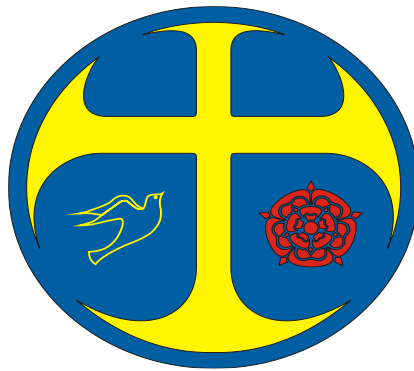


**All Saints' Roman Catholic High School,
A Voluntary Academy**

**part of
Romero Catholic Academy Trust**



Luceat lux Vestra

Assessment Policy

**Updated: Spring 2024
To be reviewed: Spring 2027**

Responsibility of: Deputy Headteacher

Policy Approval:

Signature of Headteacher

19/03/2024

Date

Signature of Chair/Vice-Chair

19/03/2024

Date

Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.



Aim

- Good progress in every subject
- Improve pupils' attainment
- Improve pupils' Attitude to Learning (ATL)

We have a common assessment framework which is a progress path assessment framework that describes how pupils make progress. Progress is monitored between years 7-11. Pupils at KS3 are awarded a criterion referenced grade 1-7 (based on validated criteria) and at KS4 are awarded a GCSE grade between 1 and 9.

The system comprises the following:

- Assessments at set and appropriate review points in the scheme of learning
- Low stakes, interim assessments, on-going throughout all schemes of learning
- End-of-year testing, when appropriate at Key Stage 3
- End-of-year testing at Key Stage 4

The system involves:

1. An accurate baseline that can be converted into a KS3 grade (7-1)
2. A way of tracking progress by assigning progress grades three times a year for each subject.

Key Principles for Assessment

Different assessments are used for different purposes

- Formative and summative results recorded separately
- Formative assessments are not graded
- Summative assessments are cumulative and graded between grades 1 and 7 at KS3 and between 1 and 9 at each Progress Review (PR)

Moderation of Assessment

- Assigning grades accurately requires moderation and standardisation
- Curriculum areas must use shared assessments to ensure consistency

Grading

We use a five-year (where appropriate) tracking system, based on a criterion referenced grade 1-7 at KS3 and the GCSE 9-1 grades at KS4. This Assessment Policy includes an ATL descriptor for each subject area.

On arrival to high school, pupils' baseline Key Stage 2 (KS2) scores are converted to a KS3 7-1 grade (see KS2 scaled score to GCSE grade chart). This conversion is based on the proportions of pupils who achieve each grade at KS2 compared to the proportions at GCSE.

In KS3 and KS4, pupils sit an assessment at the most appropriate point in their curriculum, which is graded either 7-1 or 9-1. These grades are compared to their expected progress pathway grades at the end of each term based on their prior attainment. These grades do not indicate what grade pupils would achieve if they took the GCSE examination at that point in time.

Implications of the grading system

- The progress pathway grade is the average expected outcome for pupils in that pathway.
- Teachers need to have a clear understanding of the curriculum expectation for each progress pathway point at each PR. Assessments are sequenced so that they become more challenging over the course of the 5 year curriculum. Therefore, a grade 6 at KS4 represents a higher standard than a grade 6 at KS3.
- This system measures attainment and progress in the same way as the Progress 8 (P8) measure. This means that we are able to calculate an attainments and progress score for each PR. The P8 measure should be used for looking at cohorts rather than individual pupils.
- Formative measures can be used to assist teachers by informing planning and identify ways in which pupils could move their learning forward.
- When awarding PR grades, we are stating how well our pupils are achieving compared to their cohort nationally. To ensure rigour, moderation must take place within each subject using shared assessments which can be referenced nationally wherever possible.

Formative assessment

Formative assessment does not involve the awarding of grades 7-1 or 9-1. Formative assessment is deployed using subject-specific ways to improve pupils' learning by knowing more and remembering more. Feedback to move the pupils' learning forward is evidenced in books, folders etc. with a clear written response for improvement.

Summative assessment

Summative assessment is measured in grades 7-1 or 9-1 and should be considered "high-stakes" testing as it will inform progress, and where interventions may be required.

Moderation and standardisation

All subjects moderate assessment results internally and regularly to ensure that the data is as robust as possible and that the information is accurate. As part of the quality assurance calendar, the link SLT will review the PR data and work with the Curriculum Leader on any next steps required