



Al Islah
Girls' High School
RESPECT EDUCATE ACHIEVE

Assessment Policy

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Assessment Policy

Assessment Policy Rational

At Al Islah Girls' High School, we believe that assessment lies at the heart of outstanding pedagogy empowering students to reach their targets and achieve success. Assessment supports the students learning and improves attainment through effective feedback showing the student how further progress can be made.

At Al Islah Girls' High School assessment supports learning through:

- Knowing what each student is capable of (cognitive ability and academic potential)
- Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress
- Providing clear information to students about what they have done well and what they need to improve

These aspects of assessment information create a dynamic learning profile for each student that supported by teaching pedagogy provides appropriate lesson planning to ensure each student achieves his/her targets.

The purpose of our assessment policy is to provide a clear statement for parents, governors, staff and students of:

- Why students are assessed
- What is assessed and how it is measured
- The different ways that assessment is carried out
- How assessment information will be collected shared and used to support student progress
- How assessment information will be reported

AIMS and Expectations

Assessment at Al Islah Girls' High School will

1. Assess each student's academic potential so that they have challenging targets
2. Include effective formative and summative assessment that provides robust evidence of learning
3. Incorporate clear assessment points that provide evidence of the progress in learning
4. Be carried out accurately, competently and confidently and include processes of moderation, standardisation and benchmarking. Whilst assessment practices might differ between subjects due to subject-specific requirements the measured outcomes will be robust and accurate
5. Provide feedback on learning that is clear to the student and informs them of what they have done well and also what they need to improve so that they can move on in their learning
6. Provide data to inform lesson planning in order to ensure that each student is provided with appropriate learning activities that include opportunities for challenge in their learning
7. Provide clear information to parents about the progress of their child
8. Provide data to Governors and School Leadership so that necessary interventions and training can be introduced to support improvement in teaching and learning and student progress

It is expected that staff and school leaders ensure that these aims are embedded in all teaching and learning processes throughout the school.

Monitoring of Assessment Policy

The policy will be monitored by the HT and reviewed at the end of the academic year to evaluate the strengths of the school's assessment and the areas for further improvement.

Staff will take responsibility for implementing and monitoring the policy within their subject area and will report in turn to their HT.

Types of Assessment

At Al Islah Girls' High School each students' learning is assessed in two ways:

1. Formative assessment:

Formative assessment plays a critical role in monitoring student progress and ensuring that high quality teaching and learning can take place. Without high quality assessment and feedback, excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress. At Al Islah Girls' High School, there is no one-size-fits-all approach to what constitutes excellent assessment and feedback: curriculum team leaders decide what methods are appropriate for the specific demands of their subject. Despite different departmental approaches, what all areas have in common is the use of Checking Points. Checking Points are calendared by the HT where all students sit a common assessment.

After a Checking Point assessment, students receive their Checking Point feedback form. Teachers acknowledge how the assessment is evidence of how a student has met aspects of the assessment criteria; they also highlight learning gaps that need to be addressed and set follow-up tasks to close these gaps. It is expected that once the teacher collates Checking Point data, the teacher will evaluate if students have mastered the desired content and consider how they will adapt the next learning sequence to take into account any gaps in learning that may be evident. Coupled with this, data from Checking Points are used to make a judgement about students' overall progress. This judgement is reported to students and parents to share whether they are making expected or accelerated progress or, in some cases, if they are at risk of not making expected progress.

All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions. They must input their data onto MMIMs, according to the assessment data calendar, to support the HT in accurate data analysis.

2. Summative assessment

This is assessment of learning that takes place at the end of a unit of work or at the end of a term/year. It is undertaken as a formal exam conducted in examination conditions. The assessment measures students' knowledge, understanding and skills for topics studied within a unit of work or topics across a term/year. Students are given opportunities to revise in preparation for the assessment. The assessments are designed to reflect the assessment objectives of the new GCSEs. At Al Islah Girls' High School there are two summative assessment points occurring across the academic year: December and June/July. At these assessment points all students in the school are assessed in order to measure their learning of the topics studied and to measure progress from the previous assessment point. Attainment at each assessment point is also tracked against the students target grade from entry to the school. Summative assessments are marked with reference to GCSE success and criteria. At KS3 for all students other than the very able, the grade focus is on grades 1-5. The very able students have target grades above this. Expected content for these grades is agreed from GCSE content and skills. Marking of assessments at all key stages follows a discussion of standardisation of marking against the success criteria for the assessment. Reports are issued to parents after each of the summative assessment points (see reporting).

Using assessment data to inform lesson planning (dynamic learning profiles)

Data on students' prior attainment and reading age is provided for all teaching staff. This can be used as a seating plan tool but it is provided with the intention of all staff having the required information to plan appropriate and accessible learning activities that engage students and increase rates of progress. The information for each teaching class also includes the students' expected GCSE grade and end of year target.

