

<b>ASSESSMENT POLICY</b>	
<b>Committee:</b>	Teaching and Learning
<b>Approved by Governors:</b>	
<b>Reviewed:</b>	Annually
<b>Responsible Officer:</b>	Principal

### **Aims and Principles**

At Cambourne Village College we aim to ensure that pupils attain their highest possible standards of achievement by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal.

We believe that the effectiveness of assessment practice can be judged by the extent to which it helps develop pupil learning, while being managed efficiently by teachers as an integral part of their work.

Research and investigation into best practice provide clear indications of which approaches to assessment are most effective in encouraging pupil progress. Most studies distinguish between summative assessment that summarises a pupil's achievement at a particular point in time, often in the form of a grade or level, and formative assessment, that aims to provide constructive feedback to a pupil about how he/she can improve.

- The following policy summarises how these approaches will be adopted at Cambourne Village College. Each department will produce a Subject Assessment and Marking Protocol which sets out how the whole school policy will be implemented in its own curriculum area.

**Pupils make the greatest progress in their learning when teachers provide effective, clear, relevant and focused formative feedback.**

To help achieve this:

- The school, subject departments and individual teachers will consistently work together to develop and share best practice in providing formative feedback to pupils.
- At intervals agreed between the Head of Department and his/her Line Manager, teachers will provide pupils with effective formative assessment of their progress, usually in written form, clearly summarising what pupils have achieved in the work they have done.
- Teachers will provide relevant opportunities for pupils to act on the feedback they receive, and opportunities to act upon it in subsequent, relevant work.
- It is completely appropriate that effective assessment of pupil work might consist entirely of thorough formative feedback without any additional grade of any kind. There is a body of research which shows that the awarding of grades may detract from a pupil's engagement with written feedback.
- At KS3, the quality of a pupil's work is communicated through the band descriptors of the CAT assessment scheme, appropriately broken down by task.
- At Key Stage 4, teachers may find it helpful to use public examination grades for some work.
- Heads of Department, or another appropriate manager delegated by them, will sample work from every teacher within their department at intervals across each academic year.

They will use these opportunities to monitor the consistency of summative assessment across the department, the nature of feedback given and the quality of pupil response to it and will use this to improve assessment practice.

**All teachers have an important role in developing the emerging literacy and numeracy of pupils. To this end, teachers will ensure that any mathematical notation and calculations used are correct, and that spelling, grammar and punctuation are accurate, appropriate to the pupil. In marking, teachers will normally prioritise:**

- spelling of key words for the topic being studied
- correct capitalisation
- the most commonly misused homophones

Agreed marking symbols should be used in all departments' marking to allow consistency for pupils. If a numerical error is picked up in a body of work, this will be highlighted to the pupil with a request to check the calculation.

**Pupils make the greatest progress in their learning when they understand the assessment process and are involved in their own learning.**

To help achieve this:

- The school, subject departments and individual teachers will take every opportunity to explain to pupils the purpose, focus and methods of assessment that are used, as clearly as possible.
- The school, subject departments and individual teachers will take every opportunity to help pupils become literate in the language of assessment.
- Subject departments will ensure that assessment criteria, including those for public examinations, are expressed in ways that are understood by all pupils, and that they are readily accessible to all pupils.
- Subject departments will ensure that effective use is made of exemplar material where appropriate.
- Effort levels for class or homework will be indicated where appropriate using the four-point scale which pupils understand is relatable to the school's periodic reporting/monitoring-effort grades. This can be particularly useful when justifying grades on termly reports to pupils and parents.

**Pupils make the greatest progress in their learning when teachers use a range of different assessment techniques, particularly those that build motivation and self-esteem.**

To help achieve this:

- Subject departments and individual teachers will employ a range of assessment techniques as appropriate to the task in hand.
- They will provide opportunities for productive self and peer assessment approaches.
- They will allow pupils to display their subject understanding in a number of different ways, both formal and informal, which might include written, oral, diagrammatic and physical responses.

