these procedures in familiar contexts so that they are confident of the reliability of their judgements;
- More generally, secure standardisation is dependent on the scrutiny of exemplars from examining boards, attendance by teachers at marking conferences provided by the boards or Consortium subject advisers, and teachers' own experience as external moderators;
- In good subject departments, teachers are aware of the ground rules relating to the supervision of coursework and are agreed on a proper level of intervention. Interventions should be noted in, for instance, the course log sheet, ensuring transparency and accountability.

Evaluation and Development

- Effective departments also use information from coursework to evaluate their practice. They analyse all the assessment information they have and make changes to the curriculum, teaching styles and learning materials accordingly. There should be a thorough evaluation of assignments and the teaching of them to establish what does and does not work. This gives feedback on teaching, and results in raising the tempo for some students and providing more support for others. It prompts teachers to adapt their approaches, for example, by changing the balance in the teaching of knowledge, understanding and skills.

Roles and Responsibilities

Subject Teachers will:

- communicate targets to students and parents within the first term of teaching, verbally to students and via interim reports to parents;
- carry out regular assessments;
- communicate progress grades/levels to students regularly;
- identify and support under-achieving students with appropriate strategies;
- retain a personal record of target grades/levels and progress grades/levels for all of their classes;
- record progress for Interim Grades and Full Report to parents/carers.

Heads of Departments will:

- retain a central departmental record of student targets and progress;
- monitor record keeping of colleagues in their subject area;
- coordinate regular assessments and the grading/levelling of these;
- ensure that colleagues in their subject area share progress grades/levels with students at the appropriate time;

- ensure that an ongoing dialogue concerning targets and progress occurs in lessons (assessment for learning);
- coordinate intervention strategies for under-achieving students; and
- evaluate standards at KS3, KS4 and KS5 each year in September and provide appropriate plans for improvement in their Department Improvement Plan (DIP).

Senior Leadership Team will:

- provide prior attainment data for staff including Cognitive Aptitude Test (CAT), Welsh National Test (WNT) and Alps data;
- facilitate necessary administrative support and guidance;
- publish an agreed cycle for the target setting/review/reporting system;
- monitor the implementation of the system at all levels;
- check the quality of all final reports before issue;
- feedback to individual staff and departments ways of improving the quality of final reports to parents;
- discuss and review the evaluation of the DIP individually and give support and guidance; and evaluate the impact of the system on student progress.