# Assessment Policy

| Reviewed by: | Head Teacher | **Date:** September 2024 |
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**There are three core elements to this policy:**

- Rationale and aims
- Practice in the school
- Responsibilities and duties

The purpose of assessment is to raise standards in pupil performance rather than a measurement tool. The primary function of assessment is to move pupils on in their learning.

**Bright Minds Creative Academy recognises that pupils:**

- Have different cultural experiences, expectations, and needs;
- Perform differently according to the context of learning;
- Need to be informed of their achievements and areas for improvement throughout the learning process.

This Policy (and the Curriculum Policy) reflects the requirements of the pupils.

**The aims of the Assessment Policy are:**

- To provide clear guidance on Bright Minds Creative Academy's approach to assessment, recording, monitoring, reporting and target setting.
- To provide a coherent approach to assessment, recording, monitoring, reporting and target setting.
- To monitor, record and build on pupils' progress
- To promote opportunities for pupils to reflect on their work, the feedback provided
- To promote a positive self-image and growth mind-set for pupils and to encourage pupils to value and take pride in their work
- To celebrate and reward pupils' achievements and progress.

**Rationale**

- Assessment is the responsibility of everyone;
- Assessment should inform planning, delivery of lessons, learning and progress;
- Assessment should be specific, measurable, achievable, relevant and timed;
- Assessment has to provide understandable information to everyone (staff, pupils, parents/guardians/carers);
- Assessment has to provide information on pupils' strengths and areas needing development;
- Assessment has to compare achievement and progress against prior attainment between pupils and groups of pupils;
- Assessment has to be used as a tool for evaluation of teaching strategies in terms of what does and does not work;
- Assessment has to be positive, provide motivation and pave the path to future success;
- Assessment has to involve pupils and should include them reflecting on their own work and the work of others.

**Assessment needs to:**

- Be manageable and useful;
- Be a reliable source of information;
- Be positive and support success;
- Be clear to pupils, parents, and staff;
- Be an essential part of teaching and learning;
- Be in line with the National Curriculum requirements.

**Types of assessment:**

At Bright Minds Creative Academy, 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 formative assessment, in-school summative assessment and nationally standardised summative assessment.

**Formative assessment:**

Effective in-school 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.

**Formative Assessment** involves the ongoing monitoring of student progress that shapes future lesson planning and intervention. This is not graded, with the focus instead on positive actionable feedback to help students "close the gap" between their current and potential attainment (or challenge their learning further). Examples include, but are not limited to; verbal feedback, questioning, self and peer-assessment, observations. Recommended formative assessment strategies are identified in each subject's Schemes of Learning.

**Summative assessment:**

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions (therapies) 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 of time. 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.

**Summative Assessment** involves designated graded assessment and often comes at the end of a module or course including, but not limited to; Year 7 Baseline Testing, termly testing in Years 7 to Year 11, end of year testing in Years 7 to 9 and mock examinations in Years 10 and 11.  As per the Bright Minds Creative Academy Feedback Policy, actionable feedback should be given on such assessments. Please see appendix 1 for full Teacher Assessment Cycle.

Summative assessments could include, but is not limited to any of the following:
- sample examination question(s);
- extended writing task;
- speaking or listening test;
- activity or project to demonstrate skills recently learnt.

Each subject's Scheme of Learning has specific detail on the nature of each Summative Assessment delivered. The outcomes of these assessments inform both in year progress and accumulative progress across the student's career at Bright Minds Creative Academy which is fed back to both students and parents via Termly and End of Year Education Reports.

In-school Summative Assessments are designed by Heads of Faculty using exam board resources that reflect each subject's scheme of learning. In-school Summative Assessments are standardized and moderated internally by departments and the Senior Leadership Team.

**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 GL Assessments, LExplore Analytics, Functional Skills, BTECs, GCSEs and other vocational qualifications. The outcomes of these inform responsive progress strategies in each subject and to each student.

**Section 2: Practice**

**Use of assessment in lessons**

There are several expected processes to inform planning and teaching to improve pupil's progress:
- Diverse assessment formats are used including practical work, pupil presentations, coursework, written tasks, group and paired work, and informal methods such as question and answer strategies;
- Grades and targets are available to pupils in lessons;
- There is a half termly review of progress against targets of all pupils in all subjects by subject teachers or class leaders;
- Half termly reviews will inform senior leaders to analyse the data and provide interventions if required;
- Records of all Assessments should be kept by the teacher in either electronic or written format and should be available for reference purposes to members of the senior leadership team;
- End of unit/module testing are used as a strategy to gather summative assessments that will inform learning, progress, gaps in learning and promote discussion of interventions to close gaps/keep pupils on target;
- Teachers/TAs must complete a Daily Communication Sheet daily students with set targets to regulate their behaviour; the Communication Sheet will be shared with parents daily and will provide information on the pupil's performance for the day.

