



**HINCKLEY &
BOSWORTH**
EDUCATION PARTNERSHIP

Assessment Policy 2022-24

This Assessment Policy sets out the key principles behind our assessment system. It is intended to provide a clear and succinct overview of why, how and what we assess as a partnership.

Rationale

At Hinckley and Bosworth Education Partnership we believe that every student should have a rewarding educational experience. We provide students with challenges at all levels, giving them the opportunity to meet or exceed their academic potential as well as providing them with a growth mindset for learning. Assessment is integral to this belief and is a crucial part of effective teaching and learning; focusing on helping students to learn and to understand how to make rapid progress. Effective assessment is crucial to raising achievement and is a key factor in challenging underachievement.

Definition

Assessment is the process of obtaining, analysing and interpreting evidence for use by students and teachers/instructors to enable the review, planning and improvement of learning. It is fully integrated within the delivery of the curriculum and is an essential component of classroom practice.

Purpose

The purpose of assessment is:

- To help students understand the degree to which their learning is secure; to what extent they have mastered the skills, knowledge and understanding required in each subject
- To build the self-esteem of students by recognising and valuing their achievements
- To help students know the standards they are aiming for and what these standards 'look like'
- To provide students with a clear understanding of whether they are on track to fulfil their potential
- To provide students with the guidance and strategies to improve their work
- To help students improve their literacy and numeracy skills (in line with the literacy and numeracy policies)
- To allow teachers and leaders to monitor student progress and target interventions.
- To provide teachers with accurate and evidence based information to inform planning and to evaluate teaching methods and interventions
- To provide information to students and parents to enable them to make informed decisions about future learning and career choices

Strategies

Effective assessment will be supported by:

- Providing all teachers with relevant attainment data and targets for each student they are responsible for
- Ensuring students know their subject targets
- Using every opportunity to identify and share successful student outcomes and achievement
- Praising students where appropriate
- Celebrating student success in provision and with home
- Providing students and parents/carers with regular summative and/or formative information
- Ensuring teachers use the principles of Assessment for Learning to promote good and outstanding teaching and learning e.g. shared lesson objectives and success criteria; effective questioning; regular checking of understanding through peer and self assessment activities and formative and summative assessments.
- Giving regular information to students and parents/carers regarding current and potential levels of attainment based on exam course criteria

Types of assessment

Summative assessment

This is assessment **OF** learning. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning.

Examples:

- External examinations
- End of topic/Unit tests - these will assess both recent and previous learning
- Internal examinations (e.g. mocks)
- Standardised tests

When conducting summative assessments teachers should ensure consideration is made for those students who have approved special arrangements for examinations i.e. a reader/extra time/use of a laptop

Formative assessment

This is assessment **FOR** learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples:

- 'Do Now' and low stakes quizzing (checks progress and completion of homework)
- Class work
- Questioning
- Presentation
- Practical project
- Oral discussion

Self and Peer assessment

These types of assessment are carried out by students and encourage them to take more responsibility for their own learning and to increase their understanding of subject requirements

Outcomes and implementation

There is a clear assessment framework in place which outlines expectations regarding the number of summative assessment points per year, sheets to collect data, identify progress issues and personalised learning support, analysis of data and the use of low stakes quizzing and 'Do Nows' within lessons.

The outcomes expected from this policy are:

- Formal assessments will be written into schemes of work and unit plans
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work
- Subject assessment google spreadsheet will be produced which contain key assessments.
- Key assessment pieces will be used to provide feedback detailed to students.
- Teachers will maintain a comprehensive and up to date to date record for each student taught that will include:
 - ❖ Assessment data, progress issues and intervention details
 - ❖ A record of coursework and class-work marks in line with the subject agreed policy
 - ❖ Information of prior attainment
 - ❖ Reading and spelling ages
 - ❖ KS3 & 4 target grade information
 - ❖ Information regarding vulnerable groups (SEND)
- Teachers will set challenging work to meet the needs of each student
- Teachers will regularly assess student progress in lessons through 'Do Nows' and low stakes quizzing
- Regular reporting to parents/carers will allow them to actively support both their children and the school
- Regular assessment data will be entered onto google sheets and progress issues and personalised learning requirements identified
- Data will be analysed regularly through meetings and line management meetings.
- Underachieving students will be supported to improve their progress through a range of interventions
- Overall student progress will be at least good

Reporting to Parents

A formal report of assessment outcomes and progress will be provided regularly to parents/carers twice per year.

Target Setting

- Targets are aspirational and based on students making good and outstanding progress.

- All targets are regularly reviewed
- Targets should never go down but may be raised as appropriate in order to stretch and challenge the students.
- Targets will be set each year and shared with the schools.
- All subjects will collect data from a minimum of 6 key assessments per year. This data will be collected centrally in Google Sheets HBEP.

Monitoring and Evaluation

This policy will be monitored by:

- Centre Lead at Glenfield and Partnership Coordinator.
- The Partnership Coordinator will ensure that formal and informal assessment opportunities that cover all attainment targets and are synoptic in nature are written into schemes of work.
- External review processes led by Ofsted and/or HMI and/or other identified bodies (e.g. peer review).