**Pupils make the greatest progress in their learning when teachers decide how and when to assess pupils' attainment at the same time as they plan their work.**

To help achieve this:

- Opportunities for assessment will be identified and highlighted in schemes of work and in lesson plans.
- Assessment will be a fundamental part of the way individual teachers plan their lessons, not something that is seen as additional or external to the normal process of teaching and learning.
- Pupils will be given explicit and direct advice on how to achieve to the best possible standard in assessed tasks

**Pupils make the greatest progress in their learning when teachers undertake investigation to find out if assessment is really helping in the learning process.**

To help achieve this:

- Teachers will ensure that enough time is given for pupils to respond to feedback about their work and will evaluate its effectiveness.
- Subject departments and individual teachers will seek to make clear to pupils the key points that demonstrate attainment within a given band or grade.
- Subject departments and individual teachers will ensure that subject-specific vocabulary is explicitly taught in order to help pupils develop and articulate their subject understanding.

**Teachers are best able to help pupils make the greatest progress in their learning when they use manageable systems for recording pupil progress.**

To help achieve this:

- At intervals agreed by the school, teachers will provide summative judgements about pupil attainment and effort, so that progress can be monitored. This is usually at the end of each term, with additional data collection as possibly required.
- The school will seek to ensure that such collection of data is always meaningful.
- These judgements will be entered onto Go4Schools.
- Teachers should always be able to justify all such summative judgements with reference to previously assessed work and/or prior performance data.
- Subject departments will determine what additional information they wish individual teachers to record, and in what format. They will ensure that any information which team members are required to record is demonstrably useful to the assessment process.

**Teachers help pupils to make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor pupil progress towards those targets.**

To help achieve this:

- Departments will establish base-line data for every pupil, in the term of entry to the school.

- This will usually take into account SAT results, reading ages, CAT scores, SEN information and other prior performance data where available.
- Teachers will familiarise themselves with baseline data on the pupils they teach.
- The school will provide teachers with the information above in the most effective form possible. It will also provide minimum and aspirational target grades for performance at KS3 and KS4, based upon FFT predictions.
- Heads of Department will work with the Senior Leader for Achievement to ensure that a pupil's individual circumstances are taken into account in the setting of such target grades.
- The school will undertake, collate and disseminate analysis of data entered onto the school Management Information System amongst relevant staff. Where appropriate, individual teachers, tutors, middle and senior managers will use this information to track the actual performance of pupils against expected progress.

**The school must seek to ensure that its summative assessment judgements are accurate according to Trust and national expectations.**

To help achieve this:

- At intervals agreed with the Line Manager, Heads of Department will moderate assessment judgements with their Trust partners and other professional bodies as appropriate, to ensure that an accurate, shared understanding of CAT summative assessment criteria is maintained.
- An analysis of school assessment practice is included in the annual Cross Trust review.

**Pupils make the greatest progress in their learning when teachers, parents and pupils themselves work in partnership to ensure that assessment is effective.**

To help achieve this:

- The school will use Go4Schools to provide 'real time' reporting to pupils and parents.
- The periodic summative judgements that teachers make about pupils' progress will be shared with parents through a formal report at the end of each term. The third report will include a written summary of each pupil's achievement over the year, usually provided by the form tutor.
- Parents will have one formal opportunity each year to discuss assessment judgements at a Parents' Consultation event. These Consultations are held at the most strategically appropriate point for each year group during the school year. Parents are able, when necessary, to contact teachers, middle or senior managers if they would like to discuss assessment issues at other times.
- The school will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their son/daughter and are encouraged to examine the assessed work they have produced.
- Teachers, form tutors, curriculum managers and pastoral managers will maintain an ongoing dialogue with appropriate pupils about assessment and what it suggests about their progress at every opportunity. Pupils will receive sufficient information to reach an informed understanding of their progress in relation to expectations.

**Appendices:**

- A: CAT Assessment Bands Document
- B: Marking Symbols
- C: Internal Assessment Procedures: BTEC

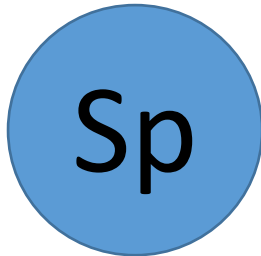
### Appendix A: KS3 Assessment model for Cambourne Village, September 2016

The grid below maps the progression from entry point to likely attainment at GCSE, showing how a student who maintained their level of attainment within a subject across KS3 would make the expected progress of 3 sub-levels by the end of Y9.

