

Assessment Policy

The Laureate Academy February 2023



LAUREATE
ACADEMY
LIBERTAS PER CULTUM

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment at The Laureate Academy;
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents and carers;
- Clearly set out how and when assessment practice will be monitored and evaluated;
- Ensure workload for teachers and support staff is evaluated and kept to a minimum wherever possible;
- Ensure that all forms of assessment enable students to make good or better progress.
- Support teachers and leaders to use assessment to embed knowledge and to inform teaching¹
- Ensure assessment helps drive school improvement for teachers and students², so that the actions of school leaders are incisive and informed.
- Data is used to support 'shoulder to shoulder' school improvement, in a tone of collaboration and collective responsibility at all levels.

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](#).
- [Assessment Principles](#) as set out by the DfE in 2013.
- This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At The Laureate Academy, we recognize the vital role of assessment in securing good or better progress for our students. Assessment is the bridge between teaching and learning.

- Assessment supports teachers and support staff to understand the extent to which learning intentions have been met, both in lessons and over time.
- Assessment supports students to understand their own areas of strength and areas to develop. At The Laureate Academy, we want students to take responsibility for their own learning and progress, and accurate, timely assessment plays a critical role in this.
- Assessment supports effective governance of the school, as governors will be able to understand how well the school and students are performing.
- Assessment supports parents and carers by giving them regular, timely feedback as to the progress that their child is making. Parents and carers have a vital role to play in making sure that student successes are celebrated and any concerns shared with the school.

4. Assessment approaches

At The Laureate Academy, 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 students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Students** 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.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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.
- **Students** 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 and Carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessments include:

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

The Laureate Academy will also use data collection tools such as CATs or MIDYS, ALPs, or Accelerated Reader to ensure that we can triangulate our understanding of students' potential in a rich and challenging way.

5. Collecting and using data

- Students across Years 7 to 13 will have two assessment points ('APs') per year. This data is collected centrally, and provides the basis of students' reports to parents.
- Heads of Department are expected to moderate students' assessment, either internally or externally, to ensure that students are receiving marking and feedback that is accurate and enables them to make good or better progress.
- Students should be given sufficient notice of APs and explicit support/strategies for them to revise.
- Summative assessments should be given a mark/grade.
- After assessments are marked, teachers should plan feedback lesson(s) so that efficient time is allowed for students to make improvements, understand their grade(s) and know how to make further progress. Common misconceptions or mistakes should be addressed before moving on with the next lesson/topic.
- Irrespective of the style of feedback, student improvements should be made in green pen to evidence progress made as a result of this ongoing process and so that students understand that their work is assessed continuously
- Teachers should regularly check for understanding within lessons. Effective questioning, regular low stakes quizzing and other suitable Assessment for Learning (AfL) techniques including plenaries should be used. Teachers must use this ongoing assessment of learning to give timely and specific feedback to students to ensure any misconceptions are addressed and students are continually challenged. Ongoing AfL should inform the next stage of the lesson and future planning.
- The minimum requirement for written feedback on students' work in Key Stages 3 and 4 at Laureate Academy is limited to:
 - Twice per half term for Maths, English and Science
 - Once per half term for all other subjects.
 - This piece of written feedback should focus on one specific piece of work. If a teacher feels that additional written comments will have a positive impact on the progress of their students, then they should use their professional judgment to do so.
- The minimum requirement for written feedback on students' work in Key Stages 5 at Laureate Academy is limited to one piece per half term.

6. Workload

- Managing staff workload is important to ensure that school leaders, teachers and support staff have adequate time, training and resources to do their jobs effectively.
- The Vice Principal (Assessment and Curriculum) will conduct a staff survey, at least annually, to understand what aspects of assessment are proving effective and what aspects may need to be adapted or discontinued.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

We recognise that all students can achieve very well, and we recognise our duty to ensure that we use assessment to support all students in that achievement. We are committed to working with the [2015 SEND Code of Practice](#) that “SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.”¹ In practice, this will take the form of *Assess, Plan, Do, Review*.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students’ learning difficulties.

8. Continuing Professional Development

Teachers will be kept up to date with developments in assessment practice, and will be able to develop and improve their practice on a regular basis. The responsibility for auditing and addressing these training needs sit with the VP (Teaching and Learning).

The VP (Teaching and Learning) will;

- Ensure staff have a good understanding of assessment and assessment practice, and how to implement these practices ‘day-to-day’ in a school environment.
- Be responsible for ensuring staff have access to continuing professional development opportunities on assessment.

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 students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school.
- Creating a climate of professional support and challenge, focused on ensuring students achieve good or better outcomes.

9.2 Headteacher and School Leaders

The Headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Analysing student progress and attainment, including individual students and specific groups.
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

¹ Page 100 of the [2015 SEND Code of Practice](#), from the Department of Education and Department of Health.

- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities
- Setting challenging targets for students, that exceed outcomes for students with similar ability levels.
- The Headteacher is supported through the Vice Principal (Assessment and Curriculum) in all aspects of the successful implementation of the policy. In doing so, the Vice Principal (Assessment and Curriculum) is expected to work proactively, and collaboratively with the Senior Leadership Team and with Middle Leaders.

9.3 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 and subject knowledge

10. Monitoring & Review

This policy will be reviewed every two years, by the Full Governing Body. At every review, the policy will be shared with the governing board. Through this review, the Vice Principal (Assessment and Curriculum) is expected to consult relevant stakeholders including the Senior Leadership Team and Middle Leaders.

All teaching staff are expected to read and follow this policy. The Headteacher and the Vice-Principal (Curriculum and Assessment) responsible for ensuring that the policy is followed.

Vice-Principal (Curriculum and Assessment) will monitor the effectiveness of assessment practices across the school, through:

- Work scrutiny;
- Raising Standard Meetings;
- Inclusion Meetings;
- Lesson Observations and Learning walks;
- Staff feedback;
- Liaison with Future Academies Trust staff, such as Subject Development Leads.

11. Links with other policies and documents

- Teaching and Learning Policy
- Non-examination assessment policy
- Examination contingency plan
- Appraisal Policy
- The 2015 SEND Code of Practice