



HEYFORD PARK  
FREE SCHOOL  
BONUM COMMUNE COMMUNITATIS

---

# HEYFORD PARK FREE SCHOOL

---

Assessment Policy

January 2018

---



**Member of staff responsible for the policy: AP: Outcomes**

## **Heyford Park Free School**

### **Assessment, data and protocols**

#### **Introduction**

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. Every teaching member of staff, of course, also contributes to the achievement of whole school targets.

Assessment data provided by teaching staff is used in a variety of ways, and is presented at different times to different audiences: in student reports to parents; to students themselves; to Directors of Learning; subject leads / phase leads and Senior Leadership for tracking and monitoring purposes and to governors and other external monitoring bodies including the DfE and Ofsted.

Regular effective assessment is a key requirement in ensuring students' success and the accuracy of predicted outcomes across the curriculum at every key stage and level is essential in supporting this.

Timeliness, accuracy, frequency and robustness of assessment made is crucial.

This policy sets out the actions that must be undertaken by every member of our community in order to achieve the dual aims of moving students forward, and also providing robust assessment information which informs tracking and monitoring at every level.

#### **Student Information**

All teachers should ensure that:

- They have PAD (Prior Attainment Data), including SEN (Special Educational Needs), Vulnerable groups (e.g. CLA, Looked After Children) and Pupil Premium/Disadvantaged and medical information, for all their teaching groups and it is in their mark books.
- They have used PAD to inform seating plans and regularly identify students from Integris/4Matrix whose current level of progress is a cause for concern.
- They have the target grades for all their teaching groups in their mark books
- They regularly update students as to their progress towards their targets using flight path

Directors of Learning / subject leads/phase leads should ensure that:

- They check the teamss mark books and ensure that PAD and targets are present.
- PAD is being used to inform classroom management and teaching strategies, e.g. differentiation
- They work with new members of staff so that they can use the data effectively.

Students should ensure that

- They know their targets and the actions needed to reach these targets in all subjects

Teaching and Learning (See Teaching and Learning Policy for further information)

All teachers should ensure that:

- The lessons they teach are planned around the knowledge and skills that students need to acquire in order to make the required progress
- They differentiate work within all their teaching groups to address the needs of vulnerable groups e.g. less able students, CLA, Pupil Premium and more able students.
- Outcomes of AfL (Assessment for Learning) are used to determine future lessons.
- Students are helped to identify the next steps in their learning and how to make them
- They monitor the performance of the students in their teaching groups and use this information to address the relevant skills bases.
- Appropriate intervention is put in place at the earliest opportunity to ensure that those students whose performance is below the expected are helped to make the requisite progress.

Directors of learning / subject leads / phase leads should ensure that:

- They monitor the quality of lesson planning via collaborative planning, monitoring of planning and informal observation of teaching during Learning Walks.
- They have Curriculum Provision Maps in place and Schemes of Work in place for each unit of work, at all key stages, which include half termly common assessment tasks linked to the relevant learning for that unit or topic.
- The Curriculum Provision Maps and Schemes of Work are accessible via Share Point and are being followed by all members of the team
- They support and monitor intervention activities taking place within the subjects / phase

## **Assessment**

Teachers must routinely provide opportunities for Formative Assessment during and between lessons

**Formative assessment** for learning during lessons (focuses on success criteria)

Use questioning and other formative strategies to identify errors, misconceptions and areas for improvement

- Reteach and reword explanations accordingly to move learning forward as appropriate
- Provide appropriate support, including verbal feedback, to tackle errors/misconceptions and facilitate progress
- Develop students' capacity to check and reflect on their own learning, identify areas for improvement and provide specific feedback to each other

**Formative assessment** for learning between lessons (focuses on success)

Assess work that required students to demonstrate what they actually know, understand, and could do, i.e. 'evidence of learning' (NOT copied notes)

- Identify strengths, errors/misconceptions and areas for improvement
- Use practical and sustainable strategies to ensure students regularly receive clear, actionable feedback so that they know how to make progress

**Summative Assessment** happens at least once per half term with a formal examination once per year for each year group

**Interim summative** assessments of learning focus on knowledge, skills and understanding to assess if students are “on track” to achieve their target grade

- Assess students “authentically” (i.e. exam-style questions or tasks from recall where appropriate) each **half-term**.
- Ensure that summative assessments are standardised, criterion-referenced and moderated
- Record summative assessment results and use to monitor student progress\* towards targets, inform feedback and appropriate intervention

**End of Year Summative** assessments of learning focus on knowledge, skills and understanding to assess if students are “on track” to achieve their target grade

- KS4 students must be assessed authentically using past papers or pre-release papers where students are sitting new format exams and no public examinations have been taken for this format
- Students must sit a paper that is at the tier commensurate with their ability
- The official mark scheme for the paper must be used
- Both the exam paper and mark scheme must be copied into the appropriate whole school Assessment folder on share point
- KS3 students must be assessed authentically using questions that allow students to demonstrate the full range of their ability and should include some GCSE style questions for more able students.
- A mark scheme must be published in advance and used by the whole team to assess student work
- Both the exam paper and mark scheme must be copied into the appropriate whole school Assessment folder on the one drive
- All assessment must be internal moderated
- Where appropriate external moderation will be sought to validate judgements

For all types of assessment:

- Ensure that feedback focuses on specific success criteria relating to the particular task/topic/concept/skill being taught/assessed
- Ensure that students have sufficient time to act on feedback to allow them to make progress and to develop their resilience
- Identify student-specific/whole-class errors and misconceptions and use this evidence of learning to inform the planning of future lessons

Please refer to marking and feedback policy

Date: January 2018

Review date: June 2019