



The High School  
Leckhampton

## Assessment Policy

**Reviewing Member of Staff:** Miss Lauren Jones  
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This policy aims to ensure that assessment explains to pupils what grade they are achieving, what grade they need to work towards, and the steps and strategies needed to achieve this progress.

Assessment is a continuous process and feedback over a period of time should allow pupils to make significant progress.

Assessment is integral to pupil progress and as such should be considered under these three headings.

### 1. Teaching and Learning

- Centre around pupil progress
- Focus on how to improve learning – by setting clear aims and objectives that are shared with the pupils
- Involve pupils actively in analysis of, and discussion about, their work. Provide written or oral comments on their work indicating the grade pupils are working at where appropriate
- Include discussion between pupil and teacher about how to move on to the next stage/higher grade
- Be differentiated and capture a broad range of evidence
- Use departmental grade criteria or GCSE criteria to show pupils what needs to be done to make progress
- Provide opportunities for pupils to act on feedback given
- Allow teachers look for evidence of pupils having acted on feedback

### 2. Objective Based Planning

Departments and individual teachers should make learning objectives explicit not only lesson by lesson but also in the long term. Assessment reflects these objectives.

### 3. Target Setting and Assessment as Part of Learning

All staff will make regular use of relevant data sets, KS2 data, Fischer Family Trust, data produced from "Analyse School Performance" (ASP), internal baseline tests to ensure pupil performance is monitored and continuously improved.

Using FFT5 means that we will be setting targets which if achieved would place the school in the top 5% of all schools nationally. Benchmarking will be used to set attainment targets for all pupils.

Specifically:

### *Target Setting*

- Target grades will be set in Year 7 based on FFT5 projections following Key Stage 2 SATs and/or CATs assessments
- Students will be aware of their target grade through conversations with their teacher, the target will be recorded inside the cover of their book.
- A review process will happen at the end of Year 7 where targets can be raised by departments but not lowered (unless there is clear evidence requiring so).
- Students work will be assessed using departmental grade criteria or GCSE grade criteria. Pupils will be made aware of the assessment criteria as they are introduced to the task. The criteria will progress in content/difficulty from one year to the next so that achieving grade 7 throughout KS3 means that the student has made expected progress
- Departments will share their grade descriptors on the VLE, they may also choose to share them in exercise books or displays in classrooms.

### *Reporting*

- KS3 reports will indicate whether a student is working below, towards, on or above their target. The final report of Year 9 will show an attainment grade alongside the target grade for each subject
- Curriculum Lead teachers will carry out analysis following each interim report and actions will be allocated to those students achieving 'below' their target grade.
- Pastoral Lead, HOHs (when appointed) and tutors will carry out analysis of effort grades reported and intervene where appropriate
- At each assessment point, distribution of grades will broadly mirror FFT5 projections. i.e. full range of GCSE grades is available at each reporting point

### *Formative Assessments*

- Pupils will regularly receive constructive written comments and targets for improvement from teacher, peer or self-assessments following the departments grade descriptors
- All pupils in Years 7-9 will have at least one formally assessed piece of work each term per subject. The grades from these assessments will be stored centrally so that all teachers can monitor and track progress
- Curriculum Lead Teachers are expected to collect and monitor periodic summative assessments each half term. These pieces of assessed work could take a variety of forms – homework, classwork, tests, past paper questions

#### 4. Whole School Tracking

The pastoral lead, subject leads and house heads (when appointed) will track the effort of pupils in their house. They will intervene if any pupils are failing to put in the required effort. This intervention will include a meeting with their parents.

*See Teaching and Learning Policy*

#### 5. Monitoring our Assessment Policy

Teachers will be supported in moderating students' work across The Trust so that they are able to reach safe judgements about their levels of effort as well as standards of work and progress. Staff will also have periodic INSET regarding the value and effective use of the latest data tracking procedures.

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#### ***Rights Respecting School Statement***

*The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:*

***Article 28: (Right to Education):*** *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

***Article 29: (Goals of Education):*** *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*