



# **Assessment policy**

**2023-24**

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## **Aims of the policy:**

### **Policy intent:**

- 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

### **Policy implementation:**

There are a number of key questions relating to the impact of the teaching and learning and curriculum plan at Strood Academy which form the basis of ongoing curriculum and teaching review:

- Are all students learning the curriculum as intended?
- Is knowledge retained in long term memory?
- Are all students being challenged and continuously assessed to ensure this long term learning takes place?
- Is student work demonstrating an accumulation of knowledge and skills?
- Does learning build towards a clearly defined end point?
- Does the planning and delivery of the curriculum allow for the success of all students?

### **Policy impact:**

This will be determined by ongoing formative assessment in the classroom, modular reviews of student assessment by middle and senior leaders, MYP interim/final assessments at Key Stage 3 and external qualification outcomes at Key Stage 4 and Key Stage 5.

## **Philosophy and forms of assessment:**

### **Key Stage 3 (MYP):**

During Key Stage 3 study students participate in the IB Middle Years Programme across years 7-9.

All students continue to study subjects within the National Curriculum but within the framework of the IB MYP to support student development of the IB Learner Profile characteristics, IB Approaches to Learning and Teaching, and enhancing conceptual understanding.

The IB and LAT expect each criterion to be summatively assessed at least twice per academic year, using all 4 assessment criteria, per subject. A grade of 1-7 is then awarded.

Teachers will use the Year 1 MYP rubric in years 7 to 8 and the Year 3 MYP rubric in year 9.

Every subject will have a Trust common assessment that will take place at the end of each academic year. This will be based on an agreed set of parameters determined by the LAT MYP Subject Groups to ensure cross-Trust assessment data stands up to comparison. All 4 assessment criteria will be assessed resulting in a 1-7 holistic grade. Data from the common assessments will be collated by the LAT Data Manager for cross-Trust analysis and the results shared with the intention of driving up standards and sharing good practice. Interim MYP grades will be awarded based on academy internal assessments that are moderated by LAT MYP Subject Groups to ensure all assessments and data are accurate, consistent and robust.

Collaboration, standardisation and moderation will be a feature of the CPD programmes at the academy to ensure fair and robust assessment takes place. Moreover, cross-Trust moderation will also take place for common assessments, so that overall grades collected by the Trust are consistent.

Detailed information about the delivery of the MYP programme at Strood Academy can be found in the following appendix item: [MYP at Strood Academy](#)

Further information about the MYP programme can be found here:  
<https://www.ibo.org/programmes/middle-years-programme/curriculum/>

## Key Stage 4 & 5:

Key Stage 4 & 5 students will experience regular formative and summative assessments in line with our assessment philosophy and expectations stated above. A particular emphasis is placed upon the modelling, scaffolding and structured individual practice of written work to best prepare students for their examinations and coursework. Additionally, students will sit a series of formal mock examinations throughout the academic year in order to encounter and best prepare for end of year examination conditions.

## Data Capture:

Data is collected each module by subject leaders to ensure the continuous monitoring of student progression through the curriculum and to put any required modifications or interventions in place as a result.

Data is collected for each year group as follows:

|                | M1  | M2                                      | M3                           | M4                             | M5 | M6                                      |
|----------------|-----|-----------------------------------------|------------------------------|--------------------------------|----|-----------------------------------------|
| <b>Year 7</b>  | AtL |                                         | AtL & current criteria grade |                                |    | AtL & final criteria grade              |
| <b>Year 8</b>  |     |                                         | AtL & current criteria grade |                                |    | AtL & final criteria grade              |
| <b>Year 9</b>  |     |                                         | AtL & current criteria grade |                                |    | AtL & final criteria grade              |
| <b>Year 10</b> |     |                                         | AtL, current & target grade  |                                |    | AtL, current, mock grade & target grade |
| <b>Year 11</b> |     | AtL, current, mock grade & target grade |                              | AtL, mock grade & target grade |    |                                         |
| <b>Year 12</b> | AtL |                                         | AtL, current & target grade  |                                |    | AtL, current, mock grade & target grade |
| <b>Year 13</b> |     | AtL, current, mock grade & target grade |                              | AtL, mock grade & target grade |    |                                         |

## Key:

AtL: Attitude to Learning

## Reporting:

Reporting student information is a crucial part of our determination at Strood Academy to maintain excellent lines of communication with parents to best support their children. We will provide 2 reports per academic year; the details of these reports can be found in the following appendix item: [Reporting](#)

## Roles & Responsibilities:

The following information outlines the responsibilities assumed by each level of leadership at Strood Academy

### Governors:

- 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

### Senior leadership team:

- 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

### Teachers:

- Teachers are responsible for following the assessment procedures outlined in this policy for each of their classes.

### Directors of Progress:

- Ensuring the policy is adhered to.
- Ensuring outstanding academic attainment of students in their assigned year group and fostering a culture that enables all students to maximise their achievements across the spectrum of school life.
- Setting high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Facilitating the leadership of their assigned year group and enhancement of the curriculum.
- To work closely with the senior leadership team including the assistant principal responsible for data and outcomes.

## Quality Assurance:

The quality of assessment is essential to provide all stakeholders with accurate information and data. At Strood

Academy we try to ensure our assessments are as robust as possible through the following measures:

- A Quality Assurance process is facilitated by Senior Leaders. The process ensures constant review of informal lesson observations, book scrutinies, learning walks, moderation sessions and faculty meetings.
- Moderation of assessments are conducted regularly to ensure that standardisation of grade boundaries, standards of work and expectations takes place.

- At KS3, MYP subject coordinators work across the Leigh Academies Trust to ensure a consistent approach to key assessments throughout the academic year. Colleagues from across the Trust meet to standardise, organise and moderate assessments in all subject disciplines.
- Transition - KS3 staff work alongside primary schools within the Trust to gain an understanding of standards of assessment at KS2. The benefits of this collaboration ensures an assessment pathway that is appropriately pitched for our intake.
- Baseline Data (Key Stage 2 reading, writing, numeracy) is provided to the academy from SATs assessments (reading and numeracy) and teacher assessment (writing).
- Curriculum advisors in English, Maths, MFL, Science, History, Geography and SEN monitor the standards of assessments and quality assure the validity of grade boundaries alongside internal moderation.
- Members of the Senior Leadership Team work in collaboration with other Trust Senior Leaders at various meetings and advisory groups.
- External quality assurance and validation takes place with an Academy Challenge Partner whose focus on assessment, recording and reporting and data.
- At Key Stage 4 and 5, subject leaders and teaching staff attend exam board training in the assessment, marking and moderation of national examinations. The benefits of this process ensures that staff are fully conversant with assessment criteria and procedures for the benefit of all students.
- Some teaching staff are certified markers for the major examination boards.
- In Key Stages 4 and 5, past papers, mark schemes and grade guides are used.