Target Setting

At Key Stage 3 and 4 all students are set GCSE target grades. These are based on the nationally used ALPS value added measurement system. From a national database GCSE expected outcomes are set from each Key Stage 2 starting point. The ALPS GCSE expected outcomes are banded according to the performance of schools nationally. Al Islah Girls' High School uses the GCSE target grades calculated by ALPs for schools performing in the top 25% nationally. This means that target setting for students at Al Islah Girls' High School is ambitious and we challenge students to attain GCSE grades in line with the top students nationally from similar starting points.

The progress of students is tracked against a flight path that steps the learning from KS2 entry towards GCSE target grades across each year of Key Stage 3 and 4. At each of the two summative assessment points which occur across the academic year the students' progress toward the end of year target is identified using a system of above target, on target and below target comments.

Reporting to Parents

Al Islah Girls' High School believes that the most effective way to support the education of our students is through close links with parents. The partnership with home is vital to the success of the students' outcomes.

Progress Reports are sent home to parents and can also be seen via MMiMS at home. Reports are sent home twice a year for all years. Each report provides parents with information on attendance, behaviour points, achievement points, GCSE expected outcome grades, end of year target grade, current working at grade, learning behaviour information and whether the student is on, above or below the end of year target. The learning behaviours that the school reports on are provided to parents to indicate their child's engagement in learning in the classroom. The learning behaviours are outlined below and an example of a student progress report is given in the appendices.

Students behaviours around these aspects of learning are graded from 1-4. The student's progress report is discussed at a subject based parents evening.

Tracking and Recording

Following each assessment point student attainment data is collected on to the school's student information management system (MMiMS). For each student in each subject their progress is identified as being above, on or below the target needed if they are to achieve their expected GCSE outcome grades.

Where students' progress is identified as below target then interventions are put in place both through the classroom teacher.

All teachers are held accountable for the progress and attainment of students and the implementation of intervention to address underachievement.

Assessment Roles and Responsibilities

Al Islah Girls' High School expects classroom teachers to:

- Carry out assessment of learning during lessons.
- Provide feedback to each student about their learning so that each student can identify what they are doing well and what they need to improve
- Provide written feedback at appropriate and regular points
- Use assessment information for each student when planning and delivering lessons
- Use baseline data for each student when planning lessons to ensure that each student is provided with the right level of challenge and set high expectations to ensure sustained progress
- Carry out assessments according to the assessment calendar providing the agreed formal and standardised format and conditions for these assessments
- Give students ample warning of upcoming tests and assessments and provide them with revision time. Communicate the topics that students need to prepare
- Attend training on use of success criteria and exam board mark schemes to be able to standardise their marking of assessments in line with other teachers and exam board grade boundaries
- Update department trackers and student learning profiles after each of the four assessment points on the assessment calendar
- Use the data from assessments to plan interventions within lessons that remove barriers to improved progress
- Share assessment information with students and with parents at parent subject evenings
- Ensure that formative assessment is part of classroom teachers' lesson planning and lesson delivery in the subject area they are responsible for
- Ensure that they are clear about the aims and purposes of assessments carried out by the department
- Review and update the curriculum/subject area
- Ensure that the assessments set by their department are related to schemes of work and assess the topics being learned by students. At KS4 assessments must be informed by assessment objectives from external exam specifications
- Ensure that all teachers carry out assessments in line with the format and conditions set out in the school Assessment Policy
- Ensure that subject leaders give ample warning of upcoming test and assessments and that they assist students in preparing for their assessments
- Promote a culture of high expectations in their subject area and conduct assessments that deliver these high expectations
- Use assessment data to plan meaningful and effective interventions.
- Use assessment and cognitive ability data to inform changes of setting for students not being provided with sufficient challenge or to provide support and intervention within current setting
- Develop the use of student progress tracking sheets so that students can themselves record, track and reflect on their own progress and set themselves SMART targets
- Ensure that subject teachers have knowledge of and training in external examination specifications and marking criteria for those examinations

Al Islah Girls' High School expects teachers with responsibility for student outcomes to:

- Support the Headteacher in setting and maintaining a culture of high expectation throughout the school.
- Lead on and monitor assessment practices to ensure that the school's assessment policy is implemented rigorously and effectively and is evaluated
- Lead, co-ordinate and support HT in effective assessment practice identifying and addressing any training needs

- Ensure that assessment practices within and between departments are rigorous and that moderation, standardisation and benchmarking have been thorough and accurate
- Promote the sharing of good practise in processes of standardisation so that all Heads of Department are skilled in standardisation and their teachers are effective in applying success criteria and exam board mark schemes when marking assessments
- Ensure that classroom teachers use assessment data to inform lesson planning and provide intervention to support students not making expected progress
- Ensure appropriate and effective intervention is provided for underperforming groups of students
- Work closely with AHTs with responsibility for Raising Standards at KS3 and KS4 to identify implement and monitor evidence-based intervention programmes
- Ensure that information about student progress is communicated to various audiences including students, parents, staff, governors and external agencies in a clear, timely and meaningful manner