

St Matthew's RC High School



Assessment Policy

Prepared by:	Mr Simon Atkin
Position:	Deputy Headteacher
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All policies and procedures are underpinned by our School Mission Statement;

- **We pray** as a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.
- **We care** for everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.
- **We achieve** the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.

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Purpose of the Policy

At St. Matthew's RC High School, the main purpose of assessment is to enable each student to develop their full potential by informing how teaching should be adapted in order to continue to make good progress. The school also needs to be able to judge the standards that students are achieving compared to similar schools locally and nationally. Assessment is a fundamental part of teaching and learning and therefore all students and parents are entitled to an assessment system which is used effectively in managing and supporting learning in all subjects.

Aim

The aim of this policy is to ensure a consistent approach to:

- Effective assessment methods to maximise motivation and progress, involving all students in the process.
- Target setting and the reporting of regular information for staff, students, parents and governors.
- Celebrating success and reducing underachievement.
- Creating an assessment system that is not over burdensome.

Target Setting

KS3 (Years 7-9)

Assessment at KS3 is based on the pupil's effort and engagement and their progress made in lessons. Each pupil's progress is judged using an easy to understand criteria of *Above/Equal to/Below* expected progress, which in turn is measured against the national expected progress from KS2-KS4. Students are not given end of year numerical targets, instead their progress is measured in each subject area against clearly defined expectations of knowledge and skill acquisition.

KS4 (Years 10-11)

Target grades are set for each pupil in each subject area at the start of their KS4 course. These grades are set based on the pupil's ability (as defined by their KS2 score) and the minimum expectation is for each pupil to aim to achieve the national average grade for their ability in each subject. Target grades are checked at each data entry point to ensure they are suitably challenging.

Reporting to parents

Frequency of data collection

At St Matthew's RC High School we understand the need to balance regular collection of data with staff workload. To this end we have recently reduced the amount of data we collect from teachers and have staggered the times in the school year when we ask for data to be submitted. We now collect assessment data for each year group three times per year. In Year 11 we also collect 'Effort and Engagement' data at two other points in the calendar

to allow parents, students and staff to know how hard students are working in their important final year.

Reporting to parents

Frequency of reporting

In Years 7-10, parents will receive three written reports during the course of the school year. Each report will include information from each subject area about progress in the subject; effort and engagement with both classwork and homework, as well as the student's response to the St Matthew's Respect agenda. In Year 11 parents will receive more frequent reports during the course of the school year to enable parents and carers to closely monitor progress and effort in run up to external examinations.

How we report to parents

Use of Edulink

To enable reporting to be as fast as possible, and also to reduce environmental costs, our reports are now sent electronically via the Edulink app. Parents/carers need to have this app on their device in order to view the report. For any help with this please contact your child's form tutor in the first instance.

Reporting of effort, engagement and behaviour

Our aim with all reporting is to make the information easy for parents to understand using a simple to follow method. Staff are asked to answer the following questions with a number 1-4:

- Does the pupil make 100% effort in lessons?
- Does the pupil make 100% effort with homework?
- Does the pupil follow the St Matthew's respect agenda?

The possible answers to this are:

- 1 – Always
- 2 – Usually
- 3 – Sometimes
- 4 – Rarely or never

Academic progress is reported as below:

Years 7-9

Progress Indicator (Above/Equal to/Below)

This is an indication of the progress being made in each subject in terms of the acquisition of key knowledge and skills, compared to expected progress. Expected progress is determined by the pupil's ability as defined by KS2 results.

Years 10-11

Progress Indicator – target grade vs predicted final grade

Each subject will report both the student's target grade and their current predicted final grade. The predicted final grade is defined as:

“The grade the pupil is most likely to achieve at the end of the KS4 course, given the current level of effort, attainment and attitude to learning.”

Other useful information

All our reports home include an attendance summary and a conduct summary. This includes current attendance percentage for the year, the number of times the pupil has arrived late to school, the current total of achievement points and the current total of behaviour points.

The report also includes the name of the pupil's teacher for each subject and the class code.

Celebrating success and avoiding underachievement

Pupils are awarded achievement points on a daily basis for excellent effort and work. Parents/carers can monitor this daily using the Edulink app. Year assemblies regularly highlight and reward pupils who are making good or outstanding progress compared to expectations. On a termly basis form tutors meet with pupils on an individual basis to discuss current performance and set short term targets to help motivate pupils to continue to improve. Achievement teams for each year group meet regularly to discuss the progress of their year group, ensuring that all pupils performing well are rewarded and also so that any pupils causing concern are given the necessary help, support and challenge. Whenever progress becomes a serious concern parents/carers will be informed and will be invited in to school to agree next steps.