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Assessment Policy

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Curriculum and Standards Committee on 9th
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Assessment Policy

Mission:

That all students will achieve the highest of expectations through diagnostic and supportive assessment.

Vision:

A school that has an appetite for learning at its core for students, staff and members of the community that will reflect and act upon all aspects of assessment for them to become lifelong learners. Assessment will contribute to a rich and deep curriculum, focusing on knowledge and the permanent learning of skills.

Expectations:

- Assessment will contribute significantly to all students making excellent progress in every subject.
- High quality assessment supports good teaching and, therefore, will support genuine and sustained progress over time.
- Positive experiences of assessment will increase confidence and support attendance.
- High quality assessment is a feature of high quality lessons.
- Assessment will support all students to develop the necessary literacy skills in order to be able to access the curriculum and flourish as young learners.
- Assessment and reporting allows parents to become more involved in the school life of their child through dialogue with their child and teachers.

Aim:

The assessment policy at Newhouse Academy supports the vision and mission of the school through ensuring assessment is appropriate to the needs of the student and focuses on providing diagnostic and formative information, rather than just as a summative tool. This ensures we can provide the best possible opportunities and highest levels of support for all students.

All assessment activities aim to ensure that students are able to make excellent progress in their learning whilst taking into account the individual needs of students.

The aims and objectives of assessment at Newhouse Academy are:

- to enable our students to demonstrate what they know, understand and can show in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each student;
- to help our students understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the National Curriculum (Assessment):

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind, to offer

task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school'.

Assessment at Newhouse Academy

Assessment at Newhouse Academy takes many forms and is employed appropriately according to need (student and staff).

There are three main categories of assessment used by staff at Newhouse Academy:

1. Summative: Final GCSE examinations.
2. Formative: Assessment used to inform students and staff of the current performance of a student (e.g. unit tests, In- year exams).
3. Diagnostic: Used to identify gaps in knowledge or misconceptions with the overall aim of addressing the problem to improve learning.

SUMMATIVE ASSESSMENT

Summative assessment is only used as the final assessment, which for most students is represented by their GCSEs. In the case of students not continuing their studies of a subject beyond Key Stage 3 then summative assessment may be used at the end of this stage in education, but will not be represented by a letter, number or symbol, but will involve a summary of their learning.

Examples at Newhouse Academy: GCSEs; End of Year 9 assessment (for foundation subjects).

DIAGNOSTIC ASSESSMENT

Diagnostic assessment is ongoing and is designed to identify what has been learned well and what needs further work. This is usually a short-term and immediate strategy that involves immediate feedback to the student.

Examples at Newhouse Academy: AfL; feedback (refer to Feedback Policy, 2020); questioning; quick quiz.

FORMATIVE ASSESSMENT

Formative assessment can incorporate both ipsative and diagnostic assessment strategies, but is solely about informing teaching going forward. This may take the form of addressing issues within that group or year, or it can be about individual students. It is usually medium term and involves more careful planning to address gaps in understanding or misconceptions.

Examples at Newhouse Academy: End of unit assessments; quick quiz; In-year exams.

Monitoring Assessment at Newhouse Academy

Assessment should be clearly planned within schemes of work and should have a clear purpose.

- Summative Assessment: External examination results are monitored as part of the school appraisal system, and through departmental reporting to the Head and Governors. A standards report must be completed following the publication of GCSE results in August each year. It is expected that information gained from the performance of students in external examinations will also be used to improve schemes of work for future year groups.

- **Diagnostic Assessment:** These are usually conducted within the lesson or through work in books. Heads of Departments are expected to monitor the provision of diagnostic assessment through learning walks, work scrutinies and student voice. This will be supported by similar monitoring by the Line Manager, who will conduct at least one learning walk, one work scrutiny and one student voice alongside the Head of Department to Quality Assure the process.
- **Formative Assessment:** As this can take many forms it is important that Heads of Departments are aware of the purpose of each form of assessment and should monitor formative assessment accordingly (moderation, standardisation, learning walks, work scrutiny, student voice, lesson observations).

