Assessment Procedures

Purpose of Procedures

- Our Whole School Assessment Procedures must be consistent with the aims of the school. These are:
  - To secure the best possible student learning (social and academic).
  - To secure the best possible examination results
  - To allow students to make the best possible progress from their starting points
  - To allow the school to have a clear understanding of students’ progress and to inform the subsequent actions and interventions that are needed

- Our Whole School Assessment Procedures must give all our students the opportunity to achieve to the very best of their ability and the opportunity to value the best efforts of all our students

- Our Whole School Assessment Procedures should allow students to receive the best possible information about their progress, to motivate them and to enable and encourage them to achieve to the best of their ability

- Our Whole School Assessment Procedures should allow staff to provide the most effective learning experience for ALL pupils in their teaching groups allowing for a differentiated approach

- The results of Assessment must be presented in ways which are clear, unambiguous and understandable by their target audiences. It should provide a shared understanding by pupils, parents/carers and teachers of students’ current performance against their target level/grade and clear and explicit learning targets

Assessment Procedures

Assessment and feedback is a key activity that takes place in every lesson, every day. However, an important aspect of developing a procedure across the school is to agree on the main purposes of assessment. At Bingley Grammar School these are as follows:

- Bingley Grammar School will use targets and assessments to secure year on year improvement of pupil results and learning experiences.
- Bingley Grammar School must be secure that the target setting process is accurate and rigorous. Therefore:
  - Targets will be set using a clear methodology based on the most up to date information supplied from the DfE and any other relevant bodies
  - Targets will be aspirational with a focus on good levels of progress being made by all pupils
  - Targets will be reviewed at the start of the academic year and moved upwards if deemed appropriate by Assistant Headteachers, Associate Assistant Headteachers/Subject Leaders/Key Stage Leaders
  - There will be the opportunity to review and amend targets downwards through liaison with the Leadership Team as appropriate
  - Target setting will allow pupils to make improvements in their progress and consistently reduce the gaps in attainment between different groups
  - Target setting and information from assessments should be used to inform lesson planning to ensure that all students make the best possible progress from their individual starting points
• Tracking data is coordinated and monitored at a whole school level to identify progress across:
  o Key stages
  o Academic year groups
  o Faculties and Subjects
  o Identified groups of students (consistent with IDSR and other relevant student groupings)
  o Individual progress against targets
  o Achievement of external benchmarks such as EBACC or crossover of English/Maths GCSE outcomes or Progress 8/L3VA scores

• The following systems are in place to enable effective tracking of assessment data:
  o SIMS
  o 4 Matrix
  o Support from the Data and Assessment Team

CPD time will be made available for training as needed in these areas alongside ongoing support as needed or requested.

• Assessment data will be generated through the following mechanisms:
  o In class tests and activities
  o Assessment of completed work and homework
  o Assessment of Controlled Assessments, NEA and coursework marked to examination board criteria
  o Assessment of calendared progress examinations
  o Formative marking using THINK PINK GO GREEN to ensure there is clear feedback regarding the actions needed from students and an opportunity to allow students to respond to and act upon the feedback

Responsibility of subject teachers

✓ To maintain their Student Progress File with up to date student data sheets and other relevant information to ensure they have a secure understanding of the respective starting points of their students and the progress that they are making
✓ To update their Student Progress File after each assessment window
✓ To monitor attainment, progress and achievement within their classroom through the range of assessment activities outlined above
✓ To ensure that assessment is used consistently and accurately and is based upon a range of evidence and assessment techniques
✓ To be aware of pupils’ previous results and test data and to use this to inform their lesson planning
✓ To respond to assessment data and shape lessons and learning activities accordingly to address misconceptions or skills gaps
✓ To fully understand the assessment criteria in relevant examination board specifications and guidance
✓ To fully understand the examination rubric and requirements for the courses being taught
✓ To use relevant examination board criteria accurately to assess at KS4/KS5
✓ To use agreed PIXL (Partners in Excellence) Personalised Learning Checklists or subject agreed Personalised Learning Checklists to track progress
✓ To enter assessment data onto the school’s agreed collection systems- copies may be kept elsewhere by teacher choice
To ensure that assessment provides evidence of a pupil's level of attainment with identified strengths and weaknesses

To ensure that THINK PINK GO GREEN is used at faculty/subject agreed points to allow students to identify their next steps and to respond to and act upon feedback

To ensure that pupils understand by what criteria they are being assessed, to have access to model or exemplar pieces of work and ideally contribute to the assessment of their own work and progress and that of other students

To ensure that assessment is designed to encourage pupils to aim for higher standards, and to plan for the next stages of their learning

To ensure that there is regular setting and marking of homework as described in the School Homework Policy and faculty homework guidance which is entered onto ‘ClassCharts’

