



## Assessment Policy



Light Hall School  
*The best from everyone, all of the time.*

# Assessment Policy

Policy Reference: LHSF/AP/01

### Policy Ownership:

Committee Board	SLT
School Department	School
Post Holder	R Hall – Deputy Headteacher

Disclosable Under Freedom of Information Act 2000	Yes / No
Published on the Website	Yes

### Linked Documents:


### Policy Renewal:

Date Implemented	July 2024
Planned Review	Annual
Review Date	July 2025



# Assessment Policy

## 1. Rationale

- 1.1 Quality, accurate and robust assessment is a key tool for school improvement
- 1.2 Both summative and formative assessment will be used to monitor the progress of each student in all subjects
- 1.3 Both types of assessment above will form an integral part of our teaching, with a range of techniques evident. Formative assessment is a key teaching strategy to improve learning and will be used regularly in lessons (see separate teaching and learning policy)
- 1.4 The progress of each student will be measured in relation to annual targets. We aim for all students in key stage 4 and 5, regardless of start points, to make progress which ensures they achieve better than similar ability students nationally. In key stage 3, we aim to get all students working at or above the expected year group level
- 1.5 The assessment, standardisation, moderation and reporting process aim to ensure robust, accurate and informative progress data is provided to all stakeholders, including the board of trustees
- 1.6 Subject staff will use the assessment data to inform their planning, differentiation and learning interventions
- 1.7 Electronic software (SIMS, SISRA Analytics) will be used to record and analyse progress data throughout the academic year in all year groups and subjects. All staff are expected to use the software to support their teaching. Appropriate training is provided

## 2. Procedures

- 2.1 In general, there are two main summative assessment points (but with a formative element) within the academic year: mid-year and end of year assessments
- 2.2 In key stage 3 (Years 7-9), students will be given assessment grades (WAGs) in all subjects based on the outcomes of assessments covering the work completed up to the relevant point. The outcomes are reported to parents after each assessment point. All subjects will assess key learning competencies, reporting attainment as a grade: EXS (exceeding expected level), MXS+ (meeting expected level), MXS- (meeting expected level) or WTS (working towards expected level).
- 2.3 In key stage 4 (Years 10-11), students will be given assessment grades (WAGs) in all subjects twice a year. The grades are reported to parents after each assessment point. GCSE grades 1-9 are provided in almost all subjects (exceptions being non-GCSE subjects that report in pass/merit etc...). The use of 'H' grades provide a further breakdown to indicate those students working at the top of each grade
- 2.4 In key stage 5 (Year 12), students will be given assessment grades (WAGs) in all subjects twice a year. In addition, at key points, students will receive a predicted grade in order to use for university applications. The grades are reported to parents after each assessment point (using A-Level grading criteria)
- 2.5 Assessment grades (WAGs) may fluctuate during the year depending on the topics taught e.g. some students will find some topics/concepts covered at different times in the year easier to grasp than others
- 2.6 There are two types of assessment in the year: End/Mid-Year assessments (summative) and key assessed work (formative). Each type are clearly identified (stuck in) in exercise books using coloured paper (end/mid-Year assessments on yellow and key assessed work on green). Both assessments will contain a mixture of short answer and extended answer type questions requiring students to demonstrate both acquisition and application of the taught content knowledge. In key stage 4, the assessment will reflect any subject tiering, where relevant.



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- 2.7 Assessments will involve detailed marking that offers clear feedback guidance on how to improve that enable students to make rapid gains in their learning
- 2.8 The setting of grade boundaries and other statistical exercises to support the accuracy of internal grading will be completed by the subject leader in conjunction with the Assistant Head teacher
- 2.9 Where possible, a number of end of year assessments in each year group will be administered in full exam hall conditions
- 2.10 It is an expectation that trackers are maintained in all subjects that detail the performance of all students in the mid and end of year assessments. In most subjects students can be ranked by score to support any group movements

