

The Rise School

Assessment policy

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

In the creation of this assessment, tracking and reporting system, we intend to create a system that:

- Is functional for small cohorts
- Is in line with current educational thinking/research:
 - Flight paths are flawed (Tom Sherrington, <https://teacherhead.com/2018/06/18/how-can-we-measure-and-report-progress-meaningfully/>)
 - Objective tracking is flawed and very time-intensive (p107, Making Good Progress and James Pembroke, <https://www.tes.com/news/tes-magazine/tes-magazine/dont-drown-data>)
 - Formative and Summative assessments should be definitely split up (Making Good Progress)
- Is accurate (or honest about what it can't be)
 - The system must have internal integrity so that when pupils complete national, standardised assessments (GL/KS2/KS4) then the outcome is predictable/coherent
 - Issues of accuracy are prevalent in all schools (Pembroke, 2018) and could be exacerbated at The Rise (experience, small cohort, SEND cohort) and therefore we need to design a system that best mitigates this.
- Is sustainable (workload)
- Produces information that makes sense/useful to a range of stakeholders. Each stakeholder has different ways they engage with the system/information and different priorities:

Stakeholder	Needs/Considerations
Teachers	Must be considered top priority for any system design. They utilise it (has a cost [time] implication) and it must generate information that is USEFUL.
TLAs	Data should be accessible and understandable so that TLAs can proactively engage and identify areas to better support pupils.
Pupils	Access is mediated via teacher. They need information which gives them a broad sense of how they are getting on – including opportunities to feel proud, motivated etc.
Parents	Parents predominantly want information about how their child is progressing and a reassuring interpretation from the professional – the teacher. Information needs to be non-technical/specialist.
Trustees	A mainstream language and expectation

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4. Assessment approaches

At The Rise School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment – including KS1 and KS2 SATS, GL assessments in English, Maths and Science, KS4 qualifications such as GCSE and other Level 2 qualifications.



The Rise Assessment Model

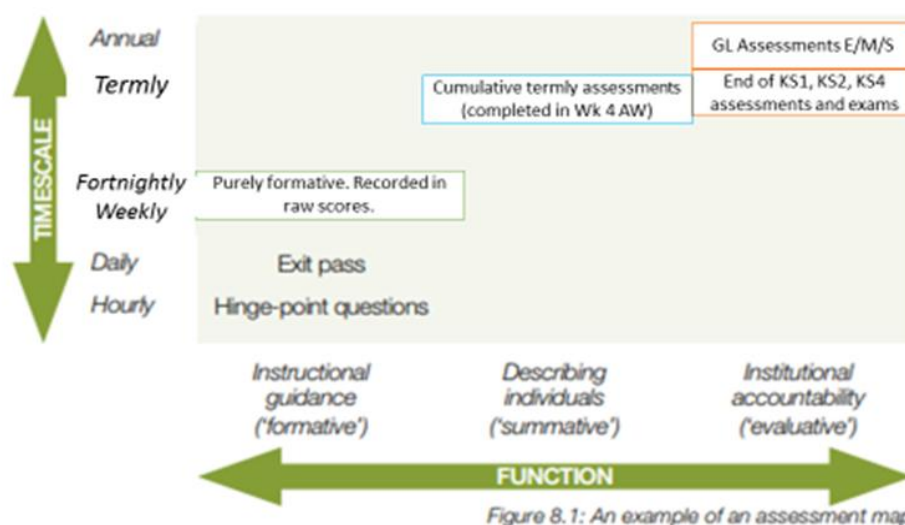


Figure 8.1: An example of an assessment map

Feature of Assessment Model	Rationale
Weekly/fortnightly formative assessment	<ul style="list-style-type: none"> Removes the pressure/expectation that it will generate any sort of valid/long term inference. Focuses purely on UNDERSTOOD? REMEMBERED? INCREASED AUTOMATICITY? You can design to very precisely diagnose whether something has been remembered/understood: Eg: Match up ; Multiple choice ; Dictation; Spelling test; Quick quiz; Spot the mistake
Termly Summative + cumulative assessment	<ul style="list-style-type: none"> Support memory What have they LEARNED not what can they perform/do Collaboratively designed ahead of time Pace setting – match curriculum map Exemplar material generated
Yearly External GLS Progress Tests in English, Maths, Science.	<ul style="list-style-type: none"> The Rise has small teams Utilise external experience SATS/GCSE benchmarking External moderation – 1000s of students Yearly = enough time to see progress Over time we can use this to help up calibrate assessment difficulty/performance

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5. Collecting and using data

Each teacher designs their own excel tracker to record their **FORMATIVE** assessments:

- Teachers will be supported with CPD in the Autumn term to create this excel sheet.
- It will be bespoke for each subject, respecting that genuinely relevant assessment is different in different disciplines

The audience for this formative data is:

- Teachers themselves – to make responsive decisions
- 2. Their HoD/Phase Leader to stimulate above discussions
- 3. TLAs to allow them to proactively identify further opportunities to support and develop the CYP.
- 4. SLT for accountability – that regular (at least fortnightly) assessment IS happening
- It is quick. It will take less than a minute to tap in a class' raw scores.

For the **termly summative** assessments, each teacher (depending on the phase, subject and qualification pathway) will add some/all of this information.

- Effort grade
- Year level of summative assessment
- Percentage performance in assessment
- Progress
- On track to access which qualification pathway

6. Reporting to parents

The Rise School reports the information above to parents three times per year at the end of each term.

December and March reports are given to parents on Parents' Evening to provide the opportunity to discuss them.

7. 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. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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.

8. Training

The Rise is a research-engaged school.

- *Senior and middle leaders are expected to engage with the developments in assessment through reading widely (books, blogs), attending conferences and CPD opportunities and then curate the key findings for teachers. Teachers are encouraged to be equally proactive in developing their understanding of assessment.*
- *This takes place via our weekly L&T bulletin, L&T platform, staff library, 100 word research summaries and reading that takes place in fortnightly training-focused teacher meetings.*
- *The overall responsibility for the quality of CPD is the Deputy Head Teacher.*

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9. Roles and responsibilities

9.1 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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed bi-annually by the Deputy Head Teacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Deputy Head Teacher is responsible for ensuring that the policy is followed.

The Head of Primary Assessment and Curriculum and the Head of Secondary Assessment and Curriculum will monitor the effectiveness of assessment practices across the school, through lesson observations, book looks, data analysis, progress conversations with teachers, moderation.

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