



Archbishop Beck Catholic College

Assessment Policy

Assessment

Summative assessment

Core principle of summative assessment is to examine what has been learnt and remembered over time. The curriculum is the progression model, each summative assessment.

- Assesses the details and specifics of the curriculum
- Samples component knowledge (key building blocks) but predominantly assesses composite knowledge (application - how to apply knowledge to do something)
- Uses a variety of question types as appropriate to the subject to assess the whole domain.
- Assesses an increasing domain of knowledge across KS3, be explicit about connections through out KS3

Summative assessments take place twice per year for each year group.

Year 11, 12 and 13

There are timetabled weeks in the assessment calendar where these assessments take place. All assessments take place in the hall.

Year 7 to 10

For assessment period 1, departments identify a suitable point in their curriculum to assess students, prior to the data deadline in February. These assessments take place in class.

Assessment period 2 takes place at the end of the year in assessment weeks identified on the assessment calendar. Year 10 assessments will take place in the hall, some subject assessments in yr7-9 will also take place in the hall, the rest will be in class.

Year 9 English, Maths and Science complete GL progress tests for assessment period 2. This enables us to track progress in English, maths and science, compare students against national benchmarks and pinpoint learning gaps.

Three weeks prior to assessments departments will provide revision resources for students to prepare for upcoming assessments, timings of assessments will also be communicated to parents, along with revision resources.

Following assessments, students receive a raw score, a percentage and class average. This information is reported to parents. All students have the opportunity to go through their assessment and self-reflect on their work, setting themselves targets on how to improve. Teachers will also identify any barriers to learning that a student has. These can include:

1. Attendance
2. Attitude
3. Confidence
4. Homework
5. Independent Study
6. Lateness to lessons
7. Organisation
8. Quality of classwork
9. Lack of detail in written answers
10. Exam Technique

Teachers, Subject Leaders, Progress Managers and SLT use information from assessment to put intervention in place as necessary to address any barriers to learning.

At KS5, following the first assessment period any students who are a cause for concern are invited to discuss their progress, along with their parents and teachers, so that early intervention can be put in place if necessary.

Formative assessment

Formative assessment takes place during lessons throughout the year.

At KS3, knowledge tests are completed at certain point in the curriculum. Students receive a raw score, a percentage and class average, this is recorded in books. At KS4 and 5 subjects have identified assessments in their curriculum plans. Next step marking provides feedback to students on these assessments. When responding to teacher feedback, students will respond by making improvements to their work in green pen.

A range of formative assessment strategies are also embedded into lessons to check progress and inform planning. This may take different forms, depending on the subject and key stage. For example, consolidation questions at the start of lessons, quizzes, written and verbal questioning.