

Frederick Bremer School



Assessment Policy 2023

Person Responsible	Joanne Skelhorne
Review Frequency	Every two years
Policy First Issued	
Last Reviewed	February 2023
Agreed by LT on	
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	
Ratified by Governors on	8 th February 2023
This policy is communicated by the following means	Information Hub and School Website



Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Principles of assessment.....	3
4. Assessment approaches.....	4
5. Collecting and using data.....	5
6. Reporting to parents.....	6
7. Inclusion.....	7
8. Training.....	8
9. Roles and responsibilities.....	8
10. Monitoring.....	8
11. Links with other policies.....	9



1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment and the principles behind our devolved department protocols for marking and feedback
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

At Frederick Bremer we are committed to ensuring that pupils are supported in their efforts to 'Be the Best they can Be'. Effective assessment plays a critical role in providing teachers, pupils and parents/carers with information about what they have learned, what they still need to improve and how much progress they have made. This helps children to know more, do more and go further.

The principles of effective assessment at Frederick Bremer School are to:

- Assess what has been **learned, understood and retained** from the curriculum. Assessment must be planned for and check for learning over time.
- **Acknowledge areas of success** for the student in the application of their skills and/or their retention of knowledge, thereby motivating them to make progress. Regular and targeted praise is consistent with our trauma informed approach to learning across our school.
- **Identify areas requiring further development** to students and adults, which will be used to **inform future learning** for children **and planning** for adults
- Raise the achievement and self-esteem of students by providing them with **personalised, purposeful, constructive, planned for, regular and timely** diagnostic feedback about their work
- Provide parity of experience for students across subject areas as teachers use shared **success criteria, grade descriptors or mark schemes** and **moderate** their professional responses to student work across their department
- Ensure students **apply their feedback to improve their work** and see their own progress. It must be clear to students where they are making improvements in their work so that they can feel, and be, successful in their learning.
- Assessment should be used to evaluate the **impact of the curriculum** and be used to **adapt teaching and refine the curriculum** to address knowledge gaps and navigate barriers to learning that result from learned misconceptions.

The three key questions that underpin our approach to all assessment are:

- *Does the child know and understand what they are doing well?*
- *Does the child know and understand what they need to do better in order to make progress?*
- *Does the teacher and/or subject leader know what needs to be adapted in teaching or refined in the curriculum to remove barriers to learning at that moment and over time?*

Different subjects approach assessment in different ways to answer these key questions.

4. Assessment approaches

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

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school 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. These areas can be knowledge or skills.
- **Parents/carers** 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, curriculum design and in class intervention. This is not routinely 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).

Every lesson, pupils receive high quality, personalised verbal feedback from their teachers. As a result of quality questioning and purposeful talk, teachers and pupils quickly identify misconceptions and gaps in understanding and teachers are able to stretch and challenge students. Pupils are provided with activities that challenge them to apply the verbal feedback they receive to their own learning.

Teachers use a range of strategies in their classroom to formatively assess pupils. Examples include, but are not limited to; verbal feedback, questioning, self and peer-assessment, whole class feedback, audio feedback, observations of learning, demonstrations by students, mini-whiteboards, e-technology solutions and written feedback provided on pieces of work.

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 of time. It should be used to provide feedback on how they can improve
- **Parent/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessment includes, for example:

- Marking of pupils' work
- Short end of topic or unit tests
- End of year exams
- Assessing pupil performances against standardised criteria
- Mock examinations
- Reviews for pupils with SEN and disabilities

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



Frederick Bremer School – Assessment Policy

- **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 (KS) 4

4.4 Written Feedback

The curriculum is the progression model at Frederick Bremer School. We expect children to ‘know more, do more and go further’ in their learning. Students are required to remember what they learn and apply it. Many subjects are moving towards cumulative assessments. As a result of this, our marking and feedback approaches have evolved to maintain high quality; high impact practice (whilst also taking seriously the workload and well-being implications for teachers).

As a result, each subject area has identified what work is marked more thoroughly by the teacher with written feedback for each year group each term. The regularity of this is agreed by the Deputy Headteacher and takes account of the unique components of different subjects.

Each subject area also clearly articulates the verbal, audio and written feedback strategies they will deploy in class on a weekly basis to ensure that personalised, purposeful, regular and timely feedback is provided to students. These strategies are defined and shared with department teams. Work that is more thoroughly marked is always coupled with a ‘feedforward’ activity.

4.4a Feedforward Formative assessment:

Feedforward means feedback that allows and requires pupils to take immediate action to close the gaps in their learning. Students must be clear where and what their feedforward activities are so that they can easily act on it to make progress.

- Feedforward should be focused on areas of success, and one or two specific targets for improvement
- Use subject specific terminology to support progress
- Use student-friendly, accessible language
- Link to the mark scheme, where relevant, or the shared success criteria or grade descriptors
- Feedforward should enable students to bridge gaps in their individual learning journeys to support them in making excellent progress
- Plan frequent opportunities for Dedicated Improvement and Reflection Time (DIRT). DIRT **must** be given for students to act or reflect on feedforward. This could be done through class or home learning and supported by the teacher using effective questioning techniques to embed understanding and promote progress.

5. Collecting and using data

5.1 Data Capture

We use GCSE grading for Years 9-11. For most subjects grades are awarded on a scale of 1 to 9, however, we offer some applied subjects who use Pass (P1, P2), Merit (M) or Distinction (D) grades.

