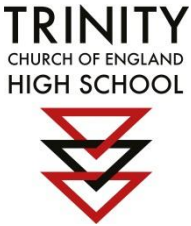


ASSESSMENT POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Curriculum Committee
	Approved by:	Full Governing Body
	Date approved:	15 th July 2025
	Date adopted:	1 st September, 2025
	Next review due by:	End of 2027/28 academic year

AIM/PURPOSE

Assessment should seek to promote student progress by recognising achievement and providing useful information about learning to stakeholders across the school.

Assessment has two components; assessment of learning, known as summative assessment and assessment for learning (AfL), known as formative assessment.

GENERAL PRINCIPLES

1. Assessment of Learning (summative assessment)

At appropriate times during the academic year, students will be given assessment opportunities when their teachers can judge the extent of their knowledge, understanding and skills. The results of these assessments will be made available through the school Management of Information system [MIS], and therefore issues of validity and reliability are paramount. It is expected that the results of these assessments should inform both short and medium term planning for individual teachers and departmental teams.

At Key Stage 3 (Years 7 to 9), students sit a 'Big Test' in most subjects at two points in the year. The scores from these tests are used to award an 'Attainment Point Score' (APS) for each subject. This APS is 1-5 in Y7, 1-6 in Y8 and 1-7 in Y9. APS grades are determined from a ranking of scores of the students in their Big Tests. This then offers a straightforward progression onto a GCSE grade 1-9 structure at Year 10.

At Key Stage 4 (Years 10 and 11), subject leaders devise a strategy which enables teachers to make an evidence-backed judgement each term of the 'most likely grade to be achieved at the end of the course'; this is reported as a 'Projected Grade'. These Projected Grades are reported using the appropriate grades for each particular course. During Term 1 and 2 of Year 10 and Term 1 and Term 2 of Year 11, students will sit assessments which are consistent across teaching groups and which mirror the subject content, skills and style of the final examinations. Subject leaders will ensure that there is standardisation of marking and that grade decisions are quality assured before being reported into SIMS. In the summer of Year 10, subjects will set exams which are completed under formal conditions. Year 11 students will sit formal exams called 'Sixth Form Entrance Exams' immediately after the October half-term break. The results of these examinations are communicated to students at a 'Sixth Form Entrance Exam Results Day' in early December, and they are also used to produce the 'Predicted Grades' for each student. English and Mathematics also have formal assessments during Year 11 Term 1 and 2 which are entitled 'Wave Exams'. These are calendared at a different time to the Sixth Form Entrance Exams to enable students to focus their revision just on those subjects at the necessary time.

At Key Stage 5 (Years 12 and 13), subject leaders devise a strategy which enables teachers to make an evidence-backed judgement each term for the Projected Grade for each subject that a student is studying. Part of this evidence base for Year 13 students comes from the 'CheckUp' assessments which are taken by students once per fortnight per subject. Part of the content of these regular assessments should be from the Year 12 curriculum, which helps students revise these topics in a structured way over the course of Year 13. Projected Grades in all courses at Key Stage 5 are reported using the appropriate grade structure for each course.

2. Assessment for Learning (formative assessment)

Assessment for learning is the process of seeking and interpreting evidence to inform future teaching. This is used by students and their teachers to decide the focus of future lessons.

ASSESSMENT AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Assessment of Learning (summative assessment)

Students should be made aware when the assessments will take place and be encouraged to prepare for them. They should be aware of what is required in terms of knowledge and skills, and the ways in which these knowledge and skills will be assessed. The school will support teachers by coordinating the distribution of Key Stage 3 'Big Test Revision' booklets which highlight the key content which students are required to learn. At Key Stage 4 and 5 it is expected that individual departments support students in their learning and preparation for both internal (school) tests and external (GCSE / BTEC / A Level) examinations.

The use of peer and self-assessment will help students understand how their work might be improved and allow them to set an appropriate target for improvement. Students will generally be expected to make notes of their targets in their exercise books.

The school will use the KS2 SAT and GL Assessment CAT 4 test scores to provide a baseline for all students. Benchmarking of the progress in Mathematics is to be carried out using the GL Assessment Progress Tests in Maths (for Year 7,8 and 9 students). Parents are informed of the results of these assessments. The assessment of each student's reading ability is assessed annually using the New Group Reading Test (NGRT), administered by the English department.

Teachers are asked to look at the progress made by all students in their classes and are expected to take appropriate action if a student is falling behind.

Assessment for Learning (AfL) (Formative Assessment)

These are day-to-day interactions, integrated into schemes of work and seen in practice, whereby students are given opportunities to close the gap between their present understanding and their learning goals. Components of AfL which improve learning are:

- ◆ Providing effective feedback, i.e. what the student needs to do to improve.
- ◆ Providing structured opportunities for students to address their areas for development identified by teachers.
- ◆ Actively involving students in their own learning.
- ◆ Adjusting teaching to take account of the results of assessment.
- ◆ Recognising the influence assessment has on the motivation and self-esteem of students which is crucial to learning

- ◆ Considering the need for students to be able to assess themselves and to understand how to improve.
- ◆ Each department has developed a specific 'Trinity Feedback Guide' to describe and explain their approach to feedback to students. These documents are shared on MS Teams in the 'Extended Leadership Team' and 'Subject Leader' Teams. More detail on these Feedback Guides can be found in the Feedback Policy.

Reporting to Parents

Parents will receive communication about their child throughout the year. The school will send progress information home immediately following the Christmas holiday and immediately following the Easter holiday.

This information will consist of an APS grade for each subject and for KS3 students a judgement about their 'Engagement with learning in school' and 'Engagement with learning at home'.

The end of year 'Profile Report' will be the substantial report for parents. Students in Years 11, 12 and 13 will receive their profile reports during Term 2 to enable them to act on the advice from their teachers before they sit their external summer exams. Students in Years 7 to 10 will be given their Profile Report in the final week of the academic year.

Monitoring and Evaluating Pupil Progress

This takes place in school as follows:

- Form Teachers —Monitor positive and negative behaviours (including about homework) using their ClassCharts dashboard.
- Subject Teachers – Responsible for adapting schemes of work in line with assessment evidence.
- Subject Leaders – Are expected to have a clear overview of assessment strategies within their area, and will ensure that the end of term scores and projected grades have arisen through standardised practice. Validity and reliability of these assessments is paramount.
- Head of Years – Take a lead in following up issues and prioritising intervention strategies with any students who are falling behind across a range of subjects.

Inclusion

Wherever possible, students who have particular needs should have modifications made to their assessments which are in line with the access arrangements which they are entitled to.

MONITORING AND EVALUATION

Overall policy monitoring is by the Director of Studies and the Deputy Head (Curriculum). The Assessment Policy will be reviewed by the Governors' Curriculum Committee and ratified by the Full Governing Body.