



NATIONAL
CHURCH OF ENGLAND
ACADEMY

Assessment Policy

July 2024

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Associated documents:			
Behaviour Policy SEND policy Curriculum Policy			

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1. Rationale

1.1 AIM

Assessment provides opportunities for students to demonstrate what they have learned in terms of knowledge, understanding, skills and attitudes over time. Written and verbal teacher feedback helps recognise and celebrate positive achievements. It also informs students about how to make progress. For school leaders, assessment also provides an opportunity to evaluate curriculum provision and plan future teaching and learning to meet the needs of all students. Assessment should be used to identify knowledge gaps and allow schemes of learning to be dynamic and fluid working towards clear end points. Assessment provides feedback, develops understanding and enables improvement

1.2 PURPOSE

Specifically:

- i. Assessment should be integral to the learning process with a shared understanding by teachers and students of appropriate and explicit outcomes, it should involve a variety of assessment activities, including self and peer assessment.
- ii. Constructive written and verbal feedback and marking should be provided to every student, focusing on areas for development measured against clear learning outcomes.

- iii. Assessment should enable students to become reflective learners and help them to 'close the gap' between current and desired performance, including opportunities to respond to teacher feedback.
- iv. Assessment is a valuable tool in helping teachers to 'personalise' learning and to ensure that individual needs are met.

2. Legislation and guidance

- i. 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 \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

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

3. Assessment for learning key principles

- i. Class data should be used to plan lessons with appropriate pace and challenge.
- ii. Students should know what is expected for their ability and at key stage 4 knowledge of their minimum expected grade.
- iii. Teachers should plan and pitch lessons against learning outcomes which meet student needs.
- iv. Teaching should effectively model what successful achievement looks like for students.
- v. Teaching should allow time for the review of learning, including student response to feedback which demonstrate the improvements that have been made.
- vi. There should be variety in assessment activities both formative and summative including peer and self-assessment.

4. Responsibilities

4.1 Teachers:

- i. Regularly use a variety of feedback approaches, including written, verbal and peer assessment in assisting student understanding about how learning can be developed and improved.
- ii. The use of DIRT marking should be evident with opportunity for response after each formal assessment.
- iii. Complete agreed assessment activities as identified within curriculum schemes of work.
- iv. Grades should be issued in line with faculty policy.

- v. Share assessment outcomes with the Head of Faculty or Senior Leaders upon request.
- vi. Engage in work sampling and standardisation processes as arranged by the Head of Faculty.

4.2 Faculty leaders:

- i. Ensure that schemes of work clearly identify agreed assessment activities undertaken within the curriculum area.
- ii. There should be at least two formal assessments per half term per subject or per teacher (where appropriate for classes which are co-taught).
- iii. Ensure that teacher marking is standardised across the curriculum area.
- iv. Assessed work must be moderated/standardised within the faculty area, this may consist of samples as part of the quality assurance cycle.
- v. Ensure the accurate and timely submission of Assessment Point data as indicated in the school calendar.

4.3 Senior leaders:

- i. Ensure that school policy is consistently applied across all curriculum areas for the benefit of students.
- ii. Support Heads of Faculty with Quality Assurance processes to ensure policy expectations.
- iii. Analysing pupil progress and attainment, including individual pupils and specific groups to inform whole school planning, support and challenge.
- iv. Prioritising key actions to address underachievement.
- v. For 2020 and 2021 formal examinations were cancelled by the government and assessment data was used as part of awarding examination grades. Therefore, if there are any further changes to examinations in the future, such as amendments to content or changes to the use of formula sheets, senior leaders will inform parents and students directly explaining the assessment data that is to be used.

4.4 Students:

- i. Complete assessment activities as directed by the class teacher to the best of their ability.

4.5 Parents:

- ii. Support the school in checking that students are organising their learning.
- iii. Check that students are packing the correct books and equipment for each day of the week.
- iv. Support and monitor students through the AMP review process.

4.6 Headteacher:

- i. Hold Senior and Middle leaders to account with respect to the consistent implementation of the policy.
- ii. Receive feedback about the quality of marking and responding to student work across the school.

4.7 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

5. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Behaviour policy

6. Reducing Workload*

The National Church of England Academy places great value on reduction of repetition of data and over entry, therefore in line with the OFSTED guidance and MITRE workload charter:

- There has been a reduction in the volume of data collection points across the academic year with two in key stage three and three in key stage four and five.
- Staff use and are trained in using analytical platforms to assist in the tracking of assessments.
- Faculties are provided with detailed analysis at each review point by the academy's data co-ordinator.
- Assessments are reviewed as part of the quality assurance cycle to ensure that assessments are as efficient as possible.

*Added at 2024 review.