Assessment Policy

1. Purpose

The Assessment Policy (Secondary Section) is in line with our guiding statements, Our *Reason to Believe*. The assessment procedures are also guided by the standards and practices of the International Baccalaureate (IB) and its philosophy of developing life-long learners.

2. Purpose of Assessment

For students, effective assessment and feedback is an essential part of helping them to make progress. Therefore, the focus of assessment is not only helping students simply know where they are in terms of attainment, but also helping them know exactly what to do to get better.

An effective assessment system will enable the teacher to understand thoroughly what is expected to be mastered by students at any given stage of education and assess their progress towards doing so in a meaningful and fair way.

3. Aims & Rationale of Assessment

- Primarily for the purposes of teaching and learning
- Important at different stages of the learning process and as both a formative and summative tool but should always be purposeful
- Informs teacher, parents and student to different degrees, of the developing skills, understanding & knowledge of a student
- Informs the way forward in understanding and as such is most valuable when specific
- Takes place using a variety of different methods and formats e.g. written, oral, digital, group-based, individual, discussion and questioning
- Aim to recognise and celebrate the combination of skills, content and attitude which lead to achievement in learning
- Long term academic aims and objectives must be built into specific tasks which are part of a progressive model of assessment.
- Will inform curriculum design & future planning

4. Types of Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve opportunities for learning. More specifically, formative assessments should aim to facilitate the following:

- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward by providing them with tangible next steps
- Activating students as learning resources for one another
- Activating students as owners of their own learning
- Will inform curriculum design & future planning

Some formative assessment practices encouraged include:

- Teacher feedback
- Peer assessment and feedback
- The use of mini-whiteboards for whole class response
- Regular low stakes retrieval practice
- Questioning
- Debate

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. External summative assessments include GCSE and IB exams taken at the end of the course. The only purely summative assessments in school should be the external examinations and coursework.

All assessments conducted in school should have a formative outcome achieved through quality feedback and reflection.

5. Secondary Section Common Assessments

Common assessments are designed and agreed by the department as part of the framework for the year or Key Stage. They should be consistent across teachers with agreed criteria and method of assessment and marks collected.

Effective common assessments enable:

- 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 and the impact of their own teaching
- Students understand how well they have learned and understood a set of skills or concepts. It should be used to provide feedback on how they can improve

Secondary Section Common Assessment Guidelines:
- All subjects in Y7-13 should plan for a common assessment each term as part of a common assessment framework
- A range of methods should be used eg investigation write up, presentation, video, poster, podcast, debate (Exam style questions are likely to be included in Y10-13, but should not be the sole method)
- All assessment methods should be shared with the SLT link
- This will include coursework and mock exams
- Common assessments should be completed in a lesson
- Learning needs should be catered for, for example by giving extra time or use of a laptop if students are entitled to this in exams
- If revision is required homework time should be allocated
- Common assessments should be the same or the same level across classes in each year group
- Marking should be moderated across teachers
- Assessment outcomes should be recorded by the teacher and be available to the Head of Department
- Feedback should help to set targets and move learning forward
- We must communicate and ensure that all assessment is contributing strongly to long term learning
- Overall grades / reports are informed by all evidence of learning across the year or the programme
- The forms of assessment should be communicated to students and parents at the start of the year.

6. Diagnostic Assessment

Diagnostic assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins. Take fluency and comprehension in reading, for example. This may be carried out at the beginning of a new cycle of school or to determine what if any support an individual child may require to help them in their learning.

7. Standardised Assessment

The purpose of externally standardised assessments is for teachers to better understand the strengths and learning needs of students and therefore to plan more effectively. It can also help school leaders to monitor progress of students, identify interventions that may be needed and recommend Learning Support where appropriate.

St. Julian's uses several Standardised Assessment tools:
- GL CAT4 - cognitive ability test conducted in specific year groups. Results will be shared with parents.

