



Assessment Policy

March 2020

Governors' Committee Responsible:	Curriculum & Progress Committee
Governor Lead:	Mrs Chris Borgars
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Our Vision:

The Fullbrook community inspires an active passion for learning in everyone. We challenge, respect and support each other to be better than we ever thought we could be.

Fullbrook School Curriculum Statement:

Every student at Fullbrook will have an active passion for lifelong learning and a growth mindset that, coupled with core strengths, enables them to be resourceful, resilient, respectful citizens of the 21st century. The Fullbrook curriculum is inclusive and inspiring: it is designed to be a progressive seven year model which supports students to be ready at each stage for the next step in learning. This enables them to prepare for success in their chosen careers in the local and wider world.

Intent:

Subject staff

- Use summative assessment to provide a benchmark for the progress of individual students and a class against expected progress
- Use summative assessment to shape future individual and whole class learning
- Use formative assessment to enable students to recognise areas of strength and weakness
- Use formative assessment to ensure that students identify and practise 'next steps' in order to make progress in future assessment

Heads of Faculty/ Subject Leaders

- Use summative assessment to analyse which skills and knowledge need further attention and adjust schemes of work accordingly
- Use summative assessment data to target specific interventions with individual students in a timely manner
- Use formative assessment to scrutinise the effectiveness of curriculum planning to deliver progressive expertise in their subject for all students

Heads of Learning

- Use summative assessment outcomes data to monitor the academic performance of individual students and groups of students in their year group
- Use summative assessment outcomes data of individuals to shape discussions with students and parents about academic progress and behaviour

Tutors

- Use summative assessment results data in academic mentoring conversations with individual students about current progress as well as plans and actions moving forwards

Students

- Use preparing for summative assessment to practise revising for examinations
- Use summative assessment to see how much they have learnt and understood in class and where the gaps in their learning are
- Use summative assessment to practise performing under examination conditions
- Use formative assessment to engage with the specific requirements of their subject
- Use formative assessment to develop their skills in a subject incrementally
- Use formative assessment to identify and practise a particular skill they need to improve upon in order to progress

Parents

- Use the performance of their child in a given assessment to track their progress over time in all of their subjects

Implementation:

Students are involved in their own assessment and understand the criteria by which they are assessed. **Formative assessment** is used to enable staff and students to identify how to improve to reach the next level of attainment. **Summative assessment** provides feedback to staff, students and parents on the progress being made and informs forecasting and target setting.

Assessment for Learning (Formative Assessment):

The learner's aim in assessment for learning is to close the gap between the present state of understanding or skill and the learning goal/ target. Dialogue between teacher and learner is essential for progress to be made. The teacher's role is to communicate learning goals and how to reach them as well as encouraging self-assessment to enable students to work towards those goals.

Approaches will include:

- Promoting the learning outcomes of each lesson so that students have a clear understanding of what they are learning and why
- Sharing the assessment criteria for any task ahead of completion
- Providing feedback which clearly identifies next steps and how to take them
- Facilitating student review sessions to action assessment feedback information
- Engaging students in the target setting process to ensure ownership and motivation

Feedback may be written or oral and come from the teacher and/ or peers (peer assessment) or themselves (self-assessment). It is not appropriate to formally and fully assess every piece of work completed.

Staff are expected to develop a high quality of feedback in the development of a dialogue between teacher and student.

When providing students with written dialogic feedback:

- WWW (what went well) a brief constructive comment should be given to help students build on their success
- EBI (even better if ...) a brief comment should be given to outline how an improvement can be made
- INT (I need to ...) the student will read the WWW and EBI and record what their next steps must be to progress
- Time should be allocated for students, at some point, to attempt their INT target
- The teacher will follow up on the INT task
- The requirement for technical accuracy of English corrections will be addressed by the teacher in class, indicated on appropriate written work using, the Fullbrook LLL (Language, Literacy and Learning) codes.
- Corrections to numeracy will be addressed at the teacher's discretion

Assessment of Learning (Summative Assessment)

Summative Assessment takes place for all students (Year7-13) twice a year, according to a whole school calendar of assessments published for each academic year. Unless stated

otherwise, the first assessment takes place within the classroom during lessons and the second assessment is conducted as a formal examination in the second half of the academic year.

Each assessment will include all prior learning for that academic year. Public and mock examinations will include all prior learning for that subject specification. Throughout the year, all students will regularly experience high frequency low stakes testing of their subject knowledge which will require recall from present, recent past and distant past learning in lessons.

Each assessment window will last one cycle. Students will complete their assessments for all subjects within this timeframe.

Reports to parents will be released after each summative assessment window

The report will include:

- A summative assessment grade
- A Fullbrook 4 Learning score
- A GCSE forecast grade (Key Stage 4 only)

Parent consultation evenings will follow on directly from the first summative assessment window.