



Sandymoor

Ormiston Academy

Inspiring Excellence

Assessment and reporting policy

Approved by:

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Last reviewed on:

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Next review due by:

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1. Aims

This policy aims to:

- Provide a consistent approach to assessment that is applied equally to all pupils
- Define what we consider to be the pillars of effective assessment practice
- Define roles and responsibilities in our approach to assessment
- Outline data collection and reporting to parent windows

2. Legislation and statutory requirements

This policy is based on the Teachers' Standards and advice from the Education Endowment Foundation.

- [the Teachers' Standards](#)ⁱ
- [Department for Education assessment principles](#)

Teachers' Standards

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

DfE 2014

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Ofsted

"What I want school leaders to discuss with our inspectors is what they expect pupils to know by certain points in their life, and how they know they know it. And crucially, what the school does when it finds out they don't! These conversations are much more constructive than inventing byzantine number systems which, let's be honest, can often be meaningless."

Amanda Spielman, 2018

3. Purpose of assessment at Sandymoor Ormiston Academy

The aim Sandymoor Ormiston Academy is to enable all students to achieve the very highest levels of attainment and achievement.

The purpose of assessment at Sandymoor Ormiston Academy is to generate actionable meanings about students – information that has meaning, is comprehensible, and is usable. Assessment allows for inferences about what students know, understand and can do.ⁱⁱ The conclusions made from assessments decide the next steps in teaching and learning.

4. Expectations of assessment at Sandymoor Ormiston Academy

The most important assessment data comes from formative assessment. Every day, formative assessment is used to adapt and respond to students' knowledge, application and understanding of the curriculum.

Summative assessments can also help to inform interventions and teaching and learning over a longer period of time.

Formative assessment

Formative assessment takes place daily in lessons. It is integrated and ongoing, and is used to intervene, adapt teaching and tailor planning for subsequent lessons. There is no requirement to record formative assessment – at least not in any prescribed way. As Daisy Christodoulou states in her book "Making Good Progress"ⁱⁱⁱ grading formative assessment would be like a marathon runner measuring their weight-training in hours rather than kilograms. At best a useless exercise, at worst, completely misleading.

Summative assessment

Summative assessments assess only what has been intended and taught in the curriculum area over a period of time.

Assessments must be valid. Daniel Koretz, Professor of Assessment at Harvard University, says that 'validity is the single most important criterion for evaluating achievement testing'^{iv}. "By validity is meant the degree to which a test or examination measures what it purports to measure"^v – in this case, the curriculum that has been taught.

Summative assessments enable inferences of retention and application of the taught curriculum in a formal style. It provides precise data of what a student has and has not learned, clarity of intervention requirements and prevention requirements in curriculum planning.

Reliability and consistency are essential. Therefore, standardisation and moderation should be built into the summative assessment process to ensure consistency across each department.

Despite the amount of knowledge studied in Key Stage 3, the amount of knowledge needed to predict a benchmark performance against GCSE grades in the first term of year 10 is not broad or deep enough. When we give students a grade, it means something to them; it has to be a valid summation of learning and

application over a longer period of time. Therefore, year 10 reports will not have a predicted grade reported home until after the first set of Year 10 mock exams in the summer term.

At Key Stage 4, summative assessments should also only assess what has been taught up to the point of assessment, not, for example, a full GCSE practice paper with sections which have not yet been fully taught as this would not provide a valid assessment of what students have learned, remembered and applied.

5. Grading

Formal assessments receive a quantitative raw score related to % of curriculum retained and applied within the assessment. This quickly identifies level of retention and application and assists in identifying and distributing post-assessment intervention resources.

Once students begin to sit global assessments (mid-way through year 10 and throughout year 11), we use age-independent grades (9-1) which provide a more accurate indication of a student's likely performance in their final GCSE exams.

6. Feedback

Students should

7. Formal assessment calendar

Initial assessment

- Takes place in the autumn/winter term at a point deemed suitable to each year in each curriculum area. Data capture on SIMS will be open for entries at any point, with a final deadline for quality assurance and reporting purposes.

Summative assessment

- **Spring term** at a point deemed suitable to the subject between February and April.
- **Summer term** at a point deemed suitable to the subject area between May and July.

7. Reporting

Schools have a responsibility to report on students' progress within the school year.

Key Stage 3

- Students' assessment % will be reported to parents/carers alongside the average year % for each subject in December and July. Attitude to learning will also be reported.
- In the spring term, parents and carers will be made aware of when students have completed in class assessments via parentmail.

Key Stage 4

- Students' assessment % will be reported to parents/carers alongside the average year % for each subject in December. Attitude to learning will also be reported.
- In the spring term, parents and carers will be made aware of when students have completed in class assessments via parentmail.
- In the summer term Year 10 reports to parents will report a global predicted grade using examination data, in class assessments and teacher holistic judgements. Attitude to learning will also be reported.
- Year 11 report predicted grades in autumn term, mock exam grades in the spring term with A2L at each point.

For both key stages, Faculty Leaders and classroom teachers may inform parents when an assessment has been completed, via parentmail, on multiple occasions.

8. Roles and responsibilities

8.1 Staff

Staff are responsible for:

- **(Teacher standard 6) Make accurate and effective use of assessment**

- know and understand how to assess against statutory assessment requirements
- make use of formative and summative assessment
- use relevant data to monitor progress
- give pupils regular feedback, both to respond to the feedback.

- Attending moderation and standardization of assessments
- Marking summative assessments
- Implementing data on to data capture sheet
- Analysis of class data to ensure timely intervention
- Students' review of assessment and identification of next steps

Example of Year 10 report spring

	Summative assessment	Year average	A2L
English	75%	62%	2
Geography	58%	62%	2
Maths Foundation	60%	65%	1
Btec PE	80%	60%	1
Personal Development	x		1
RE	60%	54%	2
Science	74%	68%	2
Spanish	58%	80%	3

Attitude to learning

- 1 =
- 2 =
- 3 =
- 4 =

8.2 Curriculum/ Faculty leaders

Curriculum and Faculty leaders are expected to:

- Quality assure the validity of assessments
- Quality assure standardization and moderation

- Quality assure input of data in data capture sheets within deadline.
- Analyse subject data to
 - identify priorities for teaching and learning
 - identify priorities for student intervention
- Monitor and support staff based on Teacher Standard 6.

8.3 Senior leaders

Senior leaders are expected to:

- Quality assure the validity of assessment in the subjects they line manage.
- Monitor and support Curriculum and Faculty leaders.

9. Links with other policies

This homework policy is linked to the following policies:

- Feedback policy
- Teaching and Learning Policy

ⁱ [Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

ⁱⁱ Henderson et al, (2021) [The usefulness of feedback \(sagepub.com\)](https://sagepub.com)

ⁱⁱⁱ Daisy Christodoulou (2017). [Making Good Progress? The future of assessment for learning](#)

^{iv} Koretz, D. (2008). [Measuring up: What educational testing really tells us](#). Cambridge, MA: Harvard University Press.

^v Ruch, G.M. (1924). [The improvement of the written examination](#). Chicago: Scott, Foreman and Company