



# Assessment Policy

## 2023/24

### Version control

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Policy approved by: Local Stakeholder Board

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Version	Date	Details
September 2023	29/09/23	To be reviewed annually.

## STATEMENT

This policy will outline how assessment is used to ensure progress for all learners at Tavistock College.

## SUPPORTING STATEMENTS

1. Tavistock College is dedicated to providing ongoing forms of assessment to improve progress.
2. Tavistock College is committed to ensuring that assessment is an integral part of teaching and learning; that it gives students a baseline for learning and bespoke understanding of what they need to do to improve.
3. The College acknowledges the importance of assessment for all stakeholders including students, parents/carers and members of Tavistock College staff.

### Assessment at Tavistock College

Assessment is an intrinsic part of our curriculum design and our strategies for high quality teaching and learning.

In conjunction with our 6 'high quality teaching' strategies, we use frequent and efficient forms of assessment to embed learning into long term memory, whilst also providing regular summative assessments to track progress.

### Formative Assessments

Through a range of methods students are regularly assessed through our universal high quality teaching strategies, including:

- Targeted questioning
- Retrieval starters (spaces and/or interleaved)
- Extended writing
- Low stakes quizzes
- Peer assessment
- Self assessment

Teachers utilise student responses to identify gaps in learning and misconceptions. Teachers then address the gaps in knowledge through corrective feedback and revisiting of relevant content and/or skills.

Based on the evidence based research by the Educational Endowment Fund (2021), our principles for feedback are that it can be effective during, immediately after, and some time after learning and that it is about quality, not quantity.

Consequently, students at Tavistock College are provided with feedback through a range of different methods, including:

- Whole-class feedback
- Flexible grouped feedback
- Individual feedback

The feedback provided can be either ‘live’, in the form of short or verbal marking, or delayed, in the form of whole class feedback or written comments.

Feedback should focus on the student’s next steps in terms of what they need to do next, to improve outcomes and make further progress.

### **Summative Assessment**

To ensure rigour and accuracy in the tracking of KS3 student progress, students will sit a summative assessment in a 3 week window, prior to a data drop as per the academic calendar. The method of assessment will be decided by subject teams but a standardised mark scheme/success criteria will be applied to ensure equity and create a percentage score of student performance. This will then be benchmarked against the cohort percentage.

For practical-based subjects (PE, Design Technology, Creative Art subjects) students will be awarded one of five descriptors based upon their skills level.

The descriptors are:

Emerging > Developing > Secure > Progressing > Excelling

Please note that students in our KS3 Anchor provision will not be included in the whole cohort figures and reasonable adjustment will be made to the method of assessment, based on the needs of the students.

All schemes of learning are planned backwards from an ‘end-point task’ around the topic’s ‘Big Question’, so summative assessments will be conducted throughout the academic year with feedback given.

At KS4 students have their current working level entered by teachers and their target grade reported home, along with the previous working level for comparison at periodic points throughout the year. The working level is to be based on the use of standardised exam-board assessments, with standardised mark schemes based on topics taught and conducted in lesson time along with preparation practice examination windows. Moderation is conducted to ensure the accuracy of marking and to quality assure curriculum design.

At KS5 students have current working level and forecast predicted GCSE grades entered by teachers at periodic points throughout the year. The forecast predicted grade is to be based on the use of standardised exam-board assessments, with standardised mark schemes based on topics taught and conducted in lesson time along with preparation practice examination windows. Moderation is conducted to ensure the accuracy of marking and to quality assure curriculum design.

Please note that the working level at KS4 and the forecast predicted grade given in KS5 can also take into account student performance in completed controlled assessments and classwork.

Working level grades are forecast to be what the student is likely to achieve if they took their exams at that moment in time. All entered grades at KS4, grades are ‘fine graded’ to make it clear to parents and students how secure they are at each grade. A “+” symbol after the grade indicates that a student is certain to achieve at least that grade with a possibility of moving up into the next grade boundary. A “-“symbol after the grade indicates that a student is vulnerable on that grade and is equally as likely to achieve the grade below.

At KS5, grades are fine graded using a scale of 1 - 3 next to the numbered grade. A “1” indicates that a student is certain to achieve at least that grade with a possibility of moving up into the next grade boundary. A “2” is secure in that grade. A “3” after the grade indicates that a student is vulnerable on that grade and is equally as likely to achieve the grade below.

At KS3 students also receive comments relating to their Attitude to Learning and Homework. These will receive one of the following comments:

E = Excellent

G = Good

N = Needs improving

C = Cause for concern

At KS5 students also receive comments relating to their Attitude to Work, Attendance and Independent Learning. These will receive one of the following comments:

E = Excellent

G = Good

N = Needs improving

C = Cause for concern

## **How assessment is used**

Assessment through a student's 5 or 7 year journey at Tavistock College is used to inform planning, address misconceptions and give appropriate individual advice and guidance.

At the heart of all assessment is the commitment of helping students make further progress and develop their sense of independence to inform their next steps.