

# **ST. DAVID'S HIGH SCHOOL**

## **Assessment Policy**

**Reviewed by Governors  
January 2024**



## Introduction

Assessment is at the heart of teaching and learning. Assessment provides evidence to guide teaching, learning, intervention, as well as providing the opportunity for students to demonstrate and review progress. Assessment is ambitious at St. David's High School because it embodies, through objective criteria, a pathway of progress, development and excellence for every child in our school. Assessment is consistent at St. David's because accurate judgements are formed according to common principles. Assessment is meaningful and understandable at St. David's High School because :

- it supports pupils in developing their learning
- it supports parents in understanding their children's learning
- it supports teachers in planning precise teaching and learning
- it supports school leaders and governors to plan and allocate resources

We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our growth mindset that all pupils can succeed.

This Assessment Policy sets out the key principles behind our school assessment system. It is intended to provide all stakeholders with a clear and succinct overview of why, how and what we assess as a school.

### **The aims of our assessments are to:**

- Identify what children know and what they need to learn next
- Inform planning (school/class/cohort/group/individual), target setting and information for parents and governors
- Measure individual/group progress
- Evaluate effectiveness of teaching methods and interventions
- Motivate teachers and pupils
- Comply with statutory requirements: align school with national standards and aim to exceed them.

### **The key objectives of assessment at St. David's High School are:**

- To use formative assessment to inform teaching and provide for the learning needs of all pupils
- To give constructive feedback to pupils in a range of ways that enables them to have an active role in identifying their own learning needs and how to make progress
- To use a systematic approach for informing parents of their child's progress and giving advice in how to support learning at home

- To systematically and effectively monitor and evaluate pupils' progress on an individual and school basis and use results to plan for improvement.

## Types of Assessment at St. David's

There are three main types of assessment: formative; in-school summative and nationally standardised summative.

**Formative Assessment** (Assessment for Learning – AfL) goes to the very heart of good quality teaching and learning.

**For children:** to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents:** it provides us with rich, constructive information to report to parents providing them with a broad picture of children's strengths and areas for improvement.

**Summative Assessment (Assessment of Learning -AoL)** is still a significant contributor to our understanding of children's learning. There are two types of summative assessment:

### **In-school summative assessment:**

**For children:** an opportunity to understand how well they have understood and retained information on a particular topic.

**For teachers:** an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close attainment and progress gaps.

## **Nationally standardised summative assessment:**

**For children:** comparisons to performance of pupils nationally.

**For teachers:** comparisons to performance nationally and clarity on nationally expected standards.

**For parents:** comparisons as to how the school and their child is performing nationally. For the government: to hold us to account.

**For Estyn:** to provide information on school's performance and effectiveness.

### Subject teachers must ensure the following: -

1. A distinction is made to the pupils between learning outcomes and learning objectives. All objectives should be SMART – Specific, Measurable, Achievable, Relevant and Time-bound.
2. Learning objectives and outcomes are defined in lesson plans and are shared with pupils at the start of each lesson.
3. A summary of the content of the previous lesson(s) and how it links to future lessons is also provided.
4. Objectives and outcomes are available for reference for pupils throughout the lesson. Placing them on the white board is the easiest way.
5. Pupils are assessed against the success criteria/learning objectives initially set.
6. Learning objectives are re-visited for teacher and pupils to review at the end of the lesson progress during the lesson and in the plenary.
7. Achievement of objectives and outcomes is praised, and encouragement is provided throughout.

### Questioning and Dialogue

Whole class and group dialogue should be an integral feature of lessons. teachers should: -

1. Routinely trigger more complex dialogue and ask more open-ended questions other types of questions that are also effective in providing assessment opportunities are:
  - how can we be sure that...?
  - what is the same and what is different about...?
  - is it ever/always true/false that...?
  - how do you...?
  - how would you explain...?
  - what does that tell us about...?

- what is wrong with...?
  - why is...true?
2. Allow pupils sufficient time to think and respond (most teachers only allow 1 second).
  3. Encourage pupils to listen carefully to each other, and contribute Constructively.
  4. Try to involve all pupils, e.g. by encouraging paired and group discussion; use of selecting students at random to answer questions. Identify the key questions in relation to the learning intentions for the lesson.

