

Assessment Policy

Approved by RET Board

Approved on July 2022

RET contact CEO/Headteachers

Revision due Every 2 years



RUSSELL EDUCATION TRUST

1. Policy

- a. Assessment provides the opportunity to measure students' engagement and success with a curriculum. A whole school approach to assessing students' work is necessary to ensure consistency in the frequency and quality of assessment, so that individual students move forward in their learning.
- b. Assessment is integral to all aspects of learning and teaching. Effective assessment is used to improve student motivation, monitor progress, evaluate the learning experience, improve planning and differentiation, diagnose difficulty and identify progression as part of a continuous cycle.
- c. *Formative assessments* (for learning) occur day by day and lesson by lesson. They include verbal feedback and assessment of knowledge through plenaries in lessons. Effective (formative) assessment for learning:
 - is based on a specific, clear learning agenda, which is referred to by the teacher.
 - provides opportunities for students to reflect on their progress through written or oral dialogue with their teacher which sets clear targets for improvement.
 - uses realistic model pieces of work that exemplify expectations and outcomes.
 - includes differentiated and targeted oral and written feedback.
 - gives specific advice regarding methods for improving work and opportunities to refine work.
- d. *Summative assessment* takes place when knowledge acquisition and skill development is checked. These may take the form of tests or marks for individual pieces of class or homework, or a holistic assessment on several pieces of work across a period of time. Summative assessment:
 - informs students, parents, teachers and leaders about each student's learning at that point in time.
 - monitors individual, group and cohort performance over time, assisting in the evaluation of school performance against national expectations.
 - informs target setting by providing an evaluation of the progress of individuals or groups against prior attainment.
- e. *Graded Summative assessments* take place at key points in a Key Stage. Through these assessments the overall attainment of a student will be assessed against the relevant criteria (KS3 stage descriptors, or KS4 GCSE/BTEC grade criteria, KS5 AL/BTEC grade criteria. These assessments will:
 - inform students, parents, teachers and leaders about each student's attainment and progress referenced to Key Stage expectations.
 - monitor individual, group and cohort performance over time, assisting in the evaluation of school performance (against national benchmarks where applicable).
 - inform target setting by providing an evaluation of individuals or groups progress against prior attainment.

2. Practice

- a. Years 7-9 (Key Stage 3)
 1. Summative assessments will summarise students' attainment using numbered stages:

End of Year 6		End of Year 7		End of Year 8		End of Year 9/KS3	
						S7	Well above
				S6	Well above	S6	Above expected
		S5	Well above	S5	Above expected	S5	"Expected"
		S4	Above expected	S4	"Expected"	S4	Below expected
S3	Above expected	S3	"Expected"	S3	Below expected	S3	Well below
S2	"Expected"	S2	Below expected	S2	Well below	S2	
S1	Below expected	S1	Well below	S1		S1	

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2. "Expected" attainment represents the acquisition of skills and knowledge during that year or Key Stage sufficient to be ready for full access to the next year or key stage. At the end of Key Stage 3 it indicates readiness to achieve a GCSE "Pass grade" of 4 or 5 after two years of further development in KS4.
3. Each subject will have a clear understanding and description of this stage of attainment that will be accessible to parents and students and exemplified to aid understanding.
4. End of year and key stage summative assessments will include, where appropriate, examinations that allow students to demonstrate their attainment across the range of learning from that year and key stage. (examinations may not be appropriate in some subjects e.g. PE or art for example)
5. In addition to reporting attainment achieved in examinations, an overall attainment by the student for the year will be recorded and reported.
6. Standardisation and moderation will be conducted within departments and between schools. These processes will be managed through subject networks led by RET advisers and or subject leads.
7. End of year stages of attainment, both examination and overall, will be reported with 'sub levels' (-=+).
8. It is expected that students will, at least, make progress in each year or key stage that maintains their relative level of attainment.
9. Where students make progress to a higher relative level of attainment, the target will be for them to maintain that new relative level in subsequent years.
10. Where students do not progress to the same relative attainment or better, the target will be for them to return to that relative level the following year. To support this, a review of their learning will be conducted and then discussed with them and their parents.
11. If it is agreed that such a target is significantly challenging and may need to be reduced, the review will form the basis of SEND "school support" action planning.

b. Years 10-13 (Key Stage 4 and 5):

