St Bede's Catholic High School

Assessment Principles

For implementation from September 2022

1. Context and principles

Our vision and mission at St Bede's is to create a World Class Catholic Education that encourages our students to want to make the world a better place. Our values of faith, hope and love underpin all of our polices and principles. Faith allows our students to be courageous and show resilience in their learning. Through hope our students will strive to achieve their best outcomes and with love, develop a passion for lifelong learning.

The purpose of our assessment is to assess the implementation and impact of the curriculum, which is underpinned by a clear, ambitious intent for all students. The assessment approach is also designed to achieve the following aims:
- To measure how well students are accessing the curriculum so that they can know more and remember more. This is in terms of the component and composite knowledge, skills and understanding (application of knowledge and skills) taught throughout the curriculum.
- To keep all stakeholders informed and empowered so that they can support every student.
- To inform curriculum development and pedagogy.
- To inform parents/carers as to their child's progress in each subject in 4 key measures.
- To enable students to demonstrate self-determination and take responsibility of their own development of knowledge, skills and understanding utilising their GRITTY skills.

The assessment practices should be to identify 3 core themes relevant to the age and stage of a student:

1. Where they are in relation to their knowledge, skills and understanding of the planned curriculum at age related expectations
2. The next steps that need to be taken to move learning forward
3. Changes that we need to make to our teaching in order to support further progress

Our assessment is designed to assess the work we have covered and should be linked to the planned curriculum.

This policy document should be used in conjunction with our curriculum grids, schemes of learning, the marking and assessment policy (July 2022) and our assessment implementation plan (July 2022).

2. SBCHS Principles for assessment

Our approach to assessment is to use a range of approaches to assess our planned curriculum intent. We see assessment as a core part of the learning process and something which should be used to inform our teaching to help students improve. We also recognise that feedback is a crucial part of the assessment process and when delivered in a timely manner, this has a significant impact on progress.

Assessment at SBCHS follows the EEF good practice review, in particular "a marked improvement?" published by EEF in April 2016. Specific evidence from this research are:

- Grading of assessments shows little evidence of improving progress unless accompanied by feedback
- Assessment should provide a balance of formative (not graded) and summative (graded, with feedback) assessment
- Dialogue following assessment is a key factor which has an impact on progress

Effective feedback should be:

- **Meaningful**: marking and feedback should vary by age group, subject and what works best for the pupil and teacher
- **Manageable**: feedback practice should be proportionate. Staff should always consider the impact on teacher workload, when they think about how often and how deeply teachers mark
- **Motivating**: feedback should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive.

We ask staff to prioritise **quality over quantity**. Marking that just acknowledges a teacher has looked at work is not effective (tick and flick) and we expect to see targeted marking that leads to students improvement. To that end, we require students to receive 2 marked pieces of work each half-term.

Feedback should be planned in advance and departments should agree on what should be marked and how it should be marked. To manage expectations, students should be aware of what will be marked and given clear success criteria. Students will use self & peer review alongside teacher comments to give them ownership over their own learning which will exemplify the GRITTY skills that run through our curriculum.

Feedback can take many forms and is not limited to written comments from teachers. Verbal feedback methods can be equally effective. We do not require this process to be evidenced with stamps or stickers – we would expect to see the impact in student improvement instead. **At KS3 summative judgements should only be used on large domains of subject content and be reported at calendared data points throughout the academic year. Summative judgements for knowledge, skills and understanding will be made using a RAG system (Red = Developing, Blue = Further Developing, Amber = Expected & Green = Greater Depth) (Appendix 1.3). The choice of level given will reflect the student's performance in relation to the three key aspects of learning in relation to the other students in their class.**

At other times feedback should be formative giving general strengths and areas for improvement. This work can be benchmarked against average class percentage (or similar) and highest mark. Where percentage is not appropriate, highest mark may take the form of an exemplar or WAGOLL (What A Good One Looks Like) alongside feedback using success criteria.

