

# Assessment Statement

## Fulford School



Updated December 2021

Review December 2023

## 1. Aims

This statement aims to:

- Outline our approach to formative and summative assessment
- Explain our methods of recording summative assessment outcomes and reporting to parents
- Set out how and when assessment practice will be monitored and evaluated

## 2. Principles of assessment

Assessment in our school is based on the following principles:

- Feedback and Assessment underpin student progress and enable students to know what they need to do to improve.
- Assessment should highlight strengths and areas for development but should emphasise positive achievement and should encourage students to take pride in their work.
- Assessment should give students the time and opportunity to reflect upon and improve their work, and to encourage students to aim for higher standards and to plan the next stages of learning.
- Teachers should use assessment information to evaluate their teaching programme and to inform target setting.
- Regular assessment points should be included in schemes of work.
- Assessments should be based on a variety of evidence.
- Self-assessment and peer assessment will be used in order to involve students.
- Parents should be encouraged to take an active interest in the assessment process.

## 3. Assessment approaches

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### In-school formative assessment

The purpose of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

Formative assessment techniques used in Fulford School include marking and feedback, questioning and self and peer assessment.

Feedback can take a variety of forms (peer, self, teacher marked or verbal). Evidence suggests that a combination of these approaches works best. The best feedback will give students a clear understanding of how they can improve, with students then acting on this guidance and making progress as a result. Students are expected to use a green pen as directed by their teacher to improve specified pieces of work following feedback.

#### Verbal Feedback

- This is the most frequent type of feedback given and it has an immediate impact and should lead to direct student action.
- It may be directed to individuals, small groups or whole classes.

#### Written Feedback

- The frequency of written feedback will vary between departments and key stages and is contained in departmental feedback policies.

- Written comments should be responsive and should encourage students to be reflective.
- Detailed feedback will identify the strengths and areas for development that students will then act upon. A circled 'T' symbol will indicate a skills-based, formative target to indicate areas for improvement.

#### Peer Feedback

- Peer feedback can be either verbal or written.

#### Self-Assessment

- Teachers should share success criteria/assessment criteria where appropriate and this should form the basis of the self-assessment.
- Students should identify what they have done well and their next steps for learning,

Each department has produced a departmental feedback and assessment policy. These provide clear guidance as to the type and frequency of feedback that should be given in Key Stage 3, 4 and 5.

### **In-school summative assessment**

The purpose of summative assessment is to evaluate student learning at a particular point in time by comparing it against some standard or benchmark.

Effective in-school summative assessment enables:

- **School leaders** to monitor pupil performance and to identify where interventions may be required, and to work with teachers to ensure maximise progress and attainment
- **Teachers** to evaluate learning and student progress at the end of a unit or period and to review the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work and where there are any gaps in their skills or knowledge.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child.

The frequency of summative assessments are determined by individual departments in liaison with the Senior Leadership team and, at Key Stages 3 and 4, are based on 9-1 GCSE style equivalent grades whilst at Key Stage 5, A\*-E A level equivalent grades are used. Following a summative assessment activity students should, with guidance, be given time to reflect on their performance in order to identify areas of strength and areas for development.

A moderation process to ensure consistency of assessment should be a regular part of departmental practice. This could include a departmental file of standard pieces of students' work post-moderation.

Numerical marks are suitable and relevant at times (generally where there is a right or wrong answer or when completing individual exam questions). Work which is not being assessed against graded levels or numerical marks will be marked using a 'comment only' system.

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

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

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4 and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

#### **4. Collecting and using data**

In years 7 – 10 assessment data is collected centrally twice per year whilst Years 11, 12 and 13 have 3 points of data collection.

Each department, in liaison with the Senior Leadership Team, determines the frequency of the internal assessments in order that these are appropriate for their subject area. These results of these assessments feed into the centrally collected data.

#### **5. Reporting to parents**

Two types of reports are issued to parents. Interim reports provide a quick health check as to the current performance of a student in each subject whilst mid-year and end of year reports also include a current 9-1 GCSE equivalent working grade or a predicted end of course grade.

Parents' Evenings are scheduled at key points through the year in order to maximize the impact that these have on student progress.

#### **6. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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 pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

#### **7. Examination Entries**

Candidates are selected for their exam entries and, where relevant, the tier of entry by Curriculum Leaders and subject teachers based upon professional judgement. At Sixth Form, this can be in conjunction with the Director of Sixth Form and Deputy Head Curriculum.

The centre accepts external entries from former school candidates only. The centre does not act as an exam centre for other organisations.

#### **8. Exam Fees**

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Initial sitting of examinations for courses taught by the school will be paid for as follows:

- GCSE entry exam fees are paid by the Centre.
- AS entry exam fees are paid by the Centre.
- A2 entry exam fees are paid by the Centre.

Fees are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline, those who fail to sit an exam or do not meet the necessary coursework requirements unless there is medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the Candidates.

## **Courses Not Taught by the School as Part of the Main Curriculum Offer**

Candidates may be liable for fees for examinations taken that are not taught by the school or that are not part of the normal school curriculum, such as additional foreign language GCSEs and GCEs. Candidates may also be liable for any costs relating to administering and conducting controlled assessments, practical assessments or speaking and listening tests for any such examinations.

## **9. Roles and responsibilities**

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **Headteacher**

The headteacher is responsible for:

- Ensuring that this statement is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Teachers**

Teachers are responsible for following the assessment procedures outlined in this statement