



ASSESSMENT POLICY

BRAMHALL HIGH SCHOOL

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1. INTENT

The purpose of this assessment policy is to provide a clear framework for the assessment practices at Bramhall High School. It aims to promote fairness, consistency, and transparency in evaluating student learning and progress. This policy outlines the principles, procedures, and guidelines for conducting assessments, grading, and reporting student achievements. It is important that all assessment is specific to the curriculum being delivered and encourages students to succeed.

2. PRINCIPLES OF ASSESSMENT AT BRAMHALL HIGH SCHOOL

2.1. AUTHENTICITY:

Assessments will reflect real-world tasks, contexts, and challenges that students are likely to encounter. Each subject area must design and implement suitable assessments which reflects the curriculum program of study they are delivering. These assessments must be fair and rigorous allowing students to clearly showcase the knowledge and skills they have developed in the subject.

2.2. VALIDITY:

All assessments must measure what they are intended to measure, aligning with the learning outcomes and curriculum standards that have been set in each curriculum area. The assessments must challenge students on the knowledge and skills they have been taught to that point. All assessments must be carefully planned and sequenced to mirror the curriculum plan for each subject.

2.3. RELIABILITY:

Assessments must be consistent and produce dependable results over time, across different evaluators, and in varying circumstances. In each subject the assessments used must support staff and students to identify gaps in knowledge or skills allowing these areas to be revisited and knowledge secured.

2.4. ADAPTATION:

Assessments across the curriculum must accommodate diverse learning styles, abilities, and needs of students, enabling them to demonstrate their knowledge, skills, and understanding in various ways. All assessments must allow all students to demonstrate the knowledge and skills they have acquired in each subject regardless of educational barriers or ability.

2.5. FORMATIVE AND SUMMATIVE ASSESSMENT:

A rigorous combination of ongoing formative assessment (feedback for learning) and periodic summative assessment (evaluation of learning) must be employed in each subject to support students' continuous improvement and provide a comprehensive view of their progress. Formative assessments must be carefully planned and calendared to ensure consistency of experience across the subject area. Any summative assessments must be moderated across the department to ensure mark schemes are adhered to correctly and all students receive the right high-quality feedback to support knowledge acquisition.

3. TYPES OF ASSESSMENT UNDERTAKEN AT BRAMHALL HIGH SCHOOL**3.1. FORMATIVE ASSESSMENT****3.1.1. ONGOING FEEDBACK:**

Teachers will provide timely feedback to students to guide their learning, identify areas of improvement, and set goals. This aligns with the school marking and feedback policy. This feedback may take the form of verbal responses, written feedback or CPR, with CPR responses undertaken according to the school marking policy.

3.1.2. CLASSROOM OBSERVATIONS:

Teachers should observe students' participation, engagement, and understanding during classroom activities this will be partially reflected in the students Attitude to Learning grade as well as the record of their attainment.

3.1.3. CLASSWORK AND HOMEWORK:

Regular classwork tasks and homework must be used to assess students' understanding and progress. This may include some extended writing tasks, portfolio work, quick quizzes and low stakes tests.

3.1.4. QUIZZES AND LOW-STAKES ASSESSMENTS:

Quick quizzes, exit tickets, and other informal assessments will be utilised to gauge students' comprehension and identify any misconceptions. These low-stakes assessments allow staff to rapidly identify and challenge misconceptions without students feeling unduly pressured.

3.2. SUMMATIVE ASSESSMENT**3.2.1. EXAMINATIONS/TOPIC TESTS:**

Periodic end of topic tests and formal examinations are conducted to assess students' overall understanding of subject matter and their ability to recall and apply knowledge. These must be carefully planned to cover the curriculum taught, testing knowledge recall. Formal summative tests will take place in years 8-11. Year 7 tests will be focussed on topic testing.

3.2.2. PROJECTS AND ASSIGNMENTS:

Longer-term projects and assignments are used in some subject areas to assess students' research, critical thinking, and presentation skills. These must be regularly reviewed with high quality feedback given to support students understanding.