- Lessons should provide opportunities for self/peer-assessment to enable pupils to review the extent to which they have met the learning objectives;
- Pupils must have access to level/grade descriptors to assist their learning;
- Verbal feedback involving discussion of targets, objectives met, knowledge gained, what went well, specific praise, next steps and establishing the marking code for effort and level of independent working;
- Marking and feedback must be:
    1. Clear and purposeful
    2. Provide a positive comment about the learning (Appendix 3)
    3. Provide a comment on how to improve or provide next steps (Appendix 3)
    4. Undertaken frequently to ensure pupils continually make progress and act upon feedback

**Formal assessments:**

All subjects collate data as part of the Teacher Assessment (TA) cycle. The full details of how and when data is recorded including when it is communicated to students and parents is detailed in the school Calendar. Data collected includes:

- Termly Unit/module tests;
- Termly LExplore Analytics assessment;
- Annual external examinations or portfolio submission (GCSE, Entry Level, Functional Skills, BTEC and OCN);

The above data is used to inform progress.

**Target setting:**

Target setting is a key component for continued progress. Targets set in collaboration with pupils should be realistic, achievable, and ambitious. Targets and progress made towards targets will be discussed termly unless there is cause for concern in which case such discussions will occur more frequently. Targets set should be SMART. Parents receive information about pupil's progress towards targets regularly throughout the academic year via three reports sent out after a face-to-face or telephone Parents'/Carers'/Guardians' consultation.

**Reporting**

Reports are provided in a multitude of ways:

- Interim summative reports for all pupils (three per year);
- A Parents'/Carers'/Guardians' consultation;
- Pupil progress reports highlighting pupils/groups of pupils' progress half termly (six per year).

**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.

**Training:**

Bright Minds Creative Academy Staff receive a rigorous CPD program across the academic year. The CPD program includes keeping staff up to date with developments in assessment practice through

internal sessions including, CPD Twilight Sessions, Teaching & Learning briefings, Middle Leader Meetings, Faculty Meetings, Faculty Data Meetings and Faculty Workshops. Activities include but are not limited to moderation of assessment both within school and across local schools, sharing of best practice through Action Research projects and use of Examination Board moderation resources.

## Section 3
## Responsibilities and duties
### The leadership group will:
- Review the policy through inspection and specific reviews;
- Support and monitor all staff in the implementation of assessment, recording, and reporting practices;
- Ensure there is a robust strategy for the management of performance data;
- Monitor pupils' progress towards targets in all subjects;
- Provide staff with training on the various aspects of assessment to improve practice and improve pupil outcomes;
- Undertake scrutiny of assessment in lessons through quality assurance of teaching and learning, analysis of whole school progress data and marking audit every term providing feedback on current position, strengths, and areas for development.

### Subject staff:
- Ensure the policy is being adhered to;
- Plan assessment opportunities into mid-term plans and regularly evaluate their effectiveness;
- Establish subject criteria for assessment and marking which conforms to whole school guidelines and meets the criteria for APP (or equivalent);
- Monitor the consistency of their own assessment and marking;
- Ensure the assessment is systematically recorded and is appropriate;
- Use assessment information to inform planning;
- Use assessment information to set SMART targets;
- Ensure pupils have a clear understanding of the assessment criteria (grade descriptors etc.);
- Regularly assess and mark pupils work employing green pen, specific praise, what went well and a step to improve;
- Motivate pupils through encouragement and positive comments;
- Provide prompt feedback to pupils (marking and feedback should be completed within one week);
- Link marking to targets;
- Provide pupils with learning journeys to identify the steps required to complete the journey.

### Pupils will:
- Frequently reflect on their work and identify what went well and how to improve;
- Seek advice on what to do to improve;
- Act upon the advice given by their teachers.

### Parents/Carers/Guardians will:

- Be involved in regular communication with the school in order to understand the learning needs of their child;
- Assist their child in achieving their learning targets;
- Attend Parents'/Carers'/Guardians' consultation;
- Read reports sent out.

