

## THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST ASSESSMENT POLICY STATEMENT

Assessment is integral to curriculum design and delivery including at the class room level as teaching and learning. The assessments systems implemented across the Trust must be congruent with the Data & Feedback Informed Teaching & Learning (DAFITAL) Approach being developed in each academy.

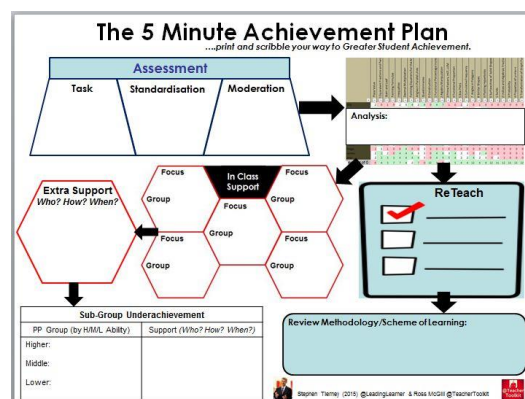
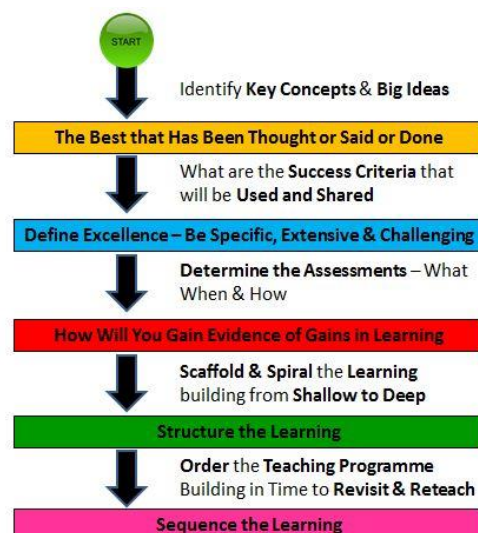
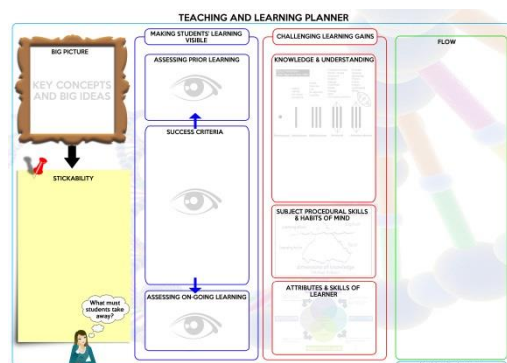
### MAIN PRINCIPLES

**Assessment must support teaching and promote learning. This will be achieved through:**

- Ensuring periodic<sup>\*1</sup> interim and next year ready assessments<sup>\*2</sup> are pre-planned and exemplify the high standards expected in teaching and learning as defined by challenging success criteria.
- Ensuring these assessments and success criteria lead to the formation of clear learning intentions within each scheme of learning.
- Interim and next year ready assessments which are common across year groups/bands and cumulative across the year or key stage.
- The use of regular low stakes assessments to monitor and respond to pupils' on-going acquisition of knowledge<sup>\*3</sup>.
- The use of verbal and written feedback which requires pupils' to respond to improved their performance and standards of work.
- Using the analysis of an assessment to inform the further development of schemes of learning and future improvements in teaching.

**Assessment must help close the learning gap between current and expected learning. This will be achieved through:**

- Analysing assessments and acting on this information to close the gap between a pupil's current learning and the expected learning.
- Re-teaching and whole class or individual feedback which must be used by pupils to improve the quality of their work. These, class room based, close to the point of the assessment, actions will be supplemented by additional out of class support if required.
- Building time into schemes of learning to allow for whole class re-teaching and pupils' response to feedback.