3.2.3. PRESENTATIONS:

Students should be given opportunities to present their learning and demonstrate their communication skills. These may be undertaken in the classroom or at external events.

3.2.4. PORTFOLIOS:

Portfolios can be used to showcase a collection of students' work over time, representing their growth, progress, and achievements.

4. REPORTING ACHIEVEMENT

4.1. CRITERIA-BASED GRADING:

Grades must be awarded based on the clear and predetermined criteria set by each subject area, these must outline the expected learning outcomes. These must be available to staff, students and parents through our website. At Key Stage 3 all work will be assessed using either raw marks, percentages or one of the four mastery words. At Key Stage 4 all student work will be assessed using either raw marks, percentages or the GCSE 9-1 grading system. Any assessed work will provide evidence for the tracking grades that are sent home termly.

4.2. MARKING SCHEMES AND RUBRICS:

Teachers must use marking schemes and rubrics to provide transparency and consistency in grading work, enabling students to understand the assessment process. This will support understanding of misconceptions and allow students to progress.

4.3. ACHIEVEMENT DESCRIPTORS:

Achievement descriptors must be provided to describe the characteristics of each achievement level, helping students and parents understand the meaning of their achievement data. These must be available to staff, students and parents through our website. At Key Stage 3 all achievement descriptors are aligned with one of the four mastery words. At Key Stage 4 all student work will be assessed using either raw marks, percentages or the GCSE 9-1 grading system.

4.4. TRACKING REPORTS:

Regular and comprehensive tracking reports are issued to communicate students' progress. These will be issued three times each year at Key Stage 3, four times in Year 10 and three times in Year 11. These must be used in conjunction with the assessment criteria available on the school website to identify strengths, areas for improvement, and suggestions for further development. Each student at Key Stage 3 must be issued with a suitable Attitude to Learning Grade and Mastery word for every subject they study. At Key Stage 4 each student must be issued with a suitable Attitude to Learning grade and 9-1 GCSE grade according to the subject's assessment criteria for every subject they are undertaking leading to a GCSE qualification. Tracking reports will also outline attendance, punctuality and behaviour information with a year group average for context.

4.5. EXAMINATION STATEMENTS:

Following end of year examinations work will be marked in a timely manner and a percentage will be submitted for the exam. Each student will receive a statement of results for their examinations which will outline the percentage they attained in each subject area and the cohort average for that exam for context.

4.6. PARENT'S EVENINGS:

Academic Parents Evenings are held once per year for each year group with teaching, and where applicable, support staff. The format of the evenings is for staff to have planned a clear and succinct statement discussing students' progress, this will then allow staff and parents to address any concerns, and collaborate on support strategies. Year 11 will have an additional parents evening to support intervention.

5. ASSESSMENT INTEGRITY**5.1. ACADEMIC HONESTY:**

Students must adhere to principles of academic integrity, avoiding plagiarism, cheating, or any other form of dishonesty during assessments. Subject staff must check work carefully to ensure that all work submitted is the students own work.

5.2. ASSESSMENT SECURITY:

Measures should be in place to ensure the security and confidentiality of assessments, preventing unauthorized access or distribution. All tracking data must be recorded on SIMs. Other assessment data must be recorded behind suitable security safeguards.

5.3. APPEALS AND RE-EVALUATION:

Students have the right to appeal their grades and request re-evaluation, following a defined departmental process for review.

6. IMPACT

The clarity on assessment practices provides a framework for staff to assess student's understanding of the knowledge rich curriculum being delivered at Bramhall High School. This will lead to rapid identification of knowledge gaps and the opportunity to implement an adapted scheme of learning to ensure students are able to access the content at the appropriate level. This will enable students to acquire knowledge and skills that will be useful throughout their time at Bramhall High School and post-16.

7. REVIEW AND IMPROVEMENT:

The Bramhall High School assessment policy will be periodically reviewed and updated to incorporate best practices, educational research, and feedback from stakeholders. Continuous improvement will be sought to enhance the effectiveness and fairness of all assessment practices undertaken at Bramhall High School.