1. Summative assessments will summarise students' attainment using GCSE, A level or other national qualification grades.
2. Graded Summative Assessments will take place:
 - Near the midpoint of the course i.e. late spring for Y10 and early in the summer for Y12
 - As a mock examination in the second year of the course i.e. in Y11 and Y13
 - As a second mock examination
 - Additional "graded" activities will take place in some subjects as appropriate (e.g. practice NEAs)
3. Graded Summative Assessments will have the structure and content of the relevant public examinations. It may not be appropriate or possible to include all components of the examinations either at the midpoint of the course or even in the first mock examinations but subjects will usually have included all components in the first and second mocks when considered together.
4. Graded Summative Assessments will be marked using exam board marking criteria / techniques and will be graded with appropriate reference to published grade boundaries.
5. In addition to reporting attainment achieved in examinations, an overall attainment by the student for the Year 10 and Year 12 will be recorded and reported.
6. Levels of attainment, both examination and overall, will be reported with 'sub levels' (-=+).
7. Standardisation and moderation will be conducted within departments and between schools. These processes will be managed through subject networks led by RET advisers and or subject leads.
8. Students will have targets for KS4 and KS5 set with reference to their prior attainment and national benchmarks for students with similar prior attainment.
9. Student targets will also take into account attainment in the preceding Key Stage. For example:
 - If prior attainment at KS2 might lead to a GCSE target of a grade 3 using national benchmarks but end of KS3 attainment was at "expected" then the target should be at least a grade 4 or 5 for GCSE.

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- If prior attainment might lead to a GCSE target of a grade 6 using national benchmarks but end of KS3 attainment was above or well above “expected” then the target should be at least a grade 7 or even 8/9.

c. Assessment Review between Graded Summative Assessments

1. In addition to ongoing Formative and Summative Assessment, each subject will review students' progress towards their target end of year or key stage attainment.
 - In Key Stage 3 this review will take place at the start of the Spring term.
2. This review will include consideration of all assessed work up to that point and will take into account the target for the student in that subject. For each student the review will assess whether the student is on track for the year, working towards a higher level of attainment or at risk of not achieving their target.
3. If a student is considered to be at risk of under-performing then:
 - it is expected that formative and summative assessments indicating concern would already have been discussed with the student and parents
 - there will be clear communication with parents and student about the reasons for this concern and a meeting or dialogue to agree an action plan

d. Students' involvement in assessment

1. Self-assessment will help students develop independence and a clearer understanding of tasks, topics and skills.
2. Peer assessment in the right circumstances, will have similar effects and will encourage conversation and consideration of assessment objectives, but does not replace teacher assessment, and will be checked, as appropriate.
3. Students' involvement in assessment should enable them to improve and refine their work.

e. Standardisation

1. In order to ensure that assessments including examinations are accurate and consistent, subject areas will engage in regular standardisation procedures where samples of exercise books, folders or coursework are taken and compared. Feedback can then be shared in departmental meetings or subject workshops. Subject Leads will attend Trust Subject Networks and national GCSE and A-Level standardisation meetings as appropriate.

3. Roles and Responsibilities

a. Leadership Group

Designated members of the leadership group are responsible for:

1. Arrangements for examinations and teacher assessments in line with Trust policy.
2. Arrangements for school-based assessments.
3. Working with the Trust to advise subject leaders on effective approaches to assessment in different subjects.
4. Advising on the collection and annotation of work.
5. Monitoring assessment procedures.
6. Analysing year group, subject and whole school data.

b. Subject Leaders are responsible for:

1. Ensuring that assessments are appropriate for assessing students' knowledge and skills through their courses.
2. Monitoring assessment practices and marking across their departments.
3. Analysing student responses to internal and trust-wide assessments as well as exams and GCSE/A Level examinations.
4. Setting up portfolios of exemplar work.

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5. Overseeing standardisation procedures within subject areas.
6. Playing an active role in RET Subject Network and cross-trust moderation as well as developing assessment resources.
7. Ensuring subject teachers use school and trust-wide systems to keep up to date records of prior assessment, minimum target grades and current assessment.
8. Evaluating base line data and national assessments for use as a basis of target setting and development planning to raise student attainment.
9. Advising members of subject teams on assessment practice.
10. Monitoring and implementing exam board assessment changes in order to prepare students for external examinations.

4. Recording and Reporting

- a. In accordance with the Education Act 1996 and its various sub-sections, this school will ensure:
 1. The publication of students' results in public examinations to the Trust Board and school's Local Governing Body and these will be published on the school's website.
 2. The keeping of records for every student including material concerning academic achievements, other skills and abilities and general progress in school.
 3. Assessment information will be transferred when a student changes school.
 4. A written report will be provided annually to parents about their children.

Addendum: Management of Timing, Structure and Content of Graded Assessments

Graded Assessment Point	Timing	Structure	Content
End of Year 7	In common	In common	Some common content (esp core)
End of Year 8	Determined by Heads and Advisers	Determined by Subject Advisers and Networks.	Some content (not structure) adaptations per school curriculum
End of Year 9 / KS3		Unlikely to need school level variation	Some consistency year-on-year
Year 10 (mid KS4)		Almost all in common	Mostly common content
Y11 Mock 1	Schools adjust +/- 1 week if required by local calendar	Determined by Subject Advisers and Networks.	Determined by Subject Advisers and Networks.
Y11 Mock 2		Some school level variations may be needed in Y10 and Y12. These will be discussed and agreed through subject networks	Some variation by school (e.g. History topic)
Year 12 (mid KS5)			
Y13 Mock 1			
Y13 Mock 2		Little variation in Y11 or 13	