



ST. SAMPSON'S HIGH SCHOOL

Assessment Policy

Last Review Date:	September 2024
Reviewer:	PSH
Next Review due:	September 2025

Assessment Policy

1. Introduction

1.1. Rationale:

The main purpose of assessment is to support and promote the progress and development of the individual student. St Sampson's believe, therefore, that assessment is part of the process whereby students come to feel valued as individuals, to acquire a positive self-image and to take pride in their achievements.

1.2. Purposes:

- 1.2.1. To support the quality of teaching and learning and raise standards
- 1.2.2. To identify and diagnose specific learning needs
- 1.2.3. To enable the effectiveness of the curriculum to be evaluated
- 1.2.4. To acknowledge areas of knowledge success to the student, thereby motivating them to make progress
- 1.2.5. Identify key skill areas requiring further development to students and adults, which will be used to inform future planning
- 1.2.6. Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work
- 1.2.7. To allow all students a range of opportunities to show what they can achieve
- 1.2.8. To provide evidence of student progress
- 1.2.9. To enable achievement to be recognised and celebrated
- 1.2.10. To ensure statutory requirements are being met

2. Guidelines

Good practice in assessment should include the following:

- 2.1. A variety of assessment opportunities should be included in curriculum plans
- 2.2. Acknowledges areas of key skill knowledge success to the student, thereby motivating them to make progress
- 2.3. It is a constant part of teaching including the use of whiteboards and visualisers (available in all classrooms), cold calling questioning and other AFL techniques.
- 2.4. Stepped assessments throughout the year. Assessment trackers are completed after each assessment and appropriate content is retaught / assessed if necessary.
- 2.5. Students being given the opportunity to improve their work based on teacher feedback is encouraged
- 2.6. Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work
- 2.7. Formal feedback on student progress will be made through termly reports and at Consultation Evenings

Please refer to the teaching and learning policy for guidance on school specific assessment practices including

- Planning expectations,
- Learning environment,
- Presentation of student books,
- Lesson planning

- Marking and feedback Homework
- Monitoring of teaching and learning standards

This assessment policy is designed to ensure that teachers and leaders use assessment well to help students embed knowledge or to check understanding and to inform teaching. The assessment cycle in the school focuses on providing regular planned points for both formative and summative assessment throughout the academic year. When planned well, formative and summative assessment provide essential guidance for the teacher to prepare future learning opportunities and ensure seamless sequential progression. The assessment capture points provide an opportunity to clearly communicate to the students and parents the extent of learning and progress that a student has made in addition to the regular formative feedback opportunities within lessons. Assessment capture points take place three times per academic year,

In year 11, students will have a practice exams week in October / November and a more formal mock period in January. These will replicate May / June GCSE exams. January Mocks results will be shared with students during a Mock Results Day assembly to replicate August results day.

In years 7-10, all students will have regular assessments throughout the year and all will have end of year exams in June. Full revision details for each subject will be sent to students and parents at least 2 weeks in advance.

In years 7-10, each half term, teachers will flag (in SIMS) any students underperforming in their subject or if not understanding tier 2 and tier 3 vocabulary. This information will be collated by the DHT and appropriate interventions will be put in place.

UK National tests

Students will also take part in national UK assessments. See below for details.

Year 7

Start of the year: Baseline tests in English, Maths, Science (GL Assessments)

Baseline reading test (NGRT)

Baseline Writing test - No More Marking

End of the year assessments

Tests in English, Maths (GL Assessments)

Reading test (NGRT)

Writing test - No More Marking

Year 8

End of the year assessments

Tests in English, Maths and Science (GL Assessments)

Reading test (NGRT)

Year 9

End of the year assessments

Tests in English, Maths and (GL Assessments)

Reading test (NGRT)

LUCID (Exams Access Arrangements)

6. Introduction

See Guidelines to Report Writing in [Section B of the staff handbook](#)

6.1. Rationale:

St. Sampson's School believes that there should be formal feedback by means of regular reporting on student progress that is shared with parents as well as students.

6.2. Purposes:

- 6.2.1. To inform parents, students and staff of students' overall progress in all areas of school life
- 6.2.2. To identify what is needed for further improvement
- 6.2.3. To inform the target-setting activities

7. Guidelines

- 7.1. Subject reports are completed in SIMS on Assessment Manager
- 7.2. All subject reports for students will include attitude to learning grades and average homework scores.
- 7.3. For KS3 (Ys 7, 8, 9) student achievement is reported using the new States of Guernsey central reporting system. This reports Attitude to Learning and details of summative assessments in most subjects. In January / March we also produce reports that identify areas for improvement in each subject
- 7.4. For KS4 (Ys 10 & 11) student achievement is reported within the range of grades that will be awarded for the qualification being studied in each subject. Y11 currently use fine grades. E.g. 4+ or 4- Y10 to use grade bands. E.g. 3-4 or 4-5. Each student will also set their own target grade after discussion with their subject teacher. (Agreed Target Grades ATGs)
- 7.5. A full explanation of the grading can be found in the Guidelines for Report writing in [Section B of the staff handbook](#)
- 7.6. Tutors will write a full comment on the students once per year. The comments should give a picture of the whole child within the school community and should incorporate mention of social and personal development and involvement in school life as well as a summary of academic progress and a record of targets agreed.
- 7.7. A record of attendance and punctuality accompanies each report.

8. Responsibilities

- 8.1. Subject teachers are responsible for producing the reports according to the Reporting Calendar.
- 8.2. Heads of Department are responsible for checking that subject staff know how to access Assessment Manager and that staff have completed the reports within the deadline and the quality assurance of the information recorded.
- 8.3. Once progress reports are completed, a final check by SENCO (and team) regarding alternative provision students. Reports may then be amended by the Deputy Head.
- 8.4. Heads of Year are responsible for checking the tutor reports before passing them to SLT.
- 8.5. Office staff are responsible for producing the completed reports from SIMS, copies for learning reviews and the explanatory leaflets, reply slips, attendance certificates.
- 8.6. Office staff are responsible for the Reports being posted
- 8.7. Reprographics Technician is responsible for copying of tutor comments

- 8.8. Schools Administrator is responsible for ensuring that Office and Reprographic staff complete their requirements within the process
- 8.9. Deputy Head Teacher: Assessment is responsible for producing data sheets for learning reviews and for monitoring purposes
- 8.10. Office staff are responsible for uploading the reports to the Document Server in SIMS

As a Rights Respecting School, St. Sampson's is a successful, supportive, happy society that upholds the rights of the child as set out in the UNCRC.