Note: For some students, expected knowledge, skills and understanding may be a significant achievement. It may reflect a strong attitude and application of GRITTY skills. However, for other students this may not represent the student's potential and they may be coasting. The same can be said for students who are achieving below expected in any area for the same reasons. This will be identified in the students' attitude to learning score (ATL) score (Appendix 1.2). Those with a great attitude and approach to learning will receive a 3 or a 4 grade while those who are not applying themselves will see a grade of 1 or 2.

In all cases, Curriculum Leaders should consider the most appropriate way to feedback to students to support progress.

Whole class feedback should be considered as much as possible. This means that students can learn from common misconceptions and can help staff to plan necessary interventions to tackle them.

Feedback should not be the end of the process and students should always do something in response. Where appropriate, time should be planned for students to respond (MRI – My Response Is) in their books.

Green pens - in order for students and staff to be able to clearly see the impact of feedback, the response to any feedback should be done in green ink. To facilitate this all students have an equipment list which stipulates a green pen and year team staff will replace them throughout the year.

See Appendix 1.1 for Assessment Map for the school

3. Good practice review from the EEF (October 2021):

In October 2021, the Education Endowment Foundation (EEF) published a guidance report into effective feedback. At SBCHS we base our expectations around the findings of this evidence report to ensure that the time spent on feedback is most impactful for students.

The major finding from this report was that policies should be based on the three most effective principles of:

3.1 Laying the foundations for effective feedback
3.2 Deliver appropriately timed feedback that focuses on moving learning forward
3.3 Plans for how pupils will receive and use feedback

It also recommended that schools should not over specify features such as the frequency or method of feedback. Therefore, our policy outlines our general principles of feedback and leaves Curriculum Leaders to translate these principles into the most effective systems for their discipline.

4. Planning of assessments

Our assessment principles are designed to assess our curriculum intent and implementation. Curriculum areas should plan assessment events that test the knowledge, skills and understanding required for success in the specific curriculum area. The areas can be broken down like this:

- Knowledge should identify the detail of specific information that is required to reflect information students have retained
- Skills should identify the subject specific, literacy and numeracy skills that students are able to apply
- Understanding should represent how students can use these skills and their knowledge to apply their learning to problem solve, use inference, show resilience and work independently

Our curriculum grids contain the success criteria at age related expectations to demonstrate understanding in the particular topic being studied. They will be reflect the intent of the subject overall, the intent of this particular component, the composite skills and knowledge required, which will be represented in 'Can Do' statements for all three areas.

Assessment events should reflect these. Assessments should be planned to meet the criteria set out in the curriculum grid and these should progress to expected progress for the stage of learning.

Assessments should contain a range of activities, including questioning, whole-class response using mini-whiteboards, low-stakes quizzes, retrieval practice, extended writing and exam style questions, without over emphasis on summative events or exams.

4.1 – Key Stage 3

At KS3 assessments should review knowledge, skills and understanding. Progress will be reported using a 4-point scale as below and judged in relation to their starting point. Students will also receive a Pupil Progress RAG rating (Appendix 1.3) This process is designed to maintain the ambition of students so that they can feel a sense of success from their relative starting points.

4.2 – Key Stage 4

At KS4, assessments are linked to GCSE or equivalent criteria. Grading of assessments will be on the scale relevant to the exam board or course studied (GCSE 9 – 1).

4.3 – Moderation

Any assessment requiring a level or grade should be moderated by collaborative marking to ensure consistency. Curriculum leaders should plan moderation events into their departmental calendars.

4.4 – Frequency of assessment

Assessment should only be as frequent as required to monitor progress and help inform planning. As a guiding principle, there should be at least 2 pieces of formative assessed work every half term. One of which should be teacher assessed and the other can utilise peer or self-assessment followed by teacher quality assurance. The frequency of assessment will differ between subjects in relation to the number of lessons a student has of the subject each week. For example, assessment of core subjects will be more frequent than subjects that only has one lesson per week in KS3. Curriculum Leaders should discuss their rationale and strategy with their SLT link.