**Assessment must be meaningful and manageable.**

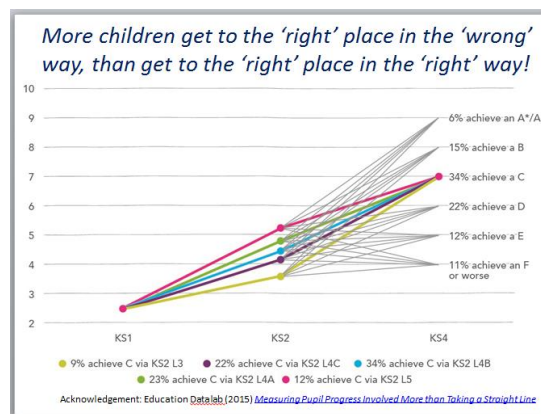
**This will be achieved by:**

- Developing assessments at a subject level to provide data, at a grain size appropriate to the subject and age of the pupils, which is capable of being analysed and acted on to improve teaching and learning.
- Leaders within the Trust’s academies using teacher-leader data analysis meetings, following interim and next year ready assessments, as the main means of monitoring pupils’ progress during the year.
- Ensuring a smart approach to marking and feedback which require pupils to think and work harder in responding to marking and feedback than it took teachers to produce it. Using self, peer and computer generated assessment and marking effectively.
- Each academy ensuring staff have the time and professional development, built into their annual calendar, to deliver the Trust’s Assessment Policy effectively and efficiently.

Quality of Assessment	Assessment for Learning	Assessment of Learning	Assessment for Grading	Assessment for Teaching	Assessment Focus
↑ Increasingly Higher Quality of Assessment	Personalised Feedback & DIRT	Analysed & Acted On	Diagnostic & Formative	Improves Teaching	Closing the Gap
	Includes Challenging Success Criteria	Pre-Planned	Moderated & Standardised	Improves Schemes of Learning	Defining Curriculum Excellence
	Comments Based	Common & Cumulative	All In or Accounted For	Helps Teacher Improve	Consistency
	Tick & Flick	Idiosyncratic	Undefined & Ad Hoc	Largely Ignored	After Thought

**Assessment must raise aspiration and encourage pupils to work hard. This will be achieved by:**

- Setting targets as a range, at the upper end of what is achievable, which promote high aspiration and hard work by pupils in order to achieve them.
- Determining current grade assessment data\*4 towards the end of Key Stages 1, 2, 4 & 5\*5 at a pupil, subject and academy level. This will be reported to parents and directors.



**Notes**

\*1 – Periodic means 3-5 interim assessments per annum plus one end of year next year ready assessment, in core and option subjects and 1-2 interim assessments per annum plus one end of year next year ready assessment for other subjects.

\*2 – Next year ready assessments include national assessments at the end of Key Stage 1 & 2. National assessments may be broadened to include additional aspects which will ensure students are ready for the next stage of their education.

\*3 – Knowledge is defined as factual, conceptual, procedural and metacognitive.

\*4 - Current grade assessment data must be determined using one year’s complete assessment/ examination/test papers and/or controlled/teacher assessments, from a specific examination season, as used to determine the final mark/grade/judgement. Where it is determined not to include a specific element in the assessment of the pupils, at that time, the overall mark/grade/judgement must be determined including the marks for the non-assessed element. Procedures as used by the assessment body to standardise and moderate the assessment of pupils’ work must be employed or as near as reasonably practical.

\*5 – Towards the end of each key stage means the end of the academic year preceding the end of the key stage (Y1, 5, 10 & 12 – data submitted to the Executive Director by the 1<sup>st</sup> Friday in September of the following academic year) and twice during the final year of the key stage (Y2, 6, 11 & 13 – data submitted to the Executive Director by the 1<sup>st</sup> Friday of December and April).

	THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE TRUST	
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## EVALUATION

Evaluation Criteria	Evaluation Strategy
<ul style="list-style-type: none"> <li>➤ To attain 85% meeting expected standard in Reading, Writing &amp; Mathematics and a KS2 value added score in the top 25% of primary schools nationally.</li> <li>➤ To attain 70%+ A*-CEM and a Progress 8 score that is consistently within the top 25% of secondary schools nationally.</li> <li>➤ All A-level subjects to have a positive value added ALPS (Grade 5) residual.</li> <li>➤ Staff receive high quality professional support to help develop teaching and learning.</li> <li>➤ Pupil/Student Voice questionnaire shows 90%+ of students agree/strongly agree their work is assessed helpfully and they know how to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use of RAISE online to provide statistical data</li> <li>➤ Use of RAISE online to provide statistical data</li> <li>➤ ALPS Report</li> <li>➤ Records of effectiveness of relevant CPD and teacher-leader data analysis meetings</li> <li>➤ Analysis of pupil/student voice questionnaires.</li> </ul>