Decide on the level, order and timing of questions.

Extend the questioning - thinking of subsidiary questions to ask and analyse the pupils' answers.

Assessment is effective when pupils:

- show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence
- show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions
- improve their attainment
- ask relevant questions
- are actively involved in formative assessment processes, e.g. setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding

To effectively use assessment for learning, teachers need to: know their pupils well, know why pupils make mistakes and be able to make judgements about next steps or interventions.

## Assessment – Key Characteristics

Key Characteristics of assessment	Teaching Strategies
Sharing learning objectives with pupils	<ul style="list-style-type: none"> <li>• Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson</li> <li>• Use these objectives as the basis for questioning and feedback during plenaries</li> <li>• Evaluate this feedback in relation to achievement of the learning objectives</li> </ul>
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> <li>• Show pupils' work that has met criteria, with explanations of why</li> <li>• Give pupils clear success criteria then relate them to the learning objectives</li> <li>• Model what it should look like, e.g. exemplify good writing on the board</li> <li>• Ensure that there are clear, shared expectations about the presentation of work</li> <li>• Provide displays of pupils' work, which shows work in progress as well as finished product</li> </ul>
Involving pupils in peer and self-assessment	<ul style="list-style-type: none"> <li>• Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as focus</li> <li>• Encourage pupils to work / discuss together, focusing upon how to improve</li> <li>• Ask pupils to explain the steps in their thinking: "How did you get that answer?"</li> <li>• Give time for pupils to reflect on their learning</li> <li>• Identify with pupils the next steps in learning</li> </ul>
Providing feedback which leads to pupils recognising their next steps and how to take them	<ul style="list-style-type: none"> <li>• Value oral as well as written feedback</li> <li>• Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it</li> <li>• Identify the next steps for individuals and groups as appropriate</li> </ul>
Promoting confidence that every pupil can improve	<ul style="list-style-type: none"> <li>• Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem</li> <li>• Encourage pupils to explain their thinking and reasoning within a secure classroom ethos</li> </ul>
Involving both teacher and pupil in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> <li>• Reflect with pupils on their work – e.g. Through a story board of steps taken during an investigation</li> <li>• Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer)</li> <li>• Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties</li> </ul>

## Whole School Assessment Overview 2023 - 2024

Year	Annual Reports Open	Annual Reports Closed	KS4 Monitoring/ KS3 End of Term Report, Week Beginning	LNF Progress Feedback & End of Yr 9 Levels, Week Beginning	Parents' Evening
7	June 3rd	June 14th	Term 1 (20/11/23) Term 2 (04/03/24)	June 24th	July 8th
8	January 8th	January 19th	Term 1 (4/12/23) Term 3 (1/07/24)	June 24th	February 26th
9	April 8th	April 19th	January 22nd	June 24th	February 5th
10	February 19th	March 1st	November 27th		April 15th
11	November 6th	November 17th	March 11th		December 11th

### Assessment Dates

Assessment 1	Year 7	September 11th - September 29th
Assessment 1	Years 8 - 11	October 2nd - November 10th
Assessment 2	Years 7 - 11	January 8th - February 9th
Assessment 3	Year 11	February 26th - March 15th
Assessment 3	Years 7 - 10	June 3rd - July 5th

There are three whole school assessment windows for each year group. The assessments are used to inform current LTA (Likely to Achieve) attainment at KS3 (Beginning, Securing, Advancing and Excelling) and current LTA grades at KS4. KS4 assessments are based on past WJEC examination questions. Assessments are printed on green paper so that they can easily be identified in pupils' books. The level/ grade achieved in each assessment are recorded on the back inside cover of each pupil's exercise books.

To work out a pupil's current LTA grades/ attainment, colleagues utilise the assessment outcome, classwork, homework and attitude to learning to inform the LTA grade awarded for that moment in time. As statutory CfW reporting requirements dictate, the LTA and targets are reported to parents at KS3 at the end of each term. In KS4 the reporting is executed through monitoring reports and an annual report.

The formulated LTA grades/ levels are regularly used by colleagues to track progress, set targets, identify underachievement and to target those pupils that require intervention.