A formal summative assessment would be appropriate at the end of a topic or teaching sequence. This should also include a re-visiting of previously taught work to encourage retrieval. Mini skills or knowledge assessments may also be used but should not over-shadow the learning taking place. We are mindful that the greatest learning gains take place when assessment is accompanied by constructive feedback and that grading too frequently can detract from the impact of this.

4.5 – Formative vs summative assessment

Students' learning is shaped and gaps closed, as a result of specific and focused formative assessment, that happens on a daily basis. Summative assessments (those reporting judgements and grades) should be used less frequently that formative assessment (those which provide constructive feedback and areas for improvement). Judgements and grades should be used **only** where the assessment gives evidence of learning against an appropriate volume of learning over time.

5. School assessment calendar

The school assessment calendar will have a maximum of 3 data collections per academic year per year group. Curriculum Leaders should agree how their assessments will feed into this. There will also be calendared assessment events such as year 10 and 11 mock examinations. The timing of these will be agreed with Curriculum Leaders to ensure schemes of learning can be appropriately planned.

6. Reporting to parents

We will report to parents in line with the school assessment calendar. The report provided will contain an explanation of the grades or levels awarded and will link with the curriculum statements on the website and on the curriculum grids.
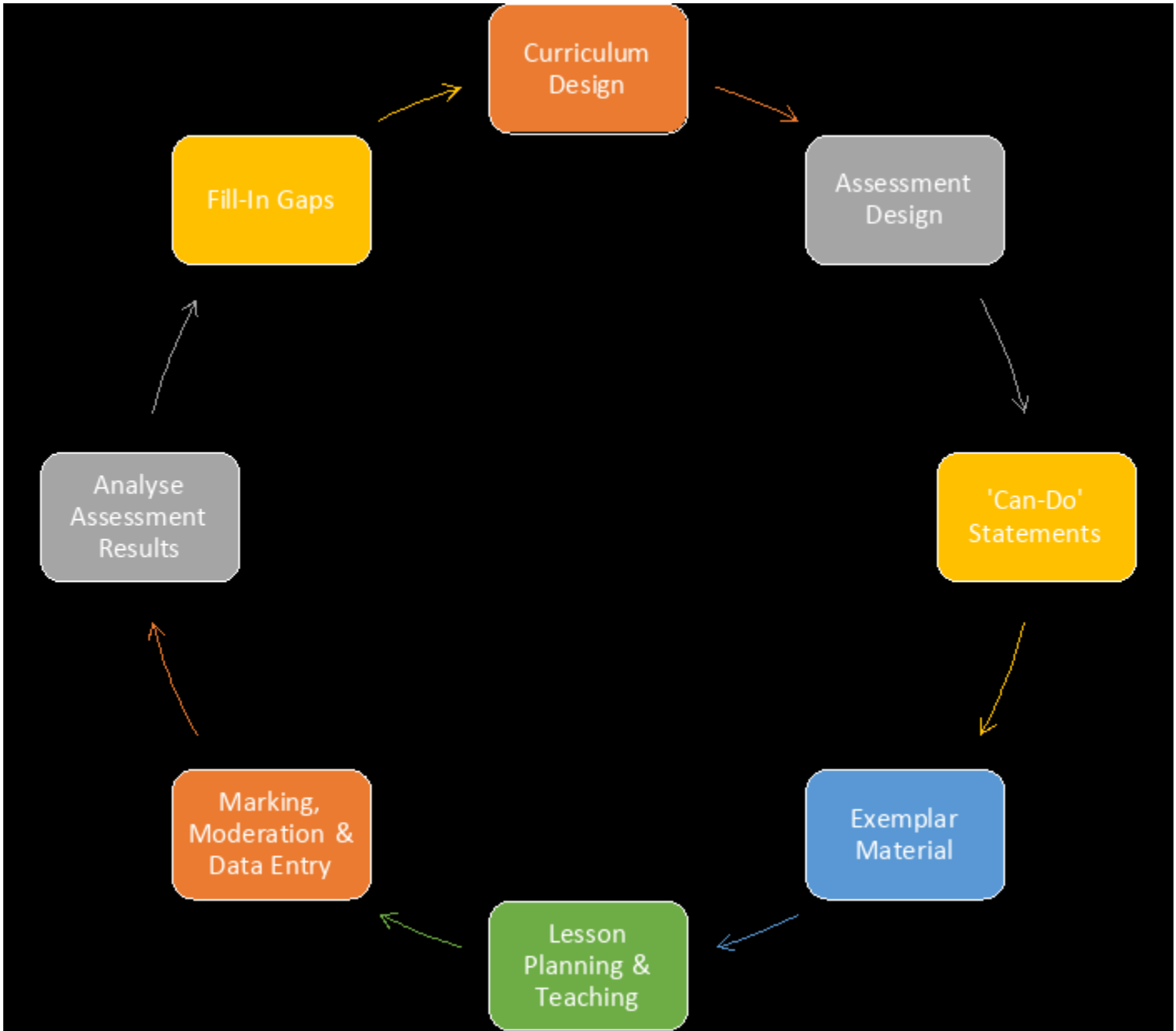
7. Informing teaching and learning

