Upton-by-Chester High School

Assessment Policy

Policy Link	
SLT	Mr D Iqbal
Governor	
Statutory	N

To	Date
Committee	March 2025
Full Governing Body	
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'Learning to shape the future'

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Assessment

Assessment is a process that allows information to be obtained which informs learners, staff and parents/ carers on the experience and achievement of an individual learner. High quality assessment identifies what the learner knows, understands, and how effective they are in applying their knowledge and skills, thus providing information which is used to inform decisions for future learning and teaching.

We are committed to regular and robust assessments which inform teachers, learners and their parents/carers.

This policy sets out ways in which we assess our learners, monitor and track their progress across Key Stage 3, 4 and 5 and how we share progress information with parents/carers.

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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.
- Set out how and when assessment practice is monitored and evaluated.

2. Principles of assessment

The key principle is to ensure that each assessment is fit for purpose by targeting specific aspects of a child's learning so we can find out what they know and do not know, or what they can and cannot do. Every child is entitled to have their progress assessed. Only when we have the detailed information that assessments provide can we adapt our teaching to ensure gaps in learning are closed.

The results of assessments inform all stakeholders of progress made and gaps in knowledge and understanding.

Assessments are carefully planned for each teaching group. Each scheme of learning has assessments associated with it so the teaching is directed towards assessment. Assessments are therefore integral to learning and not used as an 'add-on'.

3. Assessment approaches

At Upton-By-Chester High School we see assessment as an integral part of learning and teaching, 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.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how learners are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Learners** to measure their knowledge and understanding against the Learning Purpose, 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 takes many forms such as marking and feedback, effective questioning, regular short recap quizzes, retrieval practice, self and peer-assessment and, critically, observations of learners by their teachers as they are working. Formative assessment is used to assess knowledge, skills and understanding and to identify gaps and misconceptions. It allows teachers to watch how learners' understanding develops in real time and is therefore critical in making judgements about progress.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of learner cohorts, identify where interventions may be required to address any gaps in knowledge or skills, and work with teachers to ensure learners 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
- **Learners** 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Upton by Chester High schools' approach to In-school summative assessment.

Each year group will sit two major assessments per year. In Key Stage 3 these are named Mid-Year Assessments and End of Year Assessments. In Year 9 learners sit a Pre-Options assessment in place of a mid-year assessment. In Key Stage 4 and Key Stage 5 all learners sit two Pre-Public Examinations (PPE/Mocks). PPE 1 and PPE 2 are spread across specified windows in the academic year.

Parents/carers of all learners are informed of the specific dates for assessments in advance and provided with details of the content of the assessment. In addition parents/carers are directed to specific revision resources to support their child with their preparation for the assessments.

In addition to these major assessments each department also uses regular periodic smaller assessments for example End of Unit tests, or reviews for learners with special educational needs or disabilities (SEND).

How we use Summative assessment data to improve future learning.

Summative assessment provides information to learners and teachers about what learners know and how they can apply knowledge and understanding and what they do not know and any areas for improvement. Summative assessment provides teachers and school leaders with information about the relative progress of learners, this informs strategic actions at a teacher, middle and senior leadership level.

Summative assessment data analysis is used to review the curriculum being implemented and changes are made to develop the curriculum further, moving forward. This informs short, medium-and long-term planning.

How summative assessment will be used to demonstrate improvement over a long period of time

As learners progress through each curriculum area learners broaden and deepen their knowledge and skill base. Through summative assessment learners demonstrate knowledge and skills assimilated through their learning journey.

- **Standardising Assessments**

Heads of Department are responsible for the production of assessments in their own subject areas. Heads of Department and staff with teaching and learning responsibilities will undertake work to standardise and validate any internal assessments.

Periodically these will be reviewed by the Director of Assessment and Standards to ensure they reflect best practice.

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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

- **Key Stage 3 MidYis assessments**

Over the course of Key Stage 3 we use MidYis assessments. These assessments are used to provide data that allows us to compare cohorts of learners with learners nationally. This information can be used to identify learners or groups of learners who may need specific support. The MidYis data together with Key Stage 2 data allows us to measure progress against learners starting points in Key Stage 3. It also allows us to set aspirational targets for learners as they move into KS4. MidYis tests are sat at the start of Year 7, 8 and 9.

4. Collecting and using data

Data is collected at Tracking Points. Tracking point data includes an Attitude to Learning Grade, and at Key Stage 3 an assessment score for each subject with comparative data to show how learners are progressing from their starting points.

At Key Stage 4 and 5 the report also shows an assessment grade. Some reports will provide comments for improvement, where appropriate.

This data is collected through the school Management Information System SIMS.

Tracking Points are spaced throughout the year to ensure distribution of workload for staff.

The data is transferred into SISRA Analytics and Power BI which allow assessment information about learners and cohorts to be analysed by leaders to inform us about the impact of our curriculum. Actions for improvement may arise from analysis of this data.

Each year group receives two data Tracking Points per annum and this data is shared with Parents/Carers. Headline measures are shared with Governors. In Years 7, 10, 12 and 13 there is a third initial report which reports on their Attitude to Learning. The third Year 13 report also includes progress data.

5. Artificial intelligence (AI)

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

Learners **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

Learners **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 IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Upton-by-Chester High School considers any use of AI-generated text or imagery that is not referenced to be plagiarism, and will follow our plagiarism procedures as set out in our exam policy.

6. Reporting to parents/carers

At Upton-by-Chester High School, in each year group, we have two (Year 8,9 and 11) or three (Year 7,10, 12 and 13) Tracking Points and one Progress Review Evening per year. The Progress Review Evening is an opportunity for Parents/Carers to discuss learners' tracking point data and their general progress and behaviour.

At each Tracking Point we report home information from each subject. This may include:

- an Attitude to Learning Grade
- an Assessment grade or score, where appropriate
- comments on how to improve, where appropriate
- attendance information
- number of incomplete homeworks by subject

7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of learners' 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 learners. However, this should account for the amount of effort the learner puts in, as well as the outcomes achieved.

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

8. Training

The Deputy Headteacher for Curriculum and Standards and the Director of Assessment and Standards are responsible for ensuring staff understand the aims of assessment and implement our school approach to assessment.

Staff have access to continuing professional development through "The Great Teaching Toolkit" and various CPD opportunities within school. Heads of Department are responsible for producing, standardising and moderating subject assessments, overseen by the Director of Assessment and Standards.

The Deputy Headteacher for the Curriculum and the Director of Assessment and Standards will look to identify the next steps in developing good practice. Currently we are engaged in working with SSAT Embedding Formative Assessment Training.

9. Roles and Responsibilities

The day-to day delivery of this policy is delegated to the Assistant Headteacher responsible for Standards and Progress and is overseen by the Deputy Head teacher (Curriculum and Standards).

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 learners
- Holding school leaders to account for improving learner and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on learner assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing learner progress and attainment, including individual learners and specific groups
- Prioritising key actions to address underachievement
  - Reporting to governors on all key aspects of learner 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

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach

- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed each year by the Deputy Headteacher for Curriculum and Standards, the Director of Assessment and Standards and the Governors Curriculum Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team is responsible for ensuring that the policy is followed.

The Director of Assessment and Standards will monitor the effectiveness of assessment practices across the school, through:

- Monitoring the quality and content of assessments
- Monitoring moderation and standardisation processes
- Learning Reviews
- Book Looks
- Learner Voice
- Data analysis

11. Links with Other Policies

- This assessment policy is linked to:
- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- Feedback and Marking Protocol