## Example of Year 11 Intervention using LTA Grades

### Letter 1



# Ysgol Uwchradd Dewi Sant St. David's High School

Pennaeth : Mr Steven Richardson BA(Hons) MA PGCE, Headteacher

*"To be the best you can be, every day"*



24<sup>th</sup> September 2021

Year 11 After-School Intervention

Dear Parent/ Guardian,

I am pleased to announce that after-school revision sessions begin for all Year 11 pupils on Monday the 27<sup>th</sup> of September. This is the earliest date that we have provided after-school support for year 11 and it is imperative that your child takes advantage of this amazing offer. It has been proven that in addition to working hard in class, attending after-school sessions will significantly increase your child's outcomes in their GCSE examinations.

The after-school intervention sessions are shown below:

Session	Monday	Tuesday	Wednesday	Thursday	Friday
3-4 pm	Welsh	English	Science	Mathematics	Skills
4-5 pm	Option B	Option A	Option C	Option D	

Option A - Drama/ History/ Product Design/ Spanish

Option B - Geography/ Health, Social Care and Child Care/ Music

Option C - Art/ PE

Option D - Hospitality and Catering/ ICT/ Travel and Tourism/ Triple Science

We have carefully reviewed your child's progress in year 10 and have listed below subjects where your child is on the C/D borderline. We therefore strongly advise that they attend the after-school intervention sessions in these borderline subjects to improve their performance. The subjects where your child is at risk of not achieving a C grade are:

Name:

Subjects of concern: English D, English Literature D, Mathematics D, Numeracy D, Science DD, Welsh E.

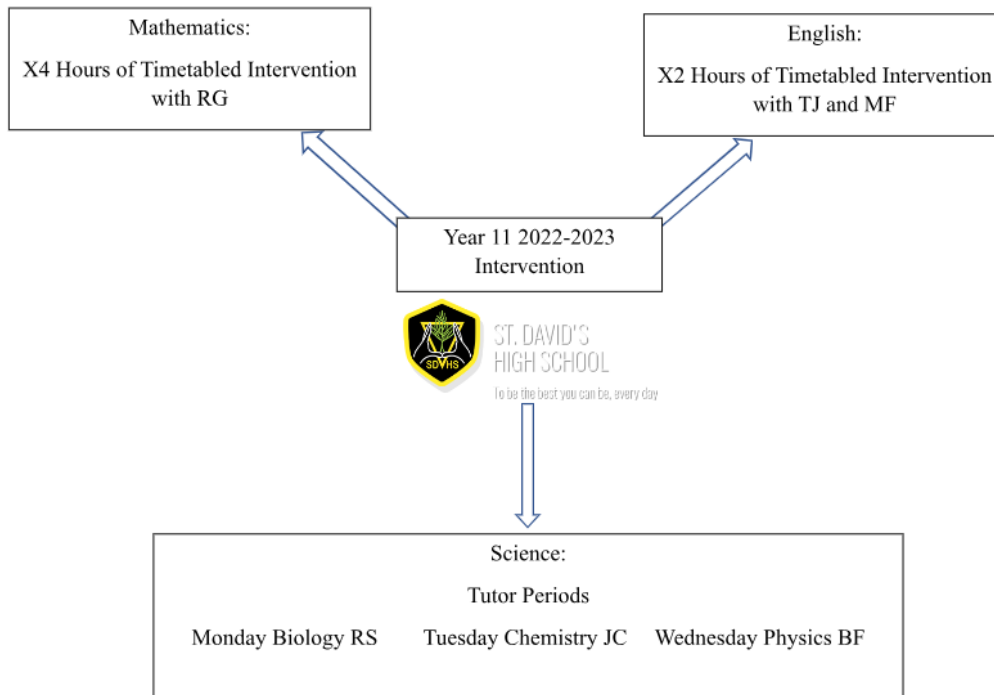
Please encourage your child to attend all after-school support sessions, in particular the subjects highlighted above, to ensure they fulfil their true potential in the 2022 GCSE examinations.

Yours faithfully,

Roy Smithson  
Senior Assistant Headteacher



## Timetabled Intervention



Another example of whole school targeted intervention is with one of St. David's Seven key development priorities, closing the gap in outcomes between FSM and non-FSM pupils. LTA grades are used by all staff for all year groups to underpin the FSM Mentoring Strategy.