In 2016, following the government’s withdrawal of Key Stage Three National Curriculum Levels, we consulted with parents/carers who said that they understood these grades best. We continued to use these from year 7-9 as a result of this consultation. However, we are now transitioning from this for Year 7 and 8. We find that their continued use for Year 9 is consistent with our commitment to preparing all pupils to get the best outcomes they possibly can at GCSE. In Year 9 we use indicative grades based on evidence from student work that has been completed and checked by the teacher. In Year 10 and 11 we apply GCSE mark schemes.

For Years 7 and 8 we are moving away from using GCSE grades. Subject leaders now define what the expected standard is for each unit of work and use work completed by students to decide if they are achieving this standard, or if their current achievement is below that standard or above it. To ensure the principle of providing parity of experience for learners across subjects there may still be grades given for individual pieces of work but these will not be reported to parents/carers.

Our Data Captures happen three weeks from the end of every term for all year groups other than Year 10 and 11 (who have a later first data capture to allow for the inclusion of their December Mock Exam results).



Frederick Bremer School – Assessment Policy

The timescale of these captures is designed to focus energy on the use of the information gathered to benefit pupil learning instead of the generation and gathering of the data itself. It enables a three-week process towards action plans in all departments for all year groups, all cohorts and all individual pupils to be in place by the start of every term that follows the data capture:

5.2 Moderation of Data

Moderation is key to ensuring accuracy and reliability of data, as well as consistency amongst teachers. Teachers are encouraged to meet to moderate work at the end of each unit of work that is marked in depth. It is essential that all exams are moderated and therefore departments organise moderation meetings to ensure that pupils can confidently know and understand their current grade and what they need to do to improve and make progress.

5.3 Use of data

Week after Data Capture	Actions
1	Reports are automatically generated and available for all middle and senior leaders to analyse. Middle leaders design their action plans in response to the data and agree these with their line managers.
2	Data Review meetings take place between Heads of Department and a senior leader. Middle leaders will present their findings and action plans in this meeting.
3	Action plans are shared with departments and classroom intervention strategies agreed e.g. updating strategic seating plans.

6. Reporting to parents

Year 7 and 8 reports

We report on pupils' progress to parents/carers on a termly basis. These reports are distributed via Gateway but are available as paper copies on request.

Each Data Capture will cover the following elements:

- Working at Grade
- Progress
- Focus
- Contributions
- Home learning

The report sent home will show:

- Progress
- Focus
- Contributions
- Home learning

The structure is shown here:

Subject	Progress	Engagement with Learning		
		Focus	Contributions	Home Learning
English Language	Working At	1	1	2
English Literature	Working At	2	1	3
Math	Working Above	1	2	1
Science	Working Towards	3	2	2
Art	Working Above	2	3	1
PE	Working At	2	2	2
Tutor Comment		Zeynab has settled in really well at Frederick Bremer. They have been attending all lessons on time with a positive attitude towards work.		

Frederick Bremer School – Assessment Policy

Ensuring validity of data provided:

Departments are asked to define what expected standard means for that subject for that data capture, for pupils in that year group. Decisions being made about an individual child's progress are then personalised by using other information held about that child, such as their starting point when they joined the school and any relevant information provided in connection with a SEND profile.

Engagement for learning

This comes under three sections

- Focus
- Contributions
- Home learning

This is based on teacher judgement of the pupil in their lessons. This is reported as a grade 1-3. Grade 1 working above, 2 expected, 3 below.

Year 9-11 reports

We report on pupils' progress to parents/carers on a termly basis. These reports are distributed via Gateway but are available as paper copies on request.

Each report will cover the following elements:

- Working at grade
- Engagement
- Two Subject specific target

The working at grade will be a 'best fit' of the standard of work being produced by the pupil at the time of the report. It is derived from a combination of internal assessments, marked books and teacher assessment in class. Each department has moderation processes to ensure that these grades are derived in a consistent manner across their teams

They will be colour coded against the grade that their flight path suggests they should be at, at that point in the year. The flight path is based on their FFT20 end of year target.

- More than 1 grade above their flight path will be shaded dark green
- Within the expected grade of their flight path will be shaded light green
- 1 grade or more below their flight path will be shaded yellow

Engagement in learning will be a score 1-4, with 1 being the highest and 4 being the lowest score awarded for the focus and commitment to learning that pupils demonstrate.

Two subject specific targets directing pupils to focus on elements of their approach that will improve their performance in that subject area.

In addition to the three termly reports there will be an annual parents/carers' evening where parents/carers have the opportunity to meet subject teachers and discuss their child's progress and how they can develop their learning further. These are spread through the school year according to the particular needs of the Year groups. Information about the dates, timings and organisation of these evening are shared through Gateway and on the school website.

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.



Frederick Bremer School – Assessment Policy

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 the amount of 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

High quality CPD is fundamental to good assessment practice and teacher knowledge of and expertise of exam specifications. Teachers are encouraged to participate and keep up to date with training provided by exam boards on assessment. New teachers receive training on marking and assessment from Heads of Department as part of their induction into departments or faculties. ECTs receive additional training as part of their ECT induction and on-going training, in school as part of the internal and external enhanced in school training offer. Assessment is a theme that runs throughout department meetings where time is given over for CPD on a termly basis.

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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed bi-annually by the senior leadership team and updates and changes will be shared with the Governing Body through the school improvement committee.

All teaching staff are expected to read and follow this policy and Heads of Department are responsible for ensuring that the policy is followed. The senior line manager for each department supports the Head of Department in quality assuring implementation.



Frederick Bremer School – Assessment Policy

The member of the senior team leading on assessment will monitor the effectiveness of assessment practices across the school, through monitoring approaches used in school. These include– moderation, lesson observations, book scrutiny, data and progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan