



**St Michael's  
Catholic School  
Secondary phase  
Assessment Policy**

**September 2024**

## 1. The Purpose of Assessment

Assessment can be described as ‘...the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there’ (Assessment Reform Group, 2002). At St Michael’s we are committed to ensuring that assessment is implemented to measure our pupil progress in individual subjects. Assessment is then used to identify gaps in our pupils’ skills and knowledge.

The process of learning, assessing and reviewing assists us in fostering life-long learners who are equipped with the tools to grow through purposeful and meaningful feedback. We know that the feedback pupils receive, both through classroom dialogue and through more formal avenues, such as written feedback on pupil’s work or formative assessments, has a significant impact on their progress and attainment in secondary school: ‘...the most powerful single moderator that enhances achievement is feedback’ (John Hattie, Visible Learning)

At St Michael’s, we focus on why we are assessing, when planning the type of assessment, we will implement. This ensures that each assessment serves a clear purpose and that we use the results meaningfully.

**Formative assessment** helps us find out what pupils do and do not know. We believe regular and spaced, low-stakes assessment embeds learning and provides specific feedback on how pupils can improve. Our termly formative assessment informs future teaching, intervention planning and feeds into the evaluation of curriculum structure and resources.

**Summative assessment** gives a measure of pupil progress and attainment. We set rigorous, challenging and fair tests of content taught each year, in order to gather data that’s indicative of where pupils are in relation to national expectations in each subject. Alongside the formative assessment data gathered through the year, this informs our understanding of which pupils require further support.

## 2. Formative Assessment

Formative assessment is constantly performed within lessons to test pupils understanding of key knowledge and skills throughout lessons. Therefore, as part of the lesson planning process, teachers actively design questions, tasks and assessments as diagnostic tools, which enables them to refine their teaching and the curriculum. Through regular formative assessment teachers are able to identify gaps in pupils understanding immediately and therefore rectify misconceptions before they become more problematic. This process of learning → assessing → diagnosing → feedback supports our pupils’ ability to be dexterous in their approach to learning and allows for them a greater capacity to become lifelong learners.

*Please see the table outline the different types of formative assessment to be used within lessons:*

<u>Formative Assessment</u>	
<u>Daily Feedback</u>	
KS3-KS5	<ul style="list-style-type: none"> <li>• <b>Green pen</b> self-assessment through the 5 in 5</li> <li>• <b>Green pen</b> RAG or formative assessment within each lesson (Self-assessment or peer assessment)</li> </ul>
<u>Fortnightly</u>	
KS3-KS5	<ul style="list-style-type: none"> <li>• Live marking through model responses or visualiser (<b>students to mark in green</b>)</li> <li>• Teacher to provide quick fix <b>pink pen</b> feedback during independent activity</li> <li>• Use of checklist or PLC for students to self-assess their work</li> <li>• Whole class feedback sheets or stickers</li> <li>• <i>Students to respond to this feedback in <b>GREEN PEN</b>.</i></li> </ul>
<u>Half-Termly</u>	
KS3-KS5	<ul style="list-style-type: none"> <li>• Retrieval quiz to form part of formative assessment. Assessing key knowledge of unit. <b>Green pen</b> self-assessment or peer assessment.</li> </ul>

### **Book Marking**

Each half-term books are to be reviewed in order to assess the progress of each individual and whether or not the quality and quantity of their work matches expectations, based on prior attainment data.


Through these book reviews we will also check to observe that students take PRIDE in their work:

<b>P</b>	<b>R</b>	<b>I</b>	<b>D</b>	<b>E</b>
Presentation Using short date and title. Must be underlined using a ruler.	Responsive Respond to all teacher and peer feedback in <b>GREEN</b> pen.	Insert all sheets into your book neatly.	No doodles or drawings.	Errors crossed out with a single line.

Within these checks, we will also correct SPaG (Spelling, Punctuation, and Grammar) marking using the codes shown below. In addition to this we will offer particular, additional feedback, if the teacher feels that is necessary (written or verbal when the book is returned).

*SPAG and feedback codes:*

Symbol	Meaning of symbol
√	Good work/point made
√√	Excellent work/ point made
CAP	Capital letter needed

SP	Spelling error
P	Punctuation mistake
//	New paragraph
?	This doesn't make sense/ confusing point
^	Missing word
	Word circled- Use another word
Rep	Repetition of an idea/ point
<u>EXP</u>	Expression - poor sentence structure or grammatical error
Rep	Repetition of an idea/ point
(T)	Tense – incorrect use of verb tense
DV	Development needed
EG	Example or evidence needed

### 3. Summative Assessment

Accurate summative assessment is integral to both our internal and external data. It gives us a clear understanding of how each pupil is achieving in their subjects and allows us to assess gaps in pupils' understanding. Throughout summative assessment cycles, teachers diagnose collective weakness areas in pupils' understanding of knowledge and skill within the specialism. The process of leaning → assessing → diagnosing → and feedback is central to our pupil's immediate and long-term academic success. After the assessment period pupils will receive their assessments, alongside at least one lesson where all misconceptions seen within the assessment are addressed by the classroom teacher. The pupils will have the opportunity to reflect on areas for development and address them within their assessment. We believe that this process is vital to cultivating a growth mindset and therefore the ability to learn from one's mistakes.

Throughout the academic year, pupils will sit six summative assessments. Teachers will record data elicited from those assessments on centralised subject trackers. The assessments that fall in Autumn 1, Spring 1, and Summer 1 will be made up of content focused on within the unit of study that half-term and will last no longer than 50 minutes in length. However, assessments that take place in Autumn 2, Spring 2, and Summer 2 will be made up of content learned throughout the year. For example, in Spring 2 pupils could be exposed to content covered in both the Autumn and Spring terms.

The rationale is that for us to prepare our pupils for the rigors of formalised academic examinations, they must be able to recall previous learning and skills. We believe that this spiral approach to assessments fosters contentious and learned individuals.

*All pupils in Years 7 – 10, and 12 will follow the below timetable for their summative assessments:*

Assessment Point	Date	Reported Home/ When	Content Covered
1	October	No	- Autumn 1 content
2	November	Yes / December	- Content from Autumn term
3	January	No	- Spring 1 content
4	February/ March	Yes/ March	- Content from Autumn term and Spring 1
5	May	No	- Summer 1 content
6	June	Yes/ June	- Content from Autumn term, Spring term, and Summer 1

*All pupils in Years 11 and 13 will follow the below timetable for their summative assessments. Please note that the consolidation assessment in Autumn 2 and Spring 2 will consist of a period of Pre-Published Examinations (PPE) to mirror their GCSE and A-level examinations that will take place within the Summer term:*

Assessment Point	Date	Reported Home/ When	Content Covered
1	October	No	- Autumn 1 content
2 – PPE Examinations	November	Yes / December	- Pupils will be assessed on a proportion of the respective GCSE or A-level course. We aim for the pupils to be assessed on at least 50% of the course at this point
3	January	No	- Spring 1 content
4 – PPE Examinations	February/ March	Yes/ March	- Pupils will be assessed on the GCSE or A-level course.
5 – External Examinations	May/ June	Yes – externally marked	- Pupils will be assessed on the GCSE or A-level course.

### **Assessment Books**

All pupils will receive a pink assessment book in each subject. Pupils will complete all summative assessments and feedback from those assessments within their pink assessment books. The assessment books will be issued to all pupils in each subject in September 2024 and they will move with the pupils throughout the St Michael's career. For example, a Year 7 pupil will have the same assessment book in English from Year 7 through to Year 11 (even further if they choose to study English Literature or Language at A-level).

All summative assessments will be marked using **PINK** pen, while all pupil feedback will be recorded in **GREEN**. The purpose of this differentiation is to evidence how the pupil applies the feedback and targets from the teacher to improve their work. Therefore, the pupil's work in **GREEN** should demonstrate improvement from their initial response. **We will also apply the same SPaG and feedback codes to the marking of all summative assessment.**

Where pupils are unable to use an assessment book for their formal assessment, like in the case of Pre-Published Examinations, the pupils will complete the assessment on paper, and it will then be glued into their assessment book. With that said, all pupil responses to feedback will take place in their **PINK** assessment book.

Our intention is for the pupil, teacher, and parent/guardian to be able to track their progress within each subject area. These assessments book should be viewed as a document outlining the success of each individual pupil at St Michael's; acting as evidence of their success.

### ***Granada Learning Assessments***

All Year 7, 8, and 9 pupils will complete externally marked assessments through Granada Learning in English, Maths, and Science. The purpose of these assessments is primarily for the school to support us in ensuring that our curriculum and teaching in those areas is supporting our pupils to make rapid progress in line with national expectations. These assessments also let us measure each pupil's progress and identify gaps in knowledge and skills.

We will not report home on GL Assessments as it is used primarily to influence our teaching and curriculum. However, if parents/guardians wish to receive information on these assessments we will be happy to speak with you to relay your son/daughter's progress. All GL assessments will be sat in the Sports Hall under exam conditions. The assessment will be sat in June; however, Year 7 pupils will sit an additional transition assessment in September.

	<b>Year 7 (September)</b>	<b>Year 7 (June)</b>	<b>Year 8</b>	<b>Year 9</b>
<b>English</b>	Yes	Yes	Yes	Yes
<b>Maths</b>	Yes	Yes	Yes	Yes
<b>Science</b>	Yes	No	No	Yes

### ***New Group Reading Test***

All pupils in Years 7 – 12 will complete a Reading Test in June to support us in ensuring that our Reading provision is supportive and inclusive. Year 7 and Year 12 pupils will complete an additional reading test in September when they join St Michael's. These assessments are done on a computer and provide us with accurate reading ages immediately. We will report home on

Reading Ages every June; however, Year 7 and 12 pupils will receive an additional report in September.

### ***Year 12 Subject Suitability Test***

All Year 12 pupils will complete a subject suitability test four weeks into the commencement of their A-level. These tests ensure that all pupils can cope with the subject's rigor and demands. It is our intention for all pupils to be appropriately suited for the courses that they undertake at A-level; therefore, we will continue to monitor their progress to ensure that they are well-equipped for life after Secondary School. Pupils will receive feedback on these tests, and further conversations, if necessary, will be had with parents/guardians.

#### **4. Feedback**

All pupils will receive regular feedback both within lessons, within their homework tasks, and through more formalised, summative assessment. At St Michael's feedback should be approached as an opportunity for growth and improvement, as opposed to 'getting it wrong'. It is vital that all pupils are reflective when it comes to their work, as it is through reflection that provides them with the opportunity for progress and even greater achievement. Therefore, we ask for all pupils to approach feedback with an open mind and an understanding that through feedback their achievement will be even greater.

The feedback that pupils receive may look different in various subject areas depending on the subject. For example, the feedback in a practical subject will look vastly different to that of a theory subject. However, in all subjects it is a requirement for teacher to mark in **PINK** and set two formalised targets at the end of every summative assessment. We request that all pupil responses to feedback are complete in **GREEN** pen.

Please see the individual feedback outline for subject areas below:

PUT IN INFORMATION

#### **5. Formative and Summative Non-Negotiables**

Teachers will follow the below non-negotiables when it comes to marking of formative and summative assessment to ensure that all assessment uphold the same degree of rigor and integrity. In addition to this, it is vital that all students receive the same standard of feedback and support through the assessment process. Through the below non-negotiables we seek to ensure that all pupils receive equal opportunities and support when it comes to assessment and feedback.

1. Teacher to ALWAYS feedback in **PINK**
2. Student to ALWAYS respond in **GREEN**

3. Assessment books to be implemented (PINK) and branded with subject image and intent
4. Assessment books to move with the students each year
5. Curriculum maps to be glued in assessment books
6. Assessments to be printed in PINK
7. Feedback sheets to be printed in GREEN
8. Feedback must be acted on by student in GREEN
9. Classroom teacher to check and ensure that the student has responded appropriately responded in GREEN
10. Heads of Departments to develop subject specific feedback Performa before September 2024
11. Heads of Departments to have subject trackers to include half-termly and termly marks

## **6. Reporting Home**

In Year 7 – 10, and 12 we will report home on three separate occasions. These reports will always follow the larger consolidated assessment in Autumn 2, Spring 2, and Summer 2. In Year 11 and 13, the final assessment will be issued in August on the respective Results Days as they are externally assessed following the GCSE and A-level examinations. Through the process of reporting home, we seek to triangulate the support of each individual pupil. Therefore, both home and school can work together to ensure each pupil continues to progress and improve, despite their starting points.