Metric	Spring Term Discussion Progress on Actions Date: 31/01/2023 Mentor: Roy Smithson	Actions to support Progress - *Gmail to student	Summer Term Discussion Date: 9/5/23 Mentor: Roy Smithson	Actions to support Progress *Gmail to student
SMID Progress (guidance doc- <a href="https://docs.google.com/document/d/1G...">https://docs.google.com/document/d/1G...</a> )	1. Using the most recent data captures from SMID, what are the LTA (likely to achieve grades/ Year 9 levels) in English, Mathematics and Science (core subjects)?			
Questions to ask:	English A, Maths C, Triple Science Biology B, Chemistry C, Physics B			
Reports: <a href="https://drive.google.com/drive/folders/1E...">https://drive.google.com/drive/folders/1E...</a>	2. Which core subjects need to improve (Use SMID residuals, significant differences between LTA/ATL)?			
After-school Revision Attendance <a href="https://docs.google.com/document/d/1...">https://docs.google.com/document/d/1...</a>	Chemistry C, Mathematics C, Numeracy C, (English outperforming ATG)			
Timetable: <a href="https://docs.google.com/document/d/1...">https://docs.google.com/document/d/1...</a>	How will you do this? See the metrics in the cells below: Most recent report, KS4 After-school Revision attendance, Reading Plus, Mathswatch, Tanio (Science - <a href="http://...">http://...</a> )			
ALN: <a href="https://drive.google.com/drive/folders/1IG...">https://drive.google.com/drive/folders/1IG...</a> PCPs: <a href="https://drive.google.com/drive/folders/1E...">https://drive.google.com/drive/folders/1E...</a> PSPs: <a href="https://drive.google.com/drive/folders/1M...">https://drive.google.com/drive/folders/1M...</a>	After-school revision - You have only attended 2 sessions since 22/11/22, one Biology with RS and one English with RHJ.			
Reading Scores: <a href="https://drive.google.com/drive/folders/1M...">https://drive.google.com/drive/folders/1M...</a>	Chemistry - BF - To improve Yigit should focus more in class, revise at home and attend revision sessions.			
Access Arrangements: <a href="https://drive.google.com/drive/folders/1M...">https://drive.google.com/drive/folders/1M...</a>	Mathematics- LT -The review sheets from mock exams should be used by learners to identify which skills they are weak at, they should be used to inform students with 4, Mastered 3, come on Yigit!			
GCSE Pod Usage: <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a> Username: ProgressProgress Password: progress	3. Are there other subjects that need to show greater progress (use residuals)? How will you do this? Refer to their most recent report - <a href="https://drive.google.com/drive/folders/1M...">https://drive.google.com/drive/folders/1M...</a>			
Reading Plus Progress KS3 - <a href="https://educator.rea...">https://educator.rea...</a> Username: FSMStaff Password: FSMStaff	IT - Residual -2, DJ - Yigit is not progressing as much as I would like within Digital Technology lessons. He is behind on his coursework and must make the most of the time he has.			
Mathswatch Progress - <a href="https://vle.mathswatch.co.uk/">https://vle.mathswatch.co.uk/</a> Username: roy@sids Password: Mathswatch	Yigit must ensure that he arrives at the lesson with a mature attitude and it is important that they understand that every lesson counts, especially when completing Cou I am running an extra catch up session for a small number of students on Saturday 10th December 10:00 - 14:00. This is free of charge and if possible I would like Yigit to attend.			
	Geography - I - Yigit is a capable student who has the ability to do well. Yigit should take confidence from a number of practice exam questions he has completed in class and use them to build confidence in his own work. Yigit needs to read all exam questions carefully before attempting an answer and proofread his work. His written answers need to be used at home on a regular basis to help prepare for both GCSE Geography exams.			

In addition to the assessments discussed, St. David's carry out CATs tests in Year 7 and 9 and reading tests that provide further information on pupil's strengths and areas that need development.

All LTA Grades/ Levels / Targets/ Progress and CATs is embedded into SMID which is used by all staff to gauge progress, highlight underachievement facilitating intervention.