



# SHENFIELD HIGH SCHOOL

## ASSESSMENT POLICY

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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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

At Shenfield, our curriculum is our model of progress, and therefore assessments are always of our students' attainment within our curriculum. Our curriculum is planned and sequenced to provide access for all and prepare our students for success at the next stage, so attainment in our curriculum represents progress towards future success.

Different forms of assessment (formative, summative, nationally standardised summative assessment) play a key role in providing the assessment information needed for students, parents, teachers, leaders and governors and we encourage all of our teams to focus their assessment practice on the key stakeholders in the school – our young people – and supporting their progress and next steps in each subject.

Assessment results are communicated to parents and carers via our online portal Edulink One. This provides real time reporting throughout the year and allows students, parents, carers and staff to look at a student's assessment outcomes for the year so far at the click of a button. Not all assessment needs to be reported

here, as detailed below, some assessment will be most valuable in the moment when fed back to students immediately or when used by a department to review their delivery of their curriculum.

## 4. Assessment approaches

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

We use 3 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment will take a variety of forms at Shenfield including:

- Low stakes quizzes
- Knowledge checks
- Entrance/exit questions
- Whole class feedback techniques (mini whiteboards etc.)
- Self/Peer assessment
- Questioning
- Homework
- End of unit/topic tests (used for both formative and summative assessment purposes)

In many cases formative assessment will be most useful for the teacher and student in the moment it is reviewed, to adapt the lesson as it progresses, plan for next steps or start points and review student understanding. As such there is no expectation that it should necessarily be recorded or reported. Where reporting this formative assessment would have a benefit, departments will have planned this in their assessment calendar, considered the workload implication for staff and have a section of Edulink One ready for the recording and communication of this assessment.

### 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 scheme of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

In collaboration with the Senior Leadership Link for the department, each Team Leader or Course Leader will have detailed in their Curriculum Map how and when students will be assessed in their subject. We recognise the means and frequency of assessment will be bespoke to each department and the appendix to this document details how each department approaches the appropriate assessment in their area.

Summative assessments such as these will be recorded to Edulink One so that students, parents, carers and other members of staff are able to see the attainment of individuals and groups in the subject and across subjects.

Where the monitoring focus for a particular subject/year group warrants it, analysis of this data is presented in the Team Improvement Plan/Monitoring Document for the department. This will look at comparisons of classes and groups for Team Leader consideration as well as reviewing the delivery of the curriculum and any next steps for teachers or departments in light of this analysis for future teaching of that cohort and for teaching of future cohorts. Question/topic level analysis will be used by some departments to review the next steps for individual students, classes and the effectiveness of curriculum delivery.

In KS3 assessments, **attainment** is reported as a Band from A+ to E

KS3 Grade	KS3 Grade Teacher Descriptor
<b>Band A+</b>	<b>Consistently</b> shows evidence of exceptional depth in <b>a number</b> of assessments
<b>Band A</b>	Shows evidence of <b>exceptional depth</b> in understanding knowledge and skills at this stage in the subject's curriculum.
<b>Band B</b>	Shows evidence of a <b>secure and deep</b> understanding in knowledge and skills at this stage in the subject's curriculum.
<b>Band C</b>	Shows evidence of a <b>developing</b> understanding in knowledge and skills at this stage in the subject's curriculum.
<b>Band D</b>	Shows evidence of <b>beginning</b> to understand some knowledge and skills at this stage in the subject's curriculum.
<b>Band E</b>	Shows little or no evidence of <b>beginning</b> to understand some knowledge and skills at this stage in the subject's curriculum.

Students are given target bands based on their KS2 SATS in Year 7 Baseline Assessments undertaken in English and Maths. Students target bands against their current attainment allows progress to be estimated.

**Progress** is reported using one of the following descriptors:

Progress Descriptor	
<b>Exceeding Expected Progress</b>	<b>Above</b>
<b>Meeting Expected Progress</b>	<b>Meeting</b>
<b>Working towards Expected Progress</b>	<b>1 band below</b>
<b>Below Expected Progress</b>	<b>2+ bands below</b>

In KS4, assessments are reported as a percentage with a cohort or class average, depending on what is most appropriate given how classes are grouped to allow comparison and interpretation of the result. After the first term of Year 10, grades are then reported. Grades are also reported after the end of Year 10 exams and Year 11 Mock exams.

In KS5, end of unit assessments are reported as a percentage with a cohort average to allow comparison and interpretation of the result. After the first term of Year 12 Grades are then reported. Grades are also reported after the end of Year 12 exams and Year 13 Mock exams.

Departments use meeting time and collaborative working to moderate and standardise assessments across cohorts and use this meeting time to further review assessment validity and future developments.

In addition to departmental summative assessments, as a whole school we organise internal exams at the following times of the year:

- June/July – Y10 and Y12 End of Year exams and KS3 in class assessment
- November/December – Y11 Mock
- January – Y13 Mock
- March/April – Additional Y11 Mocks for tiered subjects

### 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/carers** 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 A-levels and other post-16 qualifications in KS5.

## 5. Collecting and using data

Assessment data will be collected in line with departmental assessment plans through SIMS or Edulink One markbooks, consequently whole school data “snap shots” don’t require data for data’s sake, instead reviewing the data picture so far that year across all departments and year groups.

## 6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Shenfield High School recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in Computer Science lessons or art homework about AI-generated images. All AI-generated content must be properly referenced.

## 7. Reporting to parents/carers

Assessment results are reported live to parents and carers via Edulink One.

Up to date information on Edulink One covers:

- Assessment results in each subject, allowing for strengths and areas for development in all subjects to be identified throughout the year
- Overall progress descriptors for each subject along with Attitude to Learning (ATL)
- Student attendance
- Celebration points, behaviour points and homework tasks.

In addition to the live reporting of Edulink One, an overview report of each student's year, including attainment (band or grade), progress descriptor, attitude to learning, attendance and contact details to allow parents/carers to discuss the report with teachers is sent out and saved to the documents area of Edulink One.

## **8. Inclusion**

The principles of this assessment document apply to all students, including those with special educational needs or disabilities (SEND).

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, attitude to learning accounts for the amount of effort the student puts in, as well as the outcomes achieved.

## **9. Training**

Assessment has been a key focus of CPD at Shenfield over recent years. Our CPD program across the year includes assessment review and moderation in departments as well as sessions on good assessment practice. The Assistant Headteacher: Teaching and Learning collaborates with Assistant Headteacher: Curriculum and the Deputy Headteacher Quality of Education to ensure the school and staff stay up to date on good assessment practice and this is embedded in what we do.

## **10. Roles and responsibilities**

### **10.1 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
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school.

### **10.2 Senior, Team, and Course Leaders**

Senior, Team and Course leaders are responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in all subjects
- Analysing student progress and attainment, including individual students and specific student 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities
- Holding staff to account in ensuring our assessment principles are being followed and implemented.

### **10.3 Teachers**

Teachers are responsible for:

- Following the assessment principles outlined in this document and further defined by their department or team protocols
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice.

## **11. Monitoring**

This policy will be reviewed annually by Deputy Headteacher; Quality of Education. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow these principles. Senior Leadership, Team Leaders and Course Leaders are responsible for ensuring that the principles are followed.

Alongside Team Leaders and other subject post-holders, the subject Line Managers, will monitor the effectiveness of assessment practices across the school, through:

- Assessment Analysis and Actions
- Learning Walks and Lesson Observations
- Work Scrutiny Review and Actions
- Student Voice
- Behaviour Review and Actions

## **12. Links with other policies or principles**

This assessment policy is linked to:

- Feedback policy
- Homework policy
- Communications policy