SIP Priority 5. **Pupils' progress is accelerated as a result of assessment** that is timely, well designed, and are quality assured.

Key principle: Assessment as a summative format should be rigorous and quality assured, and outcomes used in a formative way either to support long term planning (addressing misconceptions and reviewing the SOL) and formative in the short term to address immediate gaps in skills, knowledge and understanding through effective teaching and lessons

Rigorous

- Quality Assured- internally and externally (MAT)
- Cater for all abilities- accessible for SEND and with sufficient challenge for MA
- Reflective of CCP (timely), learning criteria (accurate) and of GCSE exams (realistic) (SIP Point 5)
- Quick to mark and grading based on learning criteria grade desciptors
- Interleaving: testing a range of skills and accumulated knowledge

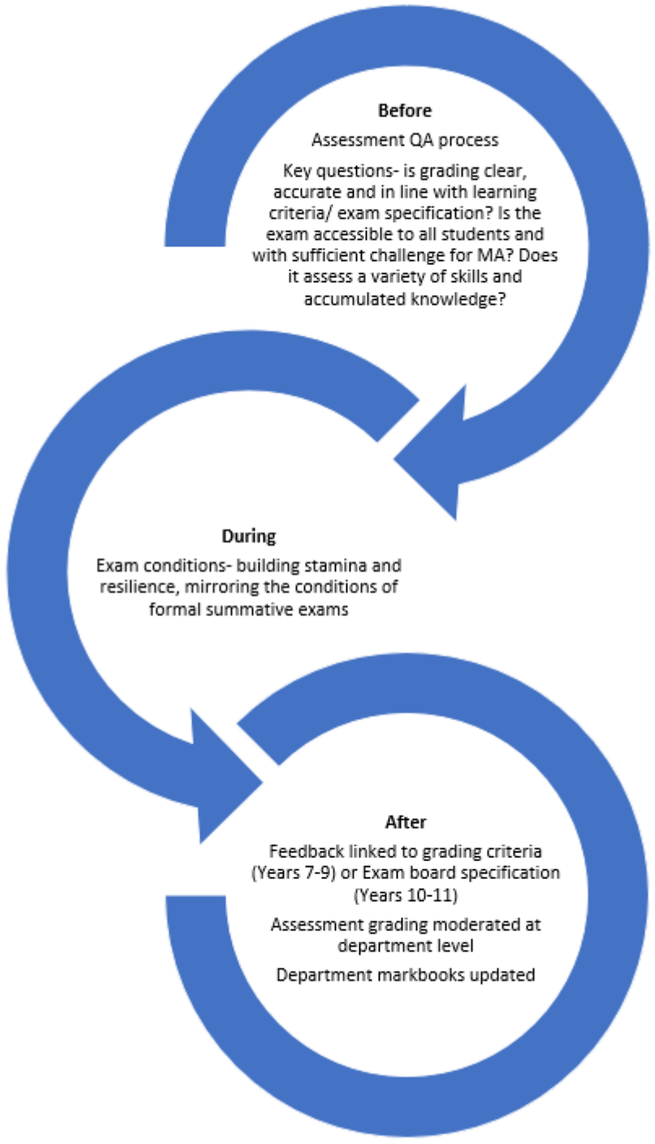
Use of assessment data- Short term

- Used formatively in short term to address immediate gaps in skills, knowledge and understanding
- Allows interventions to be speedy and have greater impact
- Used to inform strategies to be utilised on a department level as well as class and individual level basis
- Strategies including classroom based. blended learning and intervention level including personalised 6
- Assessment champions/ MA champions/ PP champions- utilising data from department markbooks to target key students/ groups
- Allows for quality formative feedback (linked to grading criteria/ exam board specifications)
- Enables parents to be more engaged in their child's learning

Use of assessment data- Long term

- Whole cohort data is analysed and utilised summatively to support long term planning
- Asessment matches the new Continuous Curriculum Plans (CCP)
- Whole school cohort data enables high quality school self- evaluation
- Subject data enables department self-evaluation and future planning: addressing misconceptions and reviewing SOL, CCP and pedagogy
- Linked with Department Improvement Plan (DIP) meeting cycle and agenda
- Informs evaluation of how effective lessons are and resultingly informs CPD and staff support

Assessment Process



THE PRINCIPLES FOR ASSESSMENT
CASTLE VIEW SCHOOL

Assessment Approaches:

At Castle View School we see assessment as an integral part of teaching and learning, and it is inextricably linked within our Continuous Curriculum Plans.

In School Formative and Summative Assessment:

Assessments take place when identified in our Continuous Curriculum Plans. Analysis takes places termly enabling leaders to monitor the performance of pupil cohorts and identify where to target interventions. Pupils remain at the heart of our assessment processes; they are encouraged to explore how well they have learned and understood a topic whilst teachers use assessment to provide feedback detailing what pupils need to do to improve.

Collecting and using data:
All teachers maintain their Personal Markbook held electronically within the whole school Departmental Markbooks. Additionally, teachers submit their average grades via Edulink or SIMS for analysis of summative data

Training:

Annual training is given to staff to ensure there is consistency in the application of the Learning Criteria.

Learning Criteria:

In KS3 each Department follows internal learning criteria that forms the building blocks for the KS4 GCSE Curriculum. Each Learning Criteria utilises Bloom's Taxonomy alongside knowledge of GCSE specification to ensure internal assessment processes are robust and accurate. At KS4 all work is assessed against the relevant GCSE specification.

Roles and Responsibilities:

Governors

- Frequent and rigorous analysis of whole school summative internal and external assessment information to hold school leaders to account.
- Familiar with statutory and internal assessment systems.

Headteacher

- Monitoring standards across all curriculum subjects.
- Analysing pupil progress and outcomes including individual pupils and specific groups.
- Prioritising key actions to address under achievement.
- Reporting to Governors and other stakeholders all key aspects of pupil progress and outcomes.

Teachers

- Responsible for adhering to procedures attached within our Principles for Assessment.