

# **Trinity Academy Newcastle**

**Assessment Policy and Marking/Feedback Policy**

**Approved by Resources Committee –**

**On behalf of the Full Governing Body**

**Next Review Date**

## **Ethos**

At Trinity Academy we do not see ability as permanent or pre-determined. There is opportunity for all students to achieve and succeed in every lesson and we relentlessly work to challenge each individual. Students and teachers should be well-informed of achievements that have been made and the next steps to learning. It is important that students are secure in concepts and can apply them in a sophisticated way before they move on.

Our classrooms are places where understanding is challenged, questions are rich and reflection is celebrated.

Assessment is used to inform teaching. In its simplest form, it is used to inform the next question in the classroom. In its summative form, it is used to inform schemes of work, class grouping and curriculum design.

### **Types of Assessment at Trinity Academy**

There are three broad forms of assessment, each with its own purposes;

#### **In-School formative assessment**

- Feedback from teachers in lessons against success criteria
- Marking of pupils' work
- Quizzes and games
- Peer and self-marking against success criteria
- Teachers asking well-phrased questions and analyse students' responses to find out what they know, understand and can do, and to target any misconceptions.

#### **In-School summative assessment**

- Assessment against age related 'Stages' or GCSE programme of study in each subject area 4 times a year
- Short end of topic tests
- Reviews of Statement or Education, Care and Health Plan (ECHP)

#### **Nationally standardised summative assessment**

- National Curriculum tests at Key Stage 1 and 2
- GCSE exams or recognised equivalent qualifications

## **The Principles and Purpose of assessment**

### **In-School Formative assessment**

- Ascertains whether knowledge and understanding is secure enough to move forward
- Judges how securely a student understands a concept and how well they can apply it
- Findings are communicated with individuals, groups or whole class as soon as possible either verbally or through marking
- Teachers ensure that students understand the feedback and be given time to act upon it.
- Teachers use information gathered to inform the planning of future lessons or interventions
- Not all interactions will be recorded but student workbooks should document individual progress and success throughout a lesson or series of lessons

### **In-school Summative assessment**

- Used to plan lessons and schemes in subsequent terms
- Used to inform curriculum design
- Used to report to parents on pupils' progress and areas of focus for coming term
- Support senior leaders and governors in identifying emerging trends and target support where necessary
- Communicated to pupils to celebrate success and support next steps

### **National Standardised Summative Assessment**

- To see how pupils are performing in comparison with all pupils nationally
- Enables teachers to understand national expectations and assess the performance of their students
- To benchmark school performance against other schools locally and nationally

## **How Summative assessments are collected**

In-school Summative assessment data is collected for in-school monitoring four times during the year, twice in the Autumn term and then at the end of the Spring and Summer terms. Assessment tools may be used to support teachers but evidence from workbooks must also be considered when reaching a summative grade; teachers should draw upon all evidence at their disposal. Teachers will assess skills throughout the term culminating with a final assessment piece. For some students it may be appropriate to draw upon several smaller pieces of evidence. All evidence must state the level of support a student has received.

At Trinity, students in Key Stages 1 – 3 are assessed using 'Stages'. Each stage represents the expectations for each year group as outlined in the National Curriculum (Stage 1 = Year 1 expectations). We have designed a system that has Stages 1 to 9 to cover all expectations until the end of Key Stage 3. When working within a Stage; students may be Emerging, Developing, Securing or Mastering within the objectives. When students achieve Mastering they then progress to the next stage. The stage that a student is working within and the year that they are in may not correlate.

At Key Stage 4 we assess students against the qualification that they are working towards. For the most part this is GCSE. Throughout Year 10 and 11, students are assessed at the Grade that they are working at. This enables teachers to have a clear view of progress towards predicted grades.

## **How information is shared**

Summative data is collected 4 times per year. This data will form the basis of Achievement Meetings which explore the performance of individuals, groups and cohorts. These will inform sharp and specific intervention.

Individual summative data is shared throughout school to all staff who have contact with individuals or groups. It is important that every person working with pupils is aware of specific personal achievement and next steps. Any analysis of data (groups, cohorts) will only be done centrally by the Assessment Lead and Data Manager. All analysis will be shared with teaching and learning staff throughout the year.

Summative assessment and targets are shared with parents termly through reports and parents evenings. Reports specifically identify those areas of success and achievements over the previous term and outline next steps.

## **Ensuring teachers are able to conduct assessment competently and confidently**

It is the responsibility of the Assistant Head teachers and Subject Leaders that standards are high in in-class formative assessment. This is supported through CPD clinics and monitored through quality assurance, lesson observations and drop-ins.

It is the responsibility of the Assessment Lead to ensure that all staff are confident in using the in-school summative assessment system and abreast of any changes. The induction of new staff now includes an assessment session. Regular clinics and achievement meetings are timetabled throughout the year.

As part of the Teaching and Learning Quality Assurance Cycle, the Assessment Lead will gather a sample of assessments termly to review the quality of evidence and accuracy of assessment judgements.

The process of moderation is an essential part of the in-school summative assessment system to ensure a consistent approach to assessment throughout the school. It is important that teacher judgments are supported by evidence. Teachers are involved in the moderation process to ensure agreement on criteria for stages in the following ways:

- With colleagues on site
- With colleagues in whole school
- With colleagues from other schools
- With external agencies including awarding bodies

School portfolios of moderated work will be kept by curriculum leaders.

## **Arrangements for the governance, management and evaluation of assessment**

It is the responsibility of the Assessment Co-ordinator that the assessment policy is maintained and followed.

It is important that the school keeps abreast of good practice and that this is shared across all classroom staff. Assistant Head teachers and Subject Leaders will hold achievement meetings each

half term to share information and develop practice.

### **Implementation**

School will engage with parents at parent events to explain the purposes of assessment to enable them to support their children effectively. Pupils will become familiar with the language of the summative assessment system over time, the priority being that pupils can recognise in the short term what success looks like and how it can be achieved through formative assessment.

**Signed on behalf of the Governing Body:**

A handwritten signature in black ink, appearing to read 'P. J. Carter', written over a horizontal line.

**Peter Carter (Chairperson of the Board)**

**Date: 11.10.17**