**Review and Evaluation of the Assessment Policy:**
The policy will be reviewed annually to ensure it is aligned with any changes in the National Curriculum

**Appendix 1:**

**Teacher Assessment Cycle**

| | Teacher Assessment Cycle (Formative, Summative and National Qualifications) | |
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| **Autumn** | **Week 2:** Baselinning Assessment (Summative Yr7-11)<br>**Week 3:** Baselinning Assessment (Marking and Moderation)<br>**Week 4:** Baselining Assessment (Target Setting / Parent Consultation) | **Week 12:** End of Topic Assessment (Formative Yr7-11)<br>**Week 13:** End of Topic Assessment (Marking and Moderation)<br>**Week 14:** End of Topic Assessment (Target Setting / Parent Consultation) |
| **Spring** | **Week 2:** GCSE and Functional Skills Mocks (Summative Yr10-11)<br>**Week 3:** GCSE and Functional Skills Mocks (Marking and Moderation)<br>**Week 4:** GCSE and Functional Skills Mocks (Student Feedback)<br>**Week 6:** End of Topic Assessment (Formative Yr7-9) | **Week 7:** End of Topic Assessment (Marking and Moderation) (Target Setting / Parent Consultation)<br>**Week 11:** End of Topic Assessment (Formative Yr7-11)<br>**Week 12:** End of Topic Assessment (Marking and Moderation) (Target Setting / Parent Consultation) |
| **Summer** | **Week 1:** GCSE and Functional Skills Examinations (KS4)<br>**Week 2:** GCSE and Functional Skills Examinations (KS4)<br>**Week 3:** GCSE and Functional Skills Examinations (KS4)<br>**Week 4:** GCSE and Functional Skills Examinations (KS4)<br>**Week 5:** GCSE and Functional Skills Examinations (KS4)<br>**Week 6:** GCSE and Functional Skills Examinations (KS4) | **Week 7:** GCSE and Functional Skills Examinations (KS4)<br>**Week 8:** GCSE and Functional Skills Examinations (KS4)<br>**Week 11:** End of Year Test (Summative KS3)<br>**Week 12:** End of Year Test (Marking and Moderation)<br>**Week 13:** End of Year Test (Student Feedback) End of Year Reports (KS3 & KS4) |
| | **August**<br>**GCSE and Functional Skills Results' Day tbc** | |

**Appendix 2:**

**Marking and Feedback Criteria for pupil workbook scrutiny**

| | Inadequate | Requires improvement | Good | Outstanding |
|---|---|---|---|---|
| **7.1 Literacy (F1)** | There is no marking for literacy despite connections being needed in the work that has been quality marked | There is very little evidence of marking for literacy when corrections targets are needed e.g., corrections of spelling, punctuation and grammar. Whole school codes are used sporadically or not at all | Marking for literacy is clearly evident in work. There is regular evidence of the use of the school marking for literacy codes relating to the improvement of literacy | As for 'GOOD' and there is evidence of students' acting upon teachers' literacy comments et correcting SPAG mistakes |
| **7.2 Frequency (F2)** | There is no evidence of marking or checking of the work | Some work is marked within the agreed period. There is evidence of ticking. | Most books sampled are marked within the agreed period | All books sampled are marked within the agreed period |
| **7.3 Student tracking (F3)** | There is no tracker sheet in the book/folder for students to use to track their performance against their target grades/levels | There is some completion of tracker sheets by staff and/or students on a half-termly basis. However, this has not been kept up to date | Tracker sheets are completed in full up to that. ven point and students are also aware of their targets. There are students that the work marked matches the data in the tracker sheets | Tracker sheets are completed fully and there are several examples of marked work displaying the students' knowledge, understanding and skills that match the data in the tracker sheets. |
| **7.4 Quality of feedback and response (F4)** | There are no comments in the students' books/folders | There are some comments in the students' books which may include praise and suggested areas for improvement. Targets do not always best inform the learner of how they can improve | Written feedback takes into account grade descriptors, and it is written in a clear and constructive manner, so students clearly know where to go in their next stage of learning the feedback includes praise and suggests areas for development (WWW/EBI etc) or model answers/detailed annotations in the main body of the text. | As for 'GOOD' there is clear and constructive feedback that ensures that students clearly know where to go in the next stage of their learning. There is also clear evidence of regular dialogue between teacher and student. There is evidence of students' acting/commenting on feedback or answering a question posed by the teacher/instructor |
| **Peer and self-assessment (F5)** | There is no evidence that students are given the opportunity to peer/self-assess their work | Peer and/or self-assessment are evident in students' work through the green pen approach. This may include students' ticking or correcting work or simple targets for improvement | Regular use pf peer and or self-assessment is evident in students' work through the green pen approach and as a result, students' can evidence that they clearly know where to go in their next stage of learning. Targets are not always useful to students. | Regular use of peer and/or self-assessment is evident in students' work through the green pen approach. Students can evidence that they clearly know where to go in their next stage of learning. Self and peer-assessment is based on clear success criteria |
| **Presentation (F6)** | Presentation is not good in numerous books, and this has not been challenged. Work is not cared for. | Presentation is not good in some of the books, and this has not been challenged. Work is not cared for. | Presentation and organisation are rewarded/challenged, or presentation is generally good/very good. The students' take pride in what they are learning. | As for 'GOOD' and there is evidence that work improves, specifically in terms of presentation and organisation. Students' go out of their way to ensure that they take pride in what they are learning |