Staff roles in monitoring:

Class teacher – it is the responsibility of the class teacher to ensure they are up to date with the most appropriate form of assessment and to use it appropriately. It is also the responsibility of the class teacher to ensure they continually monitor the quality of their assessment against internal and external standards. They should also seek CPD as appropriate.

Head of Department – it is the responsibility of the head of department to check that all assessment is appropriate and that formal assessments are standardised across the department and that moderation occurs internally. They must also seek validation of standards against national standards through external moderation at least once per year.

Line Managers – it is the responsibility of the line manager to ensure that the monitoring of assessment is happening effectively and efficiently within each department. There should be at least one round of joint monitoring per year with the Head of Department to Quality Assure this process. The Line Manager should also support external moderation by facilitating links with other schools. Line Managers must hold departments to account for their assessment processes and outcomes.

Senior Leadership Team – The Head Teacher should lead on assessment, although they may delegate this responsibility to a member of the SLT. This should involve Quality Assurance across the team to ensure Line Managers are carrying out their monitoring and support responsibilities. Regular meetings should occur and Line Management meeting minutes shared to ensure best practice occurs across the school.

Whole School Assessment at Newhouse Academy

There are three major opportunities for students to experience whole school assessments. These are:

1. Final GCSE examinations
2. In-year exams
3. End of Year assessments (held in Year 7, 8 and 9)

The purpose of these assessment opportunities is to provide summative and-formative assessment. They also provide students with experience of sitting examinations in formal conditions in the school halls.

Reporting and Recording Student Progress

To aid teachers in addressing underperformance across the school it is necessary to collect data on student progress.

At Key Stage 4:

For all subjects this involves assessing the current performance of students against examination criteria. A current 'working at' grade is recorded within SIMS to indicate the current grade a student would achieve if they sat the GCSE at this point in time, based on material taught to that point. This should use externally produced material against GCSE criteria and must be moderated within the department. Only full grades are recorded. This grade is reported to parents at appropriate times during the year.

At Key Stage 3:

Students are assessed using internal standardised assessments created as part of the long-term and medium-term schemes of learning. These assessments will enable students to demonstrate the progress that they have made against clearly defined criteria. Students will be allocated the strand they are currently working at.

Departments are tasked with ensuring that the standards are maintained against national expectations for that subject. Thus it is important that regular moderation with external bodies (other schools, PiXL, government produced documents) occurs.

Line Managers are expected to hold Heads of Departments accountable to ensure the standards expected are high.

Reporting to Families at Newhouse Academy

Parents will receive information in two formal ways:

1. Families evening – this is the opportunity for the class teacher, parent and student to discuss openly and honestly the progress made so far, areas for improvement and strategies that will be used to support the student to make as much progress as they can.
Staging Post data – this is produced from teacher generated data. There should also be regular informal contact by email, phone or in person.

Reporting to external bodies at Newhouse Academy

Newhouse Academy believes all assessment should be entirely focused on supporting students to improve. Therefore, we will present information to Governors, the Local Authority and Ofsted in the format we use.

It is important that all members of the Senior Leadership Team are able to interpret whole school assessment information to support them in their role. They should also be able to explain how the school is improving, what the evidence of improvement is and where the focus for school improvement is currently.

Target Setting at Newhouse Academy

To support the monitoring of progress at Newhouse Academy all students are provided with 'Aspirational Grades'. These grades are set as follows:

Key Stage 4

FFT 20 and current Progress 8 estimates are used by the Senior Leader i/c of Assessment. Departments may not alter these grades downwards, but may suggest they are raised. Students are then asked to set their own aspirational grades. Staff should encourage students to carefully consider each grade and set their aspirations high.

Key Stage 3

FFT 20 and Key Stage 2 standardised scores will be used to allocate a strand for each student.

Students allocated to Strand 4 will be aspiring to Grades 7 and above at GCSE

Students allocated to Strand 3 will be aspiring to Grade 5 and above at GCSE

Students allocated to Strand 2 will be aspiring to Grade 4 and above at GCSE

Students allocated to Strand 1 will be aspiring to Grade 1 and above at GCSE

**September 2021 – Due to no KS2 standardised scores we are using CATs assessments*

For departments there is a minimum expectation that progress will be above the national average in every category.