We expect teachers to be aware of the current working levels and expected progress of the students they teach. Following assessments, teachers should annotate seating plans so they are aware of potential misconceptions and can provide appropriate support. Time is planned into CPD to access data management software such as SIMS and SISRA which will allow teachers to monitor the progress of their groups from assessment to assessment and also against national benchmarks.

8. Monitoring and evaluation

Data will be extended into our MIS and shared with leaders using SISRA software. SLT and Curriculum Leader's will then analyse the data to address areas of concern in any of the 4 assessment components across year groups, subjects and classes. Actions will then be taken to support the student. These actions maybe documented in case conferences, link meetings, departmental meetings and other performance review sessions.

Appendix

1.1 Assessment Model

A circular diagram showing the assessment model cycle with the following stages connected by arrows: Curriculum Design → Assessment Design → 'Can-Do' Statements → Exemplar Material → Lesson Planning & Teaching → Marking, Moderation & Data Entry → Analyse Assessment Results → Fill-In Gaps → (back to Curriculum Design).

1.2 Key Attitude to Learning Descriptors

	St Bede's Catholic High School Attitude to Learning Descriptors
Grade	**Descriptor**
5	This student is an example of a model student. They are a self-motivated and cooperative learner who participates regularly and enthusiastically and maturely in class. All work set is completed to an exceptional standard both in class and via homework tasks. Assessment feedback is acted on regularly and in significant detail is added to rapidly improve learning. Our school values of Love, Faith and Hope are upheld in an exemplary way by this type of learner in their relationships with peers and teachers. This type of student will consistently demonstrate our school GRITTY values. When faced with a challenging task or activity they tackle this head on and are usually successful thanks to the strong attitude they have adopted. This type of attitude will see students achieve at and beyond their potential, they will certainly go on to make an impact in the wider world if they maintain this level of engagement.
4	This student is a cooperative learner who participates maturely in class. They complete all tasks to the best of their ability both in class and via homework tasks. Assessment feedback is acted on to good effect and detail is added to answers to improve learning. This type of student will demonstrate our school values of Love, Faith and Hope on a consistent basis with their peers and teachers in lessons. This type of learner attempts, wherever possible, to uphold and demonstrate our GRITTY values. Challenging work or activities are frequently attempted by this type of student and they use learning from this to support their progress. This type of attitude will likely see the student achieve to their potential and possibly beyond.
3	This student works hard and work set is completed to the best of their ability. Performance in classwork and homework is at the expected standard. Assessment feedback is acted on and is used to improve on gaps in learning. This student will engage well in class, making progress with tasks set. They maintain focus in class and will attempt work that challenges them. This student will display our school values of Love, Faith and Hope. This student demonstrates our GRITTY values. This attitude will likely see the pupil achieve towards their potential.
2	This student completes work set, but at times they can lack motivation. This student can require a reminder in lessons to focus on work. Classwork and homework can often be below a satisfactory standard. Assessment feedback is rarely acted on and as such progress in their learning can be hampered. This student will demonstrate some of our school GRITTY values but, at times, can struggle to reconise their importance in supporting their learning and progress It is likely that this student will not make the true progress that they are capable of.
1	This student shows little personal motivation in their learning. They can be uncooperative even where there has been considerable teacher input and support. Too frequently their attitude can have a negative impact, not only on their learning but that of others. Assessment feedback is not acted upon and this is having a negative impact on their learning and progress. This student will often leave tasks incomplete and will not persevere when faced with challenges. Homework is rarely completed or too frequently does not meet the required standard. This student does not demonstrate our school GRITTY values and as such their learning and progress is significantly hampered. This level of poor attitude is a significant concern and will undoubtedly lead to the pupil not achieving to their true potential.

1.2 Pupil Progress Descriptors

<table>
<tr><td colspan="2" align="center">St Bede's Catholic High School
Pupil Progress Descriptors</td></tr>
<tr><td align="center">Rating</td><td align="center">Descriptor
The descriptors below have been applied by teachers in relation to each student's performance within their classwork, formative and summative assessments, based on the knowledge and skills listed within the report Evidence of where a gap in knowledge has occurred will be present in student books and assessments. Students should be able to identify within their work where gaps exist, they will be acting to address these gaps in lessons. Any additional work and support that the pupil attempts at home will only add to impact positively on their learning.</td></tr>
<tr><td bgcolor="#1A9850"></td><td>This student has demonstrated a comprehensive understanding of the concepts, skills and knowledge being taught and assessed.</td></tr>
<tr><td bgcolor="#FBB300"></td><td>This student has a secure understanding of the main concepts, skills and knowledge that is being taught and assessed when applied to familiar contexts. Some minor gaps exist that the pupil is working to address in future assessments.</td></tr>
<tr><td bgcolor="#1565C0"></td><td>This student has a grasp of some of the main concepts, skills and knowledge that is being taught and assessed. A number of gaps exist that are preventing the pupil from having a secure understanding.</td></tr>
<tr><td bgcolor="#FF0000"></td><td>This student has begun to grasp some of the main concepts, skills and knowledge that is being taught and assessed however, there are significant gaps that are hampering progress.</td></tr>
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1.4 Can-Do Statements Exemplar

My progress	Knowledge	Skills		Understanding
		Using sources	Interpretations	
I can...	I can give the key events of the Battle of Hastings.	I can identify the key details of a source	I know what an interpretation is.	I can answer questions successfully with facts, supported by sources and interpreted.
	I can describe the key events of the Battle of Hastings.	I can make inferences from a source	I can identify the main points of an interpretation	Using sources and interpretation, I can describe the cause, effect and significance of the key events of the Battle of Hastings.
	I can give evidence to support a reason.	I can support my inferences with details from the source	I can identify the main points of two interpretations	I can use evidence, inference and interpretation to explain the key reasons that William won the Battle of Hastings.
	I can give relevant historical detail to explain a reason.	I can explain why a source is useful using the source	I can identify what the difference is between two interpretations	I can use my knowledge and skills to explain one reason why William won the Battle of Hastings
	I can give extensive historical detail to support a range of reasons.	I can use own knowledge to help explain why a source is useful	I can use knowledge to support my reason as to why two interpretations disagree	I can use my knowledge and skills to explain a range of reasons why William won the Battle of Hastings
	I show evidence of independent knowledge in my answer	I can use the NOP of a source to explain why it is useful.	I can explain the difference in focus between two interpretations	I can reach a conclusion on the most important reason for William's victory using my knowledge and skills