



The  
**Holy Spirit**  
Catholic Multi Academy

*'With grace and humility, glorify the Lord by your life.'*

# Assessment & Marking Policy

This policy applies to St Thomas More Catholic Academy & Sixth Form College part of The Holy Spirit Catholic MAC

This Assessment & Marking Policy has been approved and adopted by The Holy Spirit MAC on 12<sup>th</sup> July 2021

Policy Ratified on: 12<sup>th</sup> July 2021

Signed by the Chair  
of the Education  
Standards  
Committee

Signed by the  
Principal

Next Review: July 2022



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## 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](#).

This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

- There are two types of assessment at St Thomas More Catholic Academy, formative and summative.
- Formative assessment will be part of lesson and unit planning, linked to defined objectives and will be part of ongoing teaching
- Summative assessment will be part of the educational programme and are assessed against criteria.
- Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year.

- A variety of assessment methods will be used to accommodate learning styles, differing abilities, special educational needs, the development of the whole child and to encourage higher thinking skills.
- Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum.
- Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment when appropriate to encourage reflection on the process of learning.
- Assessments will be criterion-referenced to valid and appropriate standards and are communicated to students in advance.
- Assessment should link judgements about attainment to evidence and provide a basis for dialogue between students, teachers, and parents.

## 4. Assessment approaches

At St Thomas More 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.

### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At STM formative assessment will include

- They will have regular low stakes tests of the knowledge they should be learning at home as part of their revision. This should be clearly signposted at the back of students' books.
- At regular intervals (once per half term), students will be expected to submit an assignment or assessment. They will receive whole class feedback from the teacher.
- Using whole class advice from the teacher, students will correct and create their own improvement targets in green pen.
- To help model good practice, the teacher should always provide an example of what work should look like.
- Students will re-submit a final version of the assignment having taken advice from the teacher and having improved their work.
- It is expected that the work will demonstrate an appropriately high standard of literacy. Please see section 4.2 for separate information on literacy marking.
- Students will also receive examination papers to do during the year and will be sitting

### 4.2 Literacy marking

All staff are required to support the progression of students with their literacy skills in order to develop their reading, writing and communication. Staff will use the literacy codes below to mark the first 15 lines of an assessed piece of work.

### **Marking key**

Highlight the specific parts of writing where an error has been made. Students will be asked to take time to reflect on these mistakes and establish whether they can make the right correction.

#### **Sp – spelling error**

You have misspelt a word. Please use a dictionary/the vocabulary section of your planner to support your correction.

#### **P – punctuation**

You have missed out a vital piece of punctuation/you have used the wrong piece of punctuation. Please make the necessary change.

#### **C – capital letter**

You have forgotten to use a capital letter at the start of a sentence/word. Or, you have used a capital letter when it isn't needed. Please amend this error.

#### **// - paragraph**

Here you have introduced a new idea, so it requires you to start a new paragraph.

#### **W – wrong word**

You have used the wrong word here, so it requires you to start a new paragraph.

#### **Phr – phrasing**

This doesn't make sense. Have a reread over what you have written; how can you adjust your wording so that it makes sense.

#### **^ - missing word**

You are missing a word in this sentence; please add it in.

### **4.3 In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand 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 improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

For key stage 3 summative is based on the results of unit tests and a teacher assessment of class work.

For key stage 4 and 5 summative assessment is completed by

- Past papers are completed in mock exams and the results used to determine summative grades for each subject.

- The results of the Mock papers are used to create personal learning checklist for students to address weaknesses and improve performance.
- The results of summative assessments are used to evaluate if progress is being made over a longer period of time. This takes place after each data drop (see section 5).
- Summative assessments are moderated by faculty teams blind marking the exam papers and moderating results where discrepancies are identified. External marking is also used to verify the results of summative assessments.

#### 4.4 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

## 5. Collecting and using data

- Assessment data is collected twice a year in two data drops
- At each data drop we collect a current grade for each subject and pastoral grades so we can see attitude to learning in each subject.
- We use the attainment 8 estimates for each student to set a target for the end of Year 11. We then set a series of milestone targets for each term. By comparing the current grade with the milestone grade we can see if students are on track to achieve their attainment 8 estimate.
- In KS4 and 5 we also use a shadow analysis to compare students with previous cohort to see if they are making progress in line with previous years.
- Reports are shared with senior and middle leaders. Class teachers can also access summative data for their groups on SIMS.
- Where these comparisons identify underachievement we will put intervention in place for individual students or groups of students.
- Excessive teacher workload is avoided by minimising data drop to only two per year group and restricting the amount of information collected.

## 6. Reporting to parents

- After every data drop a report is sent home to parents. This means parents receive two reports a year.
- Every year group also has one parents evening a year, giving an opportunity to discuss progress with the class teacher.

- In addition to this Year 7 and Year 12/13 students also receive a tutor parents evening which allows them to discuss general progress.
- Reports home to parent will include,
  - A summary of what has been studied in the previous term
  - Current grades
  - Comment on progress. This identifies if a student is above, on or below their milestone grade.
  - Attendance
  - Attitude to learning

## 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

- Faculties have regular continuing professional sessions that take place over the course of the year. Some of these sessions are used for moderating summative assessments and discussing assessment results. There is also an emphasis on sharing good assessment practice with colleagues.
- The Assistant Principal (Assessment) ensures teachers are clear on procedures for moderation and completing data drops.
- Heads of faculty ensure that their teachers can confidently assess work through quality assurance and arrange faculty or external CPD when gaps in knowledge are identified.
- The school is a member of PIXL and their resources and meetings are used to ensure the school stays up to date with assessment.

## 9. Roles and responsibilities

### 9.1 Educational Standards Committee (ESC)

The ESC is 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 Principal

The Principal is responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation 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 [every two years] by the St Thomas More ESC committee]. At every review, the policy will be shared with the MAC board.

All teaching staff are expected to read and follow this policy. The Assistant Principal (Assessment) is responsible for ensuring that the policy is followed.

The Assistant Principal (Assessment) supported by faculty leaders will monitor the effectiveness of assessment practices across the school, through pupil progress meetings, moderation and book scrutinies.

## **11. Links with other policies**

This assessment policy is linked to:

- Teaching and learning policy
- SEND Policy