- GL New Group Reading Test and New Group Spelling Test - reading comprehension and spelling tests conducted in specific year groups.
- GL PASS survey - a measure of student attitudes to school and themselves. Conducted annually from Year 4 to Year 13. Information is not shared with parents or students to preserve the integrity of the survey as students may want to change answers to "improve" results.
- Progress Tests - an externally standardised measure of attainment in maths and english (used in secondary).
- PIRA Tests - an externally standardised measure of attainment in maths and english (used in primary).

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs and/or disabilities.
Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 and the Shaper Profile. We will have the same high expectations of all students. This should account for the amount of effort the student puts in, as well as the outcomes achieved.

For students working below the expected level of attainment relative to their starting point, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of students' learning difficulties. Where a student has a known or suspected learning need, additional specialist assessment may be required to support more granular understanding of a student's learning profile and any necessary adaptations to teaching. The school has specific procedures governing such assessments, including assessments commissioned to explore a potential need for examination access arrangements. For further details, please refer to the Learning Support Policy.

9. Grading

9.1 Importance of Human Agency and Oversight in GenAI Use

Our school recognises the importance of human agency and oversight in the use of GenAI. We believe that GenAI should be used to support, not replace, human decision-making. We also believe that individuals should be able to understand and control how GenAI and data technologies affect them.

9.2 Maintaining Human Agency and Oversight in GenAI Use

We maintain human agency and oversight in the use of GenAI through the following guidelines:

- Human-in-the-loop: As a school we will ensure that there is always a human in the loop when using GenAI systems. This means that decisions made by GenAI systems are always subject to human review and intervention.
- Transparency: We are transparent about how GenAI and data technologies are used in our school. We provide clear explanations about how these technologies work, how decisions are made, and how data is collected and used.
- Monitoring and Oversight: We have procedures in place for the ongoing monitoring of GenAI and data use in our school. This includes regular reviews of the performance and outcomes of GenAI systems, as well as audits of data collection, use, and protection practices.

10.Societal and Environmental Wellbeing

10.1 Commitment to Promoting Societal and Environmental Wellbeing

Our school as in all other aspects of school life is committed to using GenAI and data technologies in a way that promotes societal and environmental wellbeing. We understand that these technologies have the potential to impact not only our school community but also the broader society and environment.

10.2 Promoting Societal Wellbeing

We strive to use GenAI and data technologies in a way that benefits society. This includes
- Committing to Safeguarding in ensuring that the use of these technologies does not result in negative outcomes for individuals or for the community.
- Considering the social and emotional wellbeing of learners and teachers in the use of these technologies.
- Involving students and their parents in decisions about the use of these technologies.
- Using GenAI to support teachers and school leaders in the evaluation of student wellbeing and monitoring this use.
- Using GenAI to support teachers in the building of learning experiences.
- Providing reporting pathways for community members to raise concerns about the use of GenAI, in accordance with the Safeguarding and Whistleblowing policies of the school.

10.3 Promoting Environmental Wellbeing

We are mindful of the environmental impact of AI and data technologies. We strive to use these technologies in a way that is sustainable and environmentally friendly. This includes considering the energy use of these technologies and seeking ways to minimise their environmental footprint.

11. Violations

11.1 Violations of the Policy

For Violations of this Policy, please refer to the relevant policies, including but not limited to the Academic Integrity Policy, Online Safety Policy, Behaviour Policy, Safeguarding Policy and Whistleblowing Policy.

12. Policy Review and Updates

12.1 Review and Updates

This Policy will be reviewed at least annually or as often as necessary to address changes in laws or practices related to GenAI and related technologies. Changes to this policy must be communicated to all users in a timely manner.

13. Signatures

11.1 Acknowledgement of the Policy

By signing below, the user acknowledges that they have read, understood, and agree to abide by this Policy. The user understands that violations of this Policy may result in disciplinary action.

Date reviewed:
Next review:

Signed: Signed:
Head of School   Chair of Board