### 3 Internal standardisation of assessments

- 3.1 Subject standardisation will occur **before** most end/mid-year assessments to promote the accuracy of teacher marking. A standard pro-forma is used in each subject as evidence of the standardisation process. Any examples of good practice in teaching and learning evidenced will be used to support subject improvement in pedagogy
- 3.2 Meetings are strategically placed in the calendar prior to the relevant assessment week
- 3.3 All staff must be involved in the standardisation process
- 3.4 For larger subjects, aspects of the standardisation meeting are appropriately delegated to other staff e.g. TLR holders, Head of KS3 etc...
- 3.5 In the planning of these meetings, Subject leaders should attempt to address the questions in the assessments that are likely to cause greater variation in marking. In most subjects, this will relate to those requiring extended writing answers
- 3.6 Subject leaders should ensure all mark schemes are fully updated and shared, taking into account discussions from the standardisation meeting
- 3.7 Marking should only occur if standardisation has been successfully completed

### 4 Internal moderation of assessments

- 4.1 Subject moderation will occur **after** most end/mid-year assessments to promote the accuracy of marking. A standard pro-forma is used in each subject as evidence of the moderation process. Any examples of good practice in teaching and learning evidenced will be used to support the subject improvement in pedagogy
- 4.2 Meetings are strategically placed in the calendar after the relevant assessment week prior to the data input
- 4.3 There should be a clear link between the standardisation and moderation exercises
- 4.4 All staff must be involved in the moderation process
- 4.5 For larger subjects, aspects of the moderation meeting are appropriately delegated to other staff e.g. TLR holders, Head of KS3/4/5 etc...
- 4.6 All staff (including non-specialists) in the subject will provide for the meetings varied samples of assessed work for each group they teach. Subject leaders should ensure copies of the relevant marking criteria for each assessment are available prior to, and during, the meeting
- 4.7 Either in small groups (assigned by the Subject leader) or individually, sample questions (focusing on those identified in the standardisation meeting) are moderated by a different teacher. Any discrepancies and developmental points are discussed and a common census is reached in order that marking consistency is maintained
- 4.8 Re-sampling of more work will occur if significant issues are identified with a selected sample
- 4.9 The input of grades into tracking software (SIMS) should only occur if moderation evidences no issues in the marking of the work provided by each subject teacher



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- 4.10 Subject Leaders will collate evidence sheets, disseminate key learning/developmental points to their staff at the next opportunity (morning briefing item or subject teaching and learning) and upload evidence to a member of the senior team by the Friday of the meeting week
- 4.11 Where concerns have arisen, individual staff are offered appropriate support

### 5 Target Setting

- 5.1 In key stage 4, targets are generated using information provided by the Fischer Family Trust based on top 20<sup>th</sup> of schools nationally. Attainment 8 estimates from 2024 (last nationally validated result set) are also used to support the process
- 5.2 Due to the lack of key stage 2 data for current year 11 and 10 students our internal CATs tests have been used to provide a retrospective key stage 2 average score (see section 6 below)
- 5.3 In key stage 3 (Years 7-9), attainment is measured using the following assessment framework: EXS, MXS (+/-), WTS (see section 2 above). Every student will have a **minimum** target of a MXS grade (meeting the expected year group standard) each year. Students with high prior attainment will be given a target of grade EXS (working beyond the expected year group standard)

### 6 Reading Age assessments

- 6.1 Every student in Year 7 will undertake baseline reading assessments using Bedrock Assessment in September. This information will be used alongside the SATs results, or alternative where applicable, to support student learning
- 6.2 All students in key stage 3 are assessed for their reading ability at the end of the academic year in order to assess progress and inform reading intervention groups for the following year. This will provide a reading age that can be used to support student learning. A further test will be undertaken at the midpoint during the academic year to track progress and evaluate our reading intervention programmes where appropriate

### 7 Monitoring

- 7.1 The SIMS/Data manager will provide oversight of the systems that underpin the assessment policy in school and provide analysis reports as required
- 7.2 Meetings with subject leaders and senior line managers will occur after each end/mid-year assessment point to analyse the data in all year groups. Discussions around planning for co-ordinated intervention strategies to support individual students who are falling behind also occurs
- 7.3 The senior team will analyse the assessment data, identifying and tackling underachievement with subject and pastoral leaders
- 7.4 The termly Head teacher's subject review week will also be used to evaluate current assessment data, as well as monitoring plans and impact of interventions
- 7.5 Targets will be reviewed annually using the most up to date information
- 7.6 Members of the Trustee curriculum committee will regularly meet to review the available progress data

### 8 Review details

Annually by the leadership team.