

ROYAL ALEXANDRA AND ALBERT SCHOOL



Assessment Policy

2023 - 2024

Policy applies to	School staff
Accountable Executive	Deputy Head Curriculum, Teaching & Learning
Status & Review Cycle	Non-Statutory Every two years
Last approval	Autumn 2023

1. Introduction

In lessons at Royal Alexandra & Albert School, assessment is completed across a range of activities through which we come to know about the abilities and achievements of our students, and the extent of their knowledge, skills and understanding. Assessment and feedback is used to advise students, teachers (and others) of their progress, their targets and how to close any achievement gaps that may exist.

2. Rationale

Assessment reflects the formal and informal judgements made by teachers and students about standards of work, and is measured, where appropriate, against nationally agreed criteria. Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. This includes low stakes testing where a simple test is employed to ascertain the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level. Summative assessment is used to evaluate learning and progress by awarding a grade of attainment to a student. We believe that this policy will enable us to assess student progress in a coherent and consistent way and facilitate higher achievement for students across all levels of ability.

Work undertaken by students deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in students' knowledge and understanding.

3. Principles

- The focus of written and verbal feedback is to give students a clear understanding of how well they have gained knowledge, concepts and skills and then explain what needs to be done to extend their learning.
- Students' assessment of their own and their peers' progress and attainment is a central function in the learning process.
- Time will be built into lessons for students to reflect on and respond to teacher marking and feedback ("DIRT").
- Marking will help students to progress in their learning and will be meaningful, manageable and motivating.
- A variety of marking strategies will be used to ensure teacher workload is minimised.

4. Record-Keeping/Student Progress Data

All staff have access to Go4Schools mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, SEND, PP and other student groups. All staff are responsible for ensuring that the mark sheet entries are kept up to date to allow for data snapshots throughout the year.

5. Regular Assessment

- All teachers will be responsible for the continuous assessment of students and for accurate and timely completion of mark sheets
- Formal assessments will be signposted in curriculum overviews, learning journeys as well as the annually updated assessment plan for each key stage.
- Formal assessments will cover all skills and knowledge appropriate to the subject/unit of work
- The school will provide opportunities for formal summative assessments at least once a year for all year groups, with Year 6, 11 and 13 having two formal PPE (pre-public examinations) weeks.
- Additionally, students in Key Stages 2 & 3 will complete GL Assessments in English, Maths and Science at regular intervals throughout the key stages.

6. Self and Peer Assessment

All teachers will provide regular opportunities for self-assessment and/or peer assessment.

7. Strategies

Royal Alexandra & Albert School has minimum expectations in relation to students receiving feedback across a period of learning. In line with the Department for Education Teachers' Standards, 'teachers must give pupils regular feedback, both orally and through accurate marking'. Therefore, colleagues should expect to have their students' books/work/assessments checked during learning walks, observations and as part of a work-scrutiny by the Director of Faculty or the Senior Leadership Team. Data triangulation will take place after each summative assessment cycle.

7.1 Summative Assessments

These are given periodically to determine at a particular point in time what students know and do not know, and to identify any gaps in learning, individually or collectively.

Examples of summative assessment include:

- SATS/GCSE/A-level examination papers
- Key assessment tasks (KATs)
- End-of-unit tests
- End-of-term and end-of-year assessments

Summative assessments are a means to measure, at a particular point in time, student learning relative to specification. It is normally, though not always, used towards the end of a term. Summative assessment is used to quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports. Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

7.2 Formative Assessment

Formative assessment is an integral part of teaching and learning. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning and will affect what the student and the teacher does next. In this sense, formative assessment informs both teachers and students about a student's knowledge retention and developing skills understanding at a point when timely adjustments can be made. It is acceptable for teachers to move away from schemes of work where it is clear students' learning in a particular area needs to be reinforced or re-visited. These adjustments help to ensure students achieve targeted learning goals within a set time frame.

Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments. Teachers at RAAS will engage with the ***Embedding Formative Assessment*** programme by SSAT as part of the agreed pedagogical approach of the school, which covers a variety of formative assessment techniques.

Examples of formative assessments include:

- Questioning (incl. Cold calling, think-pair-share, probing questions etc.)
- Entry & exit tickets
- Do it now, learning checkpoint and wrap it up tasks
- Low stakes tests and quizzes
- Using mini whiteboards
- Use of Personalised Learning Checklists (Key Stages 4 & 5)

8. Whole school assessment:

8.1 Minimum Expectations

For Key Stage 2 to 5

- A minimum of three summative assessments a year in accordance with the school assessment calendar.

For Key Stage 2 and 3

- GL Assessments in English, Maths and Science at regular intervals throughout the key stage

For Years 6, 11 and 13

- Two formal PPEs in Autumn and Spring terms

For all key stages

- Summative assessments completed and kept until the end of the academic year.
- Individual faculties may decide when assessments take place within each assessment period.
- Assessments however must be completed and marks recorded on G4S ahead of scheduled data captures.
- For summative assessments, Next Steps are required which will contribute to the learning and progress of students

9. Whole school feedback

9.1 Minimum Expectations

The minimum expectations for student feedback are as follows:

- Summative assessment - Next Step comments are meaningful, individualised and clearly state what the student needs to do in order to improve their learning
- Response – Each student has responded to the next steps in green pen
- Grade [where appropriate] – the student is aware of how each piece of work is directly contributing to their progress (or lack of progress) and target.
- Pride & Presentation – the student displays an awareness of the school's high expectations in relation to presentation, with teacher guidance.

9.2 Marking and Feedback

All marking should be meaningful, manageable and motivating. Faculties may adapt how they apply the school's marking and feedback guidelines, although minimum expectations must be adhered to (listed below). Faculties are actively encouraged to share good practice.

Minimum Expectations:

- A minimum of three summative assessments a year per subject across all year groups in accordance with the school assessment calendar. Each one has "Next Steps" (NS) and students respond with "Next Steps Action" (NSA).
- All NS are clearly signposted by the teacher.
- All NSA is required in green pen by the student. This should be done during Directed Improvement and Reflection Time (DIRT).
- NSA should be recognised through either self-assessment, peer assessment or teacher acknowledgement marking.
- Positive feedback is given when work shows the student has done well.
- Exercise books must demonstrate evidence of recent self-assessment, peer assessment or teacher acknowledgement marking.
- Exercise must demonstrate assessment of a growing body of memorised knowledge for a subject.
- Teachers must insist on the very highest standards of presentation for students' written work in books and folders. Individual faculties may use professional discretion to address specific needs within their subject area. Guidelines for presentation will be created by each faculty.
- No written NS in KS3 PE, Music, Drama and KS3/KS4 PD
- All prep that set will be marked. This may be done through teacher assessment, peer assessment, self-assessment or active verbal feedback.
- 'Active verbal feedback' is given regularly within lessons. This does not have to be recorded but students are expected to act upon the feedback. Verbal feedback should be visible during learning walks and observations where appropriate.
- Where teachers have written comments they should stand out from the students' work by using a contrasting colour of pen (eg red).
- Where students require alternative recording methods than exercise books, teachers adapt methods of feedback accordingly.

9.3 Faculty specific assessment policies

Each faculty will have their own assessment policy in line with the whole school policy. These will be updated annually.

- [Communications Faculty Assessment Policy 2023/24](#)
- [Maths & Business Faculty Assessment Policy 2023/24](#)
- [Science Faculty Assessment Policy 2023/24](#)
- [Humanities Faculty Assessment Policy 2023/24](#)
- [Sport & Performing Arts Faculty Assessment Policy 2023/24](#)
- [Technology & Art Faculty Assessment Policy 2023/24](#)