

ASSESSMENT & FEEDBACK POLICY

FOR

THE BUCKINGHAM SCHOOL

A SPECIALIST SPORTS COLLEGE



NAMED PERSON: J DUNCKLEY
ATTACHED COMMITTEE: CURRICULUM

Adopted: OCTOBER 2018
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The Buckingham School uses two methods of assessing students' learning of knowledge, concepts and skills. They are:

- Termly summative assessments, known as school data collection points (SDCs)
- Ongoing formative assessment, specific to each curriculum area (as outlined in appendix 1)

Termly in-school summative assessments will inform us of a student's overall progress in school. Staff are required to input the results of the summative assessments onto the school's progress data management system (Go4Schools). The school has made the decision to use a KS3 mastery curriculum, with students receiving a level based upon whether they are:

- Emerging

- Developing
- Secure
- Mastered

Our curriculum leaders have created the criteria by which they will assess their students. At Key Stage 4, we will use GCSE grades 9-1 to create an accurate picture of a student's progress. We believe that these systems will give us an accurate picture of a student's progress over the five years between years 7-11. In the Sixth Form, the decision has been made to use A-Level and vocational specific grading for the same reason. All students will be tested termly in the subjects they study.

Day-to-day formative assessments will happen in each subject that the student studies and is determined by the parameters put in place by the curriculum leaders, as shown in appendix 1. The Buckingham School believes the curriculum leaders are the experts in their fields and have created their own formative assessment policies that have been researched and ratified by the teaching and learning team. By doing this, we have ensured that the data produced from these assessments is informative and useful, not adding unnecessarily to teachers' workload.

Formative feedback from teachers to students should be provided to students every 12 lessons or every term (remember we are a 6-term school), whichever comes first. In essence, this means that teachers of core subjects will be assessing every 3 weeks and for those classes where you teach them once or twice a week, you would be providing some feedback to students termly. Other types of assessment would be fine to use - digital, self, peer (when COVID restrictions allow) etc. but each student would receive feedback from their teacher at least once every term or twice if they see their teacher 4 times per week. This is the minimum expectation.

4. Assessment approaches

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

We use three 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 students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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

- **Students** 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
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

The Buckingham School uses exams and assessments to gauge a students' learning of knowledge, concepts and skills. These are calendared for two per year group in each academic year.

The information obtained in these assessments will allow us to ascertain students' strengths and weaknesses which will inform future planning. It will also allow us to establish which students require intervention or needs testing.

Progress data allows us to track and monitor student performance over a period of time, both subject-specifically and as a whole.

In-school moderation happens at departmental level where curriculum leaders lead verification of assessment grades and marks awarded. Where possible, external mark schemes issued from exam boards are used alongside the most recent grade boundaries to provide the most accurate assessments possible.

In year 7, students are required to undergo Star Reading tests to inform our Accelerated Reading Program (ARP) in order to improve reading ages. They will also partake in Computer Adaptive Tests (CATs) to allow us to identify which students may need extra teaching in specific areas of the curriculum. These tests are used alongside KS2 data from primary schools to give us the best possible understanding of individual students' abilities and capabilities to inform our future planning to meet their needs.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

Progress data will be collected every term in school data collections (SDCs). This will be uploaded to the school progress data management system (Go4Schools), available to all staff to use to inform planning.

Curriculum leaders will monitor the inputting of progress data and only data that has been moderated and internally verified shall be uploaded.

6. Reporting to parents

Reports to parents will be issued twice an academic year, after students have undertaken in-school summative assessments.

Reports will include progress data across all of the students' subjects alongside an attitude to learning (ATL) score and attendance percentage (total number of possible attendances vs total number of attendances present).

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

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 students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

8. Training

Curriculum leaders will oversee develops in assessment practices within their subject areas. This information will be disseminated to staff in their teams through department meetings and in-department CPD sessions.

Regular moderation and verification will sharpen the teachers' accuracy and this is built into assessment and feedback procedures within each curriculum area.

The school will continue to stay abreast of good practice through working in conjunction with other educational establishments, exam boards and relevant sources of information within this area. Information will be shared through line management meetings and CPD sessions.

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 students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Deputy Headteacher – Teaching and Learning

The Deputy Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Ensuring the use of progress data drives interventions and improvement within subject areas

9.3 Assistant Headteacher – Data

The Assistant Headteacher is responsible for:

- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.4 Curriculum Leaders

Curriculum leaders are responsible for:

- Analysing student progress and attainment, including individual students and specific groups within their curriculum areas
- Prioritising key actions to address underachievement within their curriculum areas
- Reporting to key stakeholders on all key aspects of student progress and attainment, including current standards and trends over previous years

9.5 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Governing body ATL committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Curriculum leaders are responsible for ensuring that the policy is followed.

The Deputy Headteacher – Teaching and Learning along with fellow SLT members and curriculum leaders will monitor the effectiveness of assessment practices across the school, through:

- Moderation of assessment tasks
- Lesson observations and progress walks
- Book scrutinies
- Progress data scrutinies
- Student progress meetings
- Line management meetings



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Adopted:	Sept 2018
Reviewed:	October 2020
Cycle:	2 Years
Next Review Date:	October 2022

Mr Matthew Watkins
Chairman
Governing Body

A handwritten signature in black ink, appearing to read 'M. Watkins', with a long horizontal stroke extending to the right.

Signed:	Date: October 2022
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