



Salford City Academy
The best in everyone™
Part of United Learning

Assessment Policy

January 2019

1. Aims

This policy aims to provide clear guidelines on our approach to formative and summative assessment. To establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents. Finally, clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The overarching principle of assessment is that it is an important tool in supporting students' learning. Formative assessment at Salford City Academy is an important aspect of outstanding teaching and learning. It uses evidence of students' understanding and learning to make decisions about the next steps in teaching and learning and has significant implications for the classroom practise of teachers.

In the Academy summative assessment provides evidence of students' learning over a period of time but again, the outcomes should inform the planning of subsequent teaching and learning. Assessment is also used to inform all stakeholders of student progress over time and identify opportunities for intervention.

This policy outlines the principles of assessment at Salford City Academy. Subjects will have their own assessment practises that reflect the unique nature of their subject but all subjects will adhere to the whole academy assessment policy. Assessment is for all students and follows the United Learning foundation for assessment.

4. Assessment approaches

Assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use four broad overarching forms of assessment: day-to-day in-academy formative assessment, in-academy summative assessment, the United Learning standardised summative assessment and nationally standardised summative assessment.

4.1 Formative assessment

Effective in-academy formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support, challenge or extension, evaluate teaching and plan future lessons.
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment will be used by teachers to check the progress of students throughout lessons and then intervene where gaps in knowledge and misconceptions are identified. Strategies for formative assessment will include questioning, written and oral feedback, self and peer assessment and observation of students.

Formative assessments can be self, peer or teacher marked. Students are encouraged to self-correct formative assessments and homework may be set to support students in areas that they are struggling to recall or understand.

4.2 Summative assessment

Effective in-academy summative assessment enables:

- **Academy leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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.
- **Students** 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** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessment will take place in line with the United Learning Assessment Calendar. Assessments (If not UL directed assessments) will be submitted, in advance, to the Vice Principal (Curriculum & Outcomes – KS4) and the Assistant Vice Principal (Key Stage 3) as appropriate to allow moderation of assessments. When students have been assessed, marking will be moderated within the Department and through UL advisors, networks or other UL academies. Student assessments will be analysed by Directors, Curriculum Leaders, Subject Leaders and Class Teachers to identify gaps in students' knowledge and skills. Identified gaps in student understanding will be used to:

- Adapt teaching plans to inform subsequent learning.
- Identify students for intervention at class, department level or academy level
- QLA to be completed to ensure knowledge and understanding has been evaluated and plans put in place to ensure all areas are covered.

At Key Stage Four, summative assessments will be graded using the 1-9 GCSE or BTEC grading system and will be used to monitor student progress over time.

At Key Stage Three, summative assessments will be graded using United Learning Age Related Expectation (ARE) grades 1- 9. Summative assessments will take place three times a year for all Core subjects, Humanities and MFL. These assessments will take place in an exam hall and students will sit examination papers. Progress is determined by comparing students target Age related grade to that of their exam performance. Target ARE grades are generated from students KS2 fine levels. Percentage scores from examinations will be used to stream student based on their overall performance. Both the percentage score and ARE grades will be shared with students and parents through three reporting periods. For core and Ebacc subjects, the results of students' assessments are also compared with the results of all other United Learning students, allowing us to measure our students' progress at a national level. This information is not shared with students or parents, but is an internal data set that is used to qualify our school-level data.

Assessments throughout Key Stage 3 are cumulative, and increase in difficulty and coverage of content over the three years. Assessments are set centrally by United Learning in core and Ebacc subjects. Practical and foundation subjects – expressive arts, art, technology and PE – award a judgement of progress against target based on assessment of practical tasks over a period of time and a written knowledge-based examination.

Assessment will be adapted to meet the needs of students with special educational needs or disabilities.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **Academy leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

Assessment data will be entered into SIMS by Class Teachers (by the deadlines published in advance in the Assessment and Reporting Schedule). Data is collected four times a year for Year 11 and three times for all other year groups. Collecting data at approximately termly intervals allows students to make progress between data collection points and avoids unnecessary workload for teachers.

Data will be analysed by Class Teachers, Subject Leaders, Curriculum Leaders, Directors and SLT. It will also be available to Year Managers. It will be used to analyse student progress against their targets and identify underperformance to inform intervention at class, subject and whole academy level.

The data will also be used to monitor the progress of groups of students within the wider cohort. Where underperformance at a group level is identified, intervention can be planned and targeted.

6. Reporting to parents

At Key Stage Four assessment data will be communicated to parents after data is entered into SIMS. Reports will include:

- Working at grades or Mock grades (as appropriate for Key Stage Four)
- Target grades
- Behaviour for Learning

At Key Stage Three, reports will be given to students as part of an achievement assembly to support their progress. Reports will be given to parents where possible at the Parents Evening, if one is not imminent the report will be posted home.

Reports for years 7 to 11 will contain the student's attendance record. This will show:

- Total number of possible attendances
- Total number of unauthorised absences, expressed as a percentage of possible attendances.
- Punctuality/Number of lates

Parents' evenings will also be held annually for each year group to allow parents/carers to discuss their son/daughter's progress in each subject. Results for public examinations will be given to students on the nationally agreed results days. These will show subjects and grades.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. We will also take into account the amount of effort the student puts in as well as the outcomes achieved. For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to starting points, and take this into account alongside the nature of students' learning difficulties.

8. Governors

Governors are responsible for being familiar with statutory assessment systems as well as how the academy's own system of non-statutory assessment captures the attainment and progress of all students. They will also be holding academy leaders to account for improving student and staff performance by rigorously analysing assessment data

9. Monitoring

This policy will be reviewed every 2 years, or sooner if there is a significant change to assessment to ensure we are using best practise, by the Vice Principal (Curriculum & Outcomes). At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy.

The Vice Principal (Curriculum & Outcomes) will monitor the effectiveness of assessment practises across the academy, through:

- Lesson observations
- Learning walks
- Moderation of in-academy, summative assessments
- Work scrutiny
- Line management meetings between SLT Line Manager and Heads of Department
- Analysis of assessment data