

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

ASSESSMENT POLICY

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Designated Person (as appropriate):	Headteacher
Committee with Remit (as appropriate):	Governing Body
Intended Audience:	All Staff and Students
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Version History

Version	Approval Date	Summary of Changes
1	March 2021	

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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 reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

As a school we regular assess how students are performing. We do this in several diverse ways

Type	Used to:	Good for	Examples
Diagnostic	Identify current knowledge and/or misconceptions about a topic	Pre and post assessment	<i>Self-assessment Knowledge tests Exit tickets</i>
Formative	Provide feedback during the instructional process	Viewing progress over time	<i>Homework Classwork Think/Share/Pair questioning Peer review</i>
Summative	Sum up learning at the end of the instructional period	Assessing mastery and performance levels	<i>Essays In class tests End of unit tests Trial & Formal Exams</i>

The aim of all our assessment is to check for understanding and learners progress. Assessment should be of use to both learner and teacher in helping further progress. It should be worthwhile and meaningful and not

a burden on teachers workload. Summative assessment should be spaced so that it allows progress to occur but retains its purpose of being impactful

4. Assessment approaches

At LPGS we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school diagnostic & formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school diagnostic & formative assessment

Effective in-school diagnostic & 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

Each Faculty or department will plan how they use diagnostic & formative assessment to assess knowledge, skills and understanding specific for their context. This, for example could be marking and feedback, questioning, self and peer-assessment, observations.

Diagnostic & formative assessment will be used to identify gaps and misconceptions in learners. This will provide useful guidance for teachers in planning lessons and devising learning outcomes. It also acts as tool to develop differentiated learning for classes.

Pupils are expected to take an active role in both their assessment and responding to its feedback. Lessons are planned so that time is built in for students to respond to feedback.

4.2 In-school summative assessment

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 unit or period and the impact of their own teaching
- **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

In-school summative assessment approaches used at LPGS will include, for example, end-of-year exams, end-of-topic or unit test, trial exams, reviews for pupils with special educational needs or disabilities.

Summative assessment will provide useful information for improving future learning and help demonstrate improvement over an extended period of time. This data is tracked throughout the year

A process of standardisation and moderation is applied to summative assessments. Faculties and departments are asked to review data as a collective before its submission. This to both quality assure the data and acts as professional development opportunity.

4.3 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 4, and AS levels, A-levels, and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Data collection and assessment scheduled are publish for the year at the start of an academic year. The ARR cycle is also publish every half term outlining the detail of cycle.

Staff are expected to complete the data by 4pm on the deadline data given. This is to be done through marksheet entries on SIMS. Time is allocated to the teachers' 1265 hours of directed time budget to ensure teachers marking workload is manageable.

Where there is a significant data drop following key assessment points a departmental meeting is set aside for moderation and standardisation of the work.

Once completed by staff the data is uploaded to both 4Matrix and ALPs Connect for analysis. All teaching staff have access to both systems for them to analyses their own data. These systems allow all staff to quickly identify student's underperformance where it occurs.

6. Reporting to parents

C2L Reports

Along with assessing academic progress we also track student's commitment to learning (C2L). Staff are asked to make a subjective judgement of their students based on

- behaviour for learning
- perseverance & resilience
- response to challenge
- response to feedback
- readiness to learn
- homework

This grade is collected for every student in every class at the end of a half term. Scores are converted to a colour on the report and sent home electronically

1. Purple: Exceptional
2. Green: LPGS Standard
3. Amber: Below the level expected for a student at LPGS
4. Red: Lack of commitment to learning is a cause for concern

To give parents some context the report includes the students C2L average, Year Average & students rank in the year group

Academic Reports

Key Stage 3

Reports are issued twice a year. All reports include

1. **Subject Target Grade.** This grade reflects the grade students can be expected to achieve by the end of year 11. The grade is calculated from Key Stage 2 SATs results (or CATs test if unavailable) and are aspirational.
2. **Current Grade** – Teaching staff use assessment data to create a current grade that includes a sub level. E.g., 3a (Sub levels a, b & c with a being the highest) Over time parents should see these grades increase as progress is made.

- 3. Attendance and punctuality data (Year to date)** - The total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

These current grades are capped in each year group. Only in exceptional circumstances would a student go above these grades.

- Year 7 – Grade 4
- Year 8 – Grade 5
- Year 9 - Grade 6

- 4. Current Performance** – Teaching staff judge as to whether students are currently on the right flightpath to achieve their target grade in Yr11

- Exceeding
- On Track
- Working towards

- 5. Contextual Data. Summer** reports will also include

- End of year exam %
- Subject median
- Subject range

A parents evening is also scheduled once a year following the issuing one of the reports.

Key Stage 4 & 5

Reports are issued three times a year. All reports include

- 1. Current Grade** – Teaching staff use assessment data or trial exam results to create a current grade that includes a sub level. The grade will also factor in any controlled assessments or coursework completed. Over time parents should see these GCSE/A Level grades increase as progress is made and more of the course content has been delivered. coursework
- 2. Exam %** - Where a trial exam has been sat the exam % is given
- 3. Exam Grade** – This represents the grade achieved in the written exam. This does not include any coursework elements
- 4. Contextual Data**
 - Subject Median
 - Subject Range
- 5. Attendance and punctuality data (Year to date)** - The total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

A parents evening is also scheduled once a year following the issuing one of the reports. A second targeted parents evening follows the final trial exams in Yr11/13. This is aimed at specific students and not the entire cohort.

Trial Exams

Formal trial exams are sat three times in preparation for GCSE & A Levels

1. End of the year 1 (Yr10/12)
2. October/November year 2 (Yr11/13)
3. Feb/March year 2 (Yr11/13)

7. 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 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.

8. Training

Departments and teaching staff are expected to keep up to date with developments in assessment practice. They can log time spend in research or training within their 30hr CPD log that all teachers are required to fulfil.

Sharing of good practice is expected within departments through moderation and standardisation of work. This is considered an integral part in staff training in assessment.

Staff are also encouraged, where possible, to act as an exam marker or moderator for their courses. Any training for these roles can be logged in the 30hr CPD log

Staff are also encouraged to attend relevant external training by exam boards where possible.

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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher 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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Deputy Headteacher (Assessment & Reporting). At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior leaders and Heads of Faculty are responsible for ensuring that the policy is followed.

Deputy Headteacher (Assessment & Reporting) will monitor the effectiveness of assessment practices across the school, through:

- Moderation

- Lesson observations,
- Work scrutiny's,
- Pupil progress meetings.
- Department meeting minutes
- Feedback from SIP

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Examination contingency plan
- Teaching and Learning Policy
- Marking Policy