



**Wykham Park Academy Banbury**  
an Aspirations Academy

## Assessment Policy 2022- 23

Our policy should be read in conjunction with both the **Teaching and Learning Policy** and the **Marking and Feedback Policy** (linked)

The rationale for this policy is to formalise and ensure consistency in our practice.

Good assessment at Wykham Park:

- Ensures assessments are strategically planned and are defined to students by shared and challenging success criteria. This success criteria leads to the formation of clear learning outcomes within schemes of learning.
- Ensures that teachers should plan for formative and summative assessment opportunities, summative assessment should align with the academy's and subject's assessment schedule.
- Ensures teachers actively respond to student's dynamic progress in learning through the assessment of prior learning, ongoing learning and end of topic learning
- Must be meaningful and manageable
- Must raise aspirations and encourage students to work hard
- Must encourage students to think hard about their learning and respond with perseverance to feedback
- Must encourage students to take responsibility for becoming increasingly independent and interdependent

### **What is our Assessment Framework?**

Our assessment framework is made up of: annual examinations, department assessment at mid-point and end of unit at KS3, and tri-weekly or monthly assessments at KS4 and KS5.

### **Annual Exam**

At the end of each year, pupils will sit a holistic, end of year assessment which tests students' understanding of the units of learning they have been taught throughout the year. This will enable us to see how much our pupils have developed over the full range of skills in each subject curriculum and how much they have developed their overall subject knowledge.

### **Termly Data Collection Points (AP)**

Students will receive a CGRADE (cumulative grade) which is an average grade based on their work so far that year. If students have sat examinations in the hall, they will also receive a PPE grade, which is a grade based on that one examination period. Assessments are marked using a specific mark scheme (KS4 and 5), or rubric (KS3).

### **Feedback to students as a result**

The pupils receive feedback from these assessments in two ways: in KS3, they will be allocated a descriptor outlining that they are emerging/developing/secure/mastery/excelling based on department rubrics and feedback from teachers. At both KS4 and KS5, assessments are graded (given a mark or a grade) and literacy issues are highlighted. Teachers then record class feedback on the department electronic markbook and create a DIRT powerpoint from this.

### **Standardisation and Moderation of Assessments**

All assessments used to generate data to be uploaded as part of the whole Academy data collection processes, will be moderated using the academy moderation form. Moderation forms will be held by the subject leader as part of their monitoring and evaluation portfolio of their drive for outstanding departments. Subject leaders will support members of their team should they be out of tolerance. All Y11 and 13 AP assessments will be standardised first, in order to develop staff who are effective and accurate in marking to exam board standards, subsequently generating accurate data.

### **Tri-weekly and monthly assessments**

KS4 and KS5 students in Ebacc subjects will sit a tri-weekly assessment (Y11 and Y13) or a monthly assessment (Y10 and Y12) in order to prepare them for their end of year exams. These assessments will be past exam questions or papers provided by the awarding body for that subject specification, using awarding body mark schemes for the assessments.

In KS3 there is an expectation that students will be assessed formally, depending on the number of contact hours, interim to the AP data collection point. These assessments will be recorded on the department tracker and used to determine the CGRADE (cumulative grade.)

### **Support for Remembering**

Two weeks prior to a subject planned assessment (not including tri-weekly and monthly assessments) or PPE exam, students will be given (on GC) a sheet of revision with links to sites to support, practice questions and a reminder of the lessons relating to the assessment (on GC also). Students will be supported by the class teacher to learn how to learn/revise in prep for assessments.

### **Recording Data**

After each assessment the outcomes will be recorded on the department tracker. For KS4 and 5, the teacher will determine and record the AP cumulative working at grade, and their predicted grade. This should take into account all assessments to that point. For KS3, staff will record on tracker the progress of students using the following descriptors (emerging, developing, secure, mastery and excelling).

When reporting data on SIMS, in KS3 the outcomes will be input as a descriptor on progress (emerging, developing, secure, mastery and excelling). For KS4 current grade, predicted grade and PPE grade (where appropriate) will be recorded.

In terms of how students will record their own progress, students in KS3 will record (using an abbreviation) whether they are emerging/developing/secure/mastery/excelling for each AP on the front of their exercise book. Students in KS4 will record on the front of their exercise books the grade they achieved at each AP and their subsequent predicted grade on their flight path sticker.

Students in KS5 will complete the sixth form specific sticker with their CGRADE at each AP point.

### **Quality Assurance**

The senior member of staff responsible for assessment will quality assure the assessments of each department to ensure that they meet the principles of assessment as per this assessment policy. The quality assurance process will be undertaken in conjunction with the departmental assessment schedule which outlines assessments, moderation and standardisation dates. They will ensure that assessments are in place and planned for the year, that they are cumulative and take account of the end of KS4 assessments that the students who take that qualification will experience. Furthermore, they will ensure that moderation paperwork is completed and support for assessment is secured.