



**Perry Beeches**  
The Academy Trust

# Assessment Policy

## PB III

Date policy reviewed and approved by Directors	Awaiting approval
Current version	1.2

<b>Review Date</b> Every 3 Years
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## Acknowledgements

This policy is based on the **Final Report of the Commission on Assessment without Levels (2015) by John McIntosh CBE**. At Perry Beeches, we accept the view that ‘the successful implementation of the new national curriculum requires a radical cultural and pedagogical change, from one which has been too dominated by the requirements of the national assessment framework and testing regime to one where the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.’

## Rationale

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. Perry Beeches The Academy Trust believes that the function of assessment is to ensure that every student makes significant progress, at every possible opportunity.

This policy aims to demonstrate how assessment outcomes should be used, with a view to collecting data only where necessary and by ensuring assessment outcomes are communicated effectively to pupils, parents and other teachers. The policy also aims to outline arrangements for ensuring teachers are able to conduct assessment, confidently and competently.

## The Purpose and Principles of Assessment:

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.

Effective assessment will be clearly tied to its purpose. Before designing or selecting an assessment method, teachers and school leaders should be clear:

- Why pupils are being assessed
- The things which the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted. Each of the three broad overarching forms of assessment has with its own purposes within the Academy Trust.

### **Day-to-day in-school formative assessment, for example:**

- *Question and answer during class*
- *Marking of pupils’ work*
- *Observational assessment*
- *Regular short re-cap quizzes*

- *Scanning work for pupil attainment and development*

**In-school summative assessment, for example:**

- *End of year exams*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

**Nationally standardised summative assessment, for example:**

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*

## **Mastery and Assessment at Perry Beeches III**

‘Mastery learning’ is a specific approach in which learning is broken down into discrete units and presented in logical order. Students are expected to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.

Assessment is built into this process. Following high-quality instruction, pupils undertake formative assessment that shows what they have learned well and what they still need to work on, and identifies specific ‘corrective’ activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), pupils retake a parallel assessment. A large amount of high-quality research has evaluated mastery learning and found consistent and positive impacts on learning (e.g. Kulik et al, 1990; Guskey, 2012)<sup>8</sup>.

The existing national curriculum is premised on this kind of understanding of mastery, as something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). The Mastery System is consistent with this approach because it discourages undue pace and progression onto more difficult work while pupils still have gaps in their knowledge or understanding. In contrast, the Perry Beeches III assessment system provides the opportunity to make ‘mastery for all’ a genuine goal.

At Perry Beeches III, **Mastery Grades** are personalised aspirational targets that encourage students to fulfil their potential throughout the academic year. These targets are significantly higher than Department for Education expected progress predictions. A student’s Mastery Grade can be elevated by Senior Leaders, if a child consistently exceeds their target in the majority of subjects. This encourages a growth mind-set and a pursuit of excellence.

**Mastery Criteria** are learning outcomes, which ought to be mastered by the individual student before moving on to new content. Mastery Criteria help teachers to give specific meaningful feedback and enable students to audit their knowledge, skills and understanding. In addition to promoting the use of high quality formative assessment, they also prevent a disconnect between curriculum content and an obscure level or grade. In short, these explanatory criteria encourage conversations about what a child already knows/understands and what they must do to improve.

## **A Fully Inclusive Approach to Assessment**

The principles of assessment without levels apply to all pupils, including those with special educational needs (SEN) and disabilities.

Assessment should be inclusive of all abilities. It should be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. For pupils with recognised SEN and disabilities, assessment should consider long-term wider outcomes such as higher education, employment and independent living. Teachers and leaders should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.

High expectations should apply equally to pupils with SEN and disabilities as to all other pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. Assessment methods may need to be adapted for some pupils with SEN and disabilities, for example by using visual stimuli and alternative means of communication.

Both the SEN and Disability Code of Practice and Ofsted highlight the importance of assessing progress in wider areas, whilst maintaining high expectations. The school's assessment arrangements should build in the 'graduated approach' for pupils with SEN and disabilities (Assess, Plan, Do, and Review). Teachers working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on any on-going formative and summative assessment, the views of parents and pupil and, where relevant, information from external specialists. Assessment should be designed to offer the next steps on each child's learning pathway and ensure a focus on long term outcomes in the areas of higher education and employment, independent living, participation in society and being as healthy as possible.

## **Assessment and Data Collection**

Formative assessment is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that it is acted on.

In-school summative data should be collected for each student six times during the academic year. These judgements about whether a student is on track will be based on work scrutiny, end of unit tests, assignments and presentations.

Every data input should be supported by evidence of assessed work and must make reference to the student's Mastery Criteria in the relevant subject. This should then allow for a rigorous moderation of judgements given; within a department, by Senior Leaders and across or beyond the Academy Trust.

## **Reporting to Parents**

Perry Beeches III formally reports to parents in three ways:

- a) Three Academic Reports per year; outlining attitude to learning and progress.

- b) A Parents' Evening every academic year, in which parents are invited in to discuss progress with specialist subject staff.
- c) Ad hoc information for parents via phone calls, meetings, letters and SEND surgeries.

## Assessment in Lessons

### The primary purposes of day-to-day in-school formative assessment

#### For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider mastery criteria and to identify where they need to target their efforts to improve.

#### For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

#### For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

#### For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

#### For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

*"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."*

Ofsted Handbook, 2015

## In-School Summative Assessments (Tests and Examinations)

### The primary purposes of in-school summative assessment

#### For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

#### For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

#### For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

#### For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

#### For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

*“Ofsted **will** take a range of evidence into account when making judgements, including published performance data, the school’s in-year performance data and work in pupils’ books and folders. However, unnecessary or extensive collections of marked pupils’ work **are not** required for inspection.”*

Ofsted Handbook, 2015

## Homework

Please see PBIII’s Homework Policy

## Marking

Please see PBIII’s Marking Policy