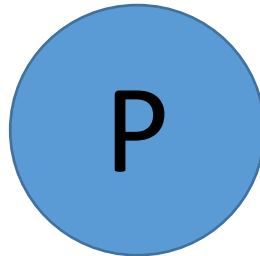
Notional Old NC level on entry – to be individually calibrated by Depts	New CAT Level on entry	On entry	End of Y7	End of Y8	End of Y9	CAT level (reported at end of KS3)	Likely GCSE attainment (old)	New GCSE likely attainment
8						10	A**... A**	9 8
					Exceptional (well above average)	9.5 9	A* A+	8 7
				Exceptional (well above average)	Advanced (Above average)	8.5 8	A B+	7 6
	7.5		Exceptional (well above average)	Advanced (Above average)	Secure (average)	7.5 7	B C+	6 5
	7							
	6.5	Exceptional (well above average)	Advanced (Above average)	Secure (average)	Developing (Below average)	6.5 6	C D+	4
	6							
	5.5	Advanced (Above average)	Secure (average)	Developing (Below average)	Emerging (Well below average)	5.5 5	D E+	3
	5							
4	4.5	Secure (average)	Developing (Below average)	Emerging (Well below average)		4.5 4	E F+	
	4							
	3.5	Developing (Below average)	Emerging (Well below average)			3.5 3	F G	
3	3							
	2.5	Emerging (Well below average)						
	2							
2	1.5							
	1							

## Appendix B

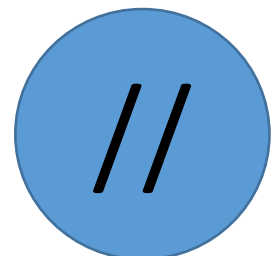
### College Marking Symbols



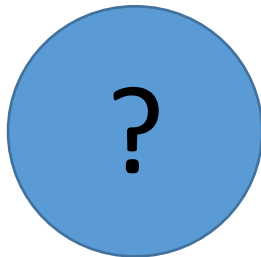
Spelling mistake



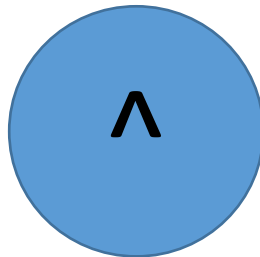
Punctuation problem



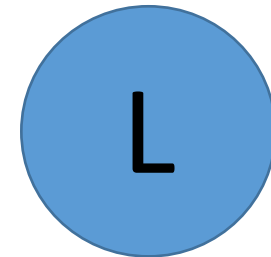
New paragraph



Meaning unclear



Word missing



Subject specific  
language

Spelling mistake – identify incorrect spellings of subject specific language (for lower ability students, put the correct spelling in the margin). Identify incorrect spellings of common/simple words (e.g. Tuesday) and homophones used inaccurately (e.g. their/there/they're).

Punctuation problem – identify missing full stops and capital letters (at the start of sentences and for names). Identify missing question marks. Identify missing apostrophes to show possession and to show missing letters. Identify missing quotation marks/speech marks.

New paragraph – identify where students have moved on to a new topic.

Subject specific language – identify where students could have used a subject specific term or where they have used a subject specific term inaccurately.

## Appendix C: Internal Assessment: BTEC

### Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions

### In order to do this, Cambourne VC will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment. *All Assignment Briefs are IV'd annually. Where appropriate: Pearson produced Briefs should be used as a starting point*
- Produce a clear and accurate assessment plan at the start of the programme/academic year: *Provide clear, published dates for handout of assignments and deadlines for Assessment. Resubmission and retake dates should be indicated on the front of the brief provided to students as appropriate.*
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable: *An IV schedule is designed to run alongside the assessment plan. The IV schedule and findings should be kept in the appropriate BTEC subject folder.*
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for Malpractice
- Maintain accurate and detailed records of assessment decisions: *This should be done using Go4Schools marksheets. Assessment decisions can be shared with learners as and when appropriate by selecting 'Public'.*
- Maintain a robust and rigorous internal verification procedure (*see Exams Policy*)
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme team: *Via line management meetings with BTEC QN and termly meetings with Lead IV's*



- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately. *Briefs and relevant assessment criteria are reviewed annually in each department.*