



Monitoring Assessment Policy Version 1.2

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognise Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

Document Owner:	Deputy Head Teacher Curriculum
Committee:	Curriculum & Standards
Frequency of Review:	Annually
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Curriculum Impact

Aims:

The purpose of monitoring and assessing student attainment and progress is to:

- support students by identifying and rectifying gaps in learning.
- measure the attainment and progress of all students;
- enable Departments to track student progress;
- enable Year Group Progress Leaders to track student progress across the curriculum;
- inform decisions over future teaching / intervention;
- inform decisions on future learning.

Implementation:

A range of assessment techniques must be used throughout the year as necessary to cover the required content within each subject area. This may include assessments based on homework, classwork, tests, practical work, skills and knowledge, internal examinations/key tasks and live marking in the classroom etc.

It is expected that there will be at least one formal assessment of attainment per half term, for all students in each subject, timed to suit, subject priorities. These should be based on the content within the subject curriculum sequence in Years 7 to 9 using Key Stage 3 assessment criteria (Mastering, Securing and Developing). At this Key stage the curriculum is the assessment model with students monitored against the sequence of maps for each subject.

At GCSE, specifications/assessment objectives form the basis of assessments (in Years 10 and 11) using GCSE grading. At A Level, specifications/assessment objectives are used to inform progress towards target grades. Results and monitoring are used determine the grade at which each student is currently working.

These are in addition to the informal assessments made on a day-to-day basis, measuring attainment and on-going progress made through classwork and homework.

Teachers must set and mark key assessments in line with department curriculum sequences / expectations.

The agreed assessment recording criteria should set out in a form that can be understood by both pupils and parents. Assessments will be set using a variety of methods including online submission.

Assessment Methodology

Formative assessment is used to monitor student learning and provide ongoing feedback to guide improvement and interventions. It is assessment for learning. It helps students identify their strengths and weaknesses, enables students to improve their self-regulatory skills (metacognition) so that they manage their own learning in a structured and supported manner. It also provides information to their teachers regarding content or skills that students are struggling with so that sufficient support can be put in place.

Formative assessment can be teacher led, peer or self-assessment. Formative assessments do not need to carry a formal grade with improvements being led through EBI advice.

Summative assessment is used to evaluate student learning at the end of a unit by comparing results to expectations and targets. Such assessments will usually carry a formal grade alongside EBI advice. Feedback from summative assessments is also used formatively by students and their teachers to guide interventions and the redesign, if required, of subsequent activities and teaching units.

At the College we strive to achieve an appropriate balance between formative and summative assessment. Formative assessments can provide a highly effective and risk-free environment in which students can learn and experiment. They also provide a useful lead-in to summative assessments. Both forms of assessment allow understanding and attainment gaps to be highlighted and interventions put into place to close such gaps ensuring students make good progress towards their academic potential.

Self-Assessment / Peer Assessment

Each boy will be expected to complete Self-Assessments (SA) of his attainment and progress in each subject and to support the learning of their peers through Peer Assessment (PA). It is good practice for students to initial work to indicate (SA/PA). It is left to individual faculties to devise suitable self-assessment procedures.

Corrections / Misconceptions

Students should have the opportunity to correct mistakes on assignments where relevant and re-draft aspects of work to address misconceptions ensuring accurate revision material is produced.

Tracking

- Whole College data tracking will allow progress to be measured against KS3 Curriculum / GCSE and A level targets.
- Data is used to track and monitor the progress of all students and to set targets for improvement.
- Data will help to identify and support those deemed to be 'academically at risk', and intervention strategies will be based upon tracking data.
- Data is made available to parents.

Resources:

Faculties are encouraged to build up a bank of resources that can be used for assessment purposes. This will allow regular standardisation between colleagues using common key assessments. The SLT will provide ICT facilities and training for colleagues to enable records to be kept and accessed through the SIMS system/SISRA.

Monitoring and Review:

The Headteacher and Deputy Headteacher i/c curriculum will be responsible to the Governing Body for promoting, monitoring and maintaining the implementation of this policy. Other members of SLT will be responsible to the Headteacher for promoting, monitoring and maintaining this policy within their Link Faculties.

Heads of Faculty and Department will be directly responsible to the Headteacher, through their link Senior Managers, for promoting, monitoring and maintaining the implementation of this policy within their areas of responsibility. There will be an annual school-based evaluation of the effective implementation of this policy.