To discuss progress with students and parents/carers based on assessments completed

To ensure that accurate assessment, based on secure evidence, is entered for students as per the school’s assessment calendar

To ensure that reports are accurate, complete and on time as per the school’s assessment calendar

Responsibility of Assistant Headteachers, Associate Assistant Headteachers/ Subject Leaders/Subject Key Stage Leaders

To monitor attainment, progress and achievement within their faculty/subject/key stage (all)

To monitor the attainment, progress and achievement for sub-groups as per IDSR groups (all)

To ensure assessment deadlines are met within their faculty/subject/key stage (AAHT/SL)

To complete evaluation reports to analyse faculty/subject performance after examination results are published (all)

To complete SEFs for Leadership Team after examination cycles to analyse current performance and next steps (AAHT/SL)

To ensure that teachers are using assessment information to inform their lesson planning (all)

To implement the school assessment procedures within their Faculty/Subject/Key Stage and provide written guidance on its practical implementation as needed (all)

To support new or less experienced staff in fulfilling their assessment requirements (all)

To guide and if needed provide extra support for staff experiencing difficulties in fulfilling their assessment requirements (all)

To ensure that staff have the necessary information and CPD to enable them to fulfil their assessment requirements (all)

To moderate and standardise the grading of assessments within their Faculty/Subject/Key Stage to ensure a consistent and accurate approach from all their staff including any non-specialists teaching the subject (all)

To maintain Faculty/Subject/Key Stage records which monitor pupil progress based on assessments. Monitoring should be of whole cohort, specific groups (as per IDSR groups) and individuals (all)

To use these records to evaluate the effectiveness of learning and teaching within their department/faculty/key stage (all)

To use these records to evaluate the progress of individual groups and classes and to recognise strengths and good performance. To put in support and interventions when assessment shows concerns or issues within particular classes or groups (all)
To be part of the whole school Quality Assurance procedures and to complete work scrutiny activities and CPD activities to quality assure assessments that have been completed (all)

As part of Quality Assurance and work scrutiny activities to quality assure homework and its marking and to ensure that the school’s Homework Guidance is adhered to within their department/faculty/key stage (all)

To use assessment information to work with their Faculty/Subject/Key Stage staff to identify areas for improvement and to agree strategies for moving the faculty/Key Stage/subject area forward. (AAHT/SL)

To use examination board feedback and guidance to work with their Faculty/Subject/Key Stage staff to identify areas for improvement and to agree strategies for moving the faculty/Key Stage/subject area forward. (AAHT/SL/KSL)

Responsibility of Heads of Year

To monitor attainment, progress and achievement across their year including relevant sub-groups as per IDSR groups using EWL data and attainment data and to build in rewards and interventions as a result of this

To look at cross-subject patterns of achievement across their year - both positive and concerns

To monitor cross-curricular performance of individual students who are causing concern

To encourage parents to take an active interest in the assessment process through the use of Launch Evenings and relevant communications

To ensure that parents are positively encouraged to become involved in their children's education by attending parents' meetings, monitoring entries in pupils' planners or responding to parental contact and contacting tutors as a first point of contact if they have any concerns.

Responsibility of Leadership Team

To monitor attainment, progress and achievement across the school

To look at whole-school achievement and priorities and intervention needs arising from this

To work with AHTs/AAHTs/Subject Leaders/Key Stage Leaders in analysing student performance and actions arising from this

To report to the relevant governors information about attainment, progress and achievement across the school

To provide CPD as needed to support middle leaders and subject teachers in the completion of accurate assessment including the use of systems such as 4 Matrix

To have a clear oversight of the school’s assessment processes and any issues surrounding them

To produce a clear assessment calendar so all staff know what needs to be provided and the school’s deadlines

To ensure that pupil targets are published in good time

To work with the school’s Data Manager to ensure that subject staff receive data sheets for their Student Progress files

To work with the school's Data Manager to ensure staff have access to analysis of data sets and performance indicators

To ensure that pupils’ performance in school is reported regularly to their parents/careers as per the school’s assessment calendar
☐ To ensure that school data systems are accurate, up-to-date and available to all stakeholders in an appropriate format
☐ To ensure that teachers have the opportunity to review the targets that have been set for all their pupils on an individual basis
☐ To quality assure faculty assessment policies and ensure that best practice is recognised
☐ To ensure that the Whole School Assessment Procedures are understood, valued and owned by staff, students and parents/carers and that there is a shared understanding by pupils, parents/carers and teachers of clear and explicit learning targets
☐ To ensure that the school procedures reflects up to date practice, statutory guidance and nationwide initiatives.

These procedures are also available in the following formats: email, enlarged print version, VLE and other formats by arrangement.

These procedures have been subject to a workload impact assessment.

*Originator: ASD*
*October 2019*
*Review date: October 2020*