

Assessment and Examinations Policy

1.0 The Cumberland School Mission Statement

Our vision – Determined, ambitious learners

To equip every student of The Cumberland School with the knowledge and skills to develop as individuals, to contribute as citizens and to build happy and fulfilling lives.

The Cumberland School is a learning community where our students have high aspirations for themselves and each other. As a school we believe in providing a disciplined, safe and structured school environment for all of our students. This is based on a culture of high aspirations, high expectations and a firm approach to poor behaviour. With learning and progress at the core we will not and cannot accept any disruptive or defiant behaviour that impacts on the capacity of our students to learn in a safe, stimulating and aspirational learning environment.

2.0 Policy links to school mission, aims and values

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full.

Assessment practice should be integral to the teaching process and should help students to reach their full potential. