



ASSESSMENT POLICY 2022- 2023

Recommended by	Teaching and Learning Committee on 16 th November 2022
Approved by the FGB:	on 7 th December 2022
Date of next review:	November 2023 or as appropriate
Responsible Officer:	R Lawrence

Aims and Principles

At Comberton Village College we consistently aim to ensure pupils attain standards of achievement that are the highest of which they are capable, 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 provides 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, the aim to provide constructive feedback to a pupil about how he/she can improve.

The following policy summarises how these approaches will be adopted at CVC. Subject departments will develop their own policies that apply the principles and practice contained to their particular curriculum areas.

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

To help achieve this:

- Our senior leaders, Heads of Department and individual teachers will work together to develop and share best practice in providing formative feedback to pupils.
Teachers will provide relevant feedback of some kind within a cycle as determined within the department policy
- Teachers will provide effective formative assessment of pupil progress, which will usually be in written form, clearly summarising what pupils have achieved in the work they have done target or targets (this may also take the form of WWW and EBI) for further improvement on a regular basis, at intervals agreed between the Head of Department and his/her Line Manager.
- Formative feedback may also take the form of verbal feedback, the value of which must not be undermined. This feedback may be recorded by the teacher or pupil in their work, either through pupil corrections/amendments or noting the feedback offered by the teacher. However, there is no requirement on teachers to do this so it is completely appropriate that effective assessment of pupil work could consist entirely of thorough formative feedback and not require any additional grade/mark/level of any kind.
- However, it is also important that a pupil can relate his/her periodic reporting/monitoring grade back to the work from which the judgement was derived. To this end, when grades signifying attainment are awarded for work, they should be appropriate KS3 pathways, KS4 numbers or AS and A-level grades where relevant, or be easily relatable by the pupil to those KS3 pathways, GCSE numbers or AS and A-level grades.

All teachers have an important role in developing the basic literacy of pupils. To this end, teachers will use



their professional judgement to decide the level of correction of spelling, grammar and punctuation appropriate in any piece of work. In line with guidance within the school's Literacy Strategy, teachers will normally prioritise:

- spelling of key words for the topic being studied
- the most common misconceptions in spelling, punctuation and grammar.

Heads of Department, or another appropriate leader delegated by them, will sample work from every teacher within their department across each academic year. They will use this opportunity to monitor the nature of feedback given and the quality of pupil response to it, and to use this to improve assessment practice.

2) 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:

- Our senior leaders, Heads of Department 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.
- Heads of Department will ensure that KS3 pathways and KS4/5 assessment criteria are expressed in ways that are understood by all pupils, and that they are also readily accessible to all pupils. When appropriate, subject departments will ensure that exemplar materials showing achievement at different KS4 numbers or KS5 grades will be accessible to teachers and pupils.
- Our senior leaders, Heads of Department and individual teachers will take every opportunity to help pupils become literate in the language of assessment.
- Subject teachers will ensure that all pupils understand how any attainment grades given can be related to pathways or KS4/5 assessment criteria.
- Teachers will regularly provide opportunities for pupils to act on the feedback they receive. The details of how this may take place, and when, should be clearly communicated with pupils so that they can meet teachers' expectations. Subject departments may make specific reference to pupil response within their assessment policies and schemes of work.

3) 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:

- Heads of Department and individual teachers will employ a range of assessment techniques as appropriate to the task in hand.
- Some of the most powerful assessment practice will be the informal, low-stakes questioning which teachers deploy within lessons to ensure that all pupils are learning well. This will include assessment of how far pupils have remembered key knowledge and skills from previous lessons and topics and can recall it effectively.
- Teachers 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, including through written, oral, diagrammatic and physical responses.
- Where teachers wish to acknowledge any aspect of effort in work or conduct in lessons with a grade, they will use either:
 - a five-point scale that pupils will understand is relatable to the school's periodic reporting/monitoring effort grades.



a positive/negative point on GO 4 Schools.

- Individual teachers may also employ a range of rewards in line with their department policy to further celebrate the achievement (either through progress and/or effort) of a pupil.

4) 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:

- Heads of Department will 'map out' where the different elements of their courses that need assessment are to be assessed.
- 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 standard possible in assessment, through the creation and dissemination of appropriate strategies, which may include mark-schemes, writing frames and advice sheets.

5) 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 take time to observe and listen to pupils talking about their work. Subject departments and individual teachers will develop tasks that require pupils to demonstrate their learning.
- Heads of Department and individual teachers will analyse and make explicit the key words that will help pupils to develop and articulate their subject understanding.
- Individual teachers will take account of the results of assessment by responding to pupil learning in their teaching. One source of teacher response to pupil learning is through assessed work; individual teachers will evaluate subsequent work after an assessed piece to ensure that pupils are acting upon feedback and how an assessment and teacher feedback is moving pupil learning on.

6) 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:

- Senior leaders will identify points throughout the year when teachers will need to make summative judgements about pupil attainment and effort, so that progress can be monitored. This is currently once in each term for each year group.
- Summative grades / numbers will be entered in a timely fashion onto the school assessment system, GO 4 Schools.
- Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data.
- Heads of Department 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 and does not create unnecessary workload for staff.

7) 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:

- Teachers will familiarise themselves with baseline data on the pupils they teach. This will usually include reading ages, CAT scores, SEN information and other prior performance data where available from primary schools. Information from previous secondary schools will be collected where relevant (specifically GCSE attainment) for KS5 pupils.
- Senior leaders will establish relevant targets for the performance of every pupil within the academy. These will be established with reference to potential outcomes benchmarked against the progress similar pupils make nationally and historically within the school. Senior leaders will provide teachers with the information above in the most effective form possible.
- Senior leaders will monitor the assessment data not only of whole cohorts and individual pupils, but also of important pupil groups. These will include disadvantaged and non-disadvantaged pupils, boys and girls, those with SEN, those who have EAL, and those who have low, average and high starting points.
- Senior leaders 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 inform strategies for intervening in the learning of individuals and groups.

8) 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 periodic summative judgements that teachers make about pupils will be shared with parents through access to the school's Management Information System. They will also receive periodic reports summarising attainment, progress and effort levels.
- Any statements about progress and targets for improvement made in parental reports will be consistent with comments made in formative assessment during the year. They will be useful to parents and pupils in helping to encourage progress in pupil learning.
- Parents/carers will have one formal opportunity to discuss assessment judgements at a parents' consultation evening following one of the reports. Parents are able, when necessary, to contact teachers, middle or senior leaders if they would like to discuss assessment issues at other times of the year.
- Senior leaders will ensure that they are particularly assiduous in constructing and sustaining effective communication channels with the parents/carers of disadvantaged pupils about the academy's assessment of their child's progress. They 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, Heads of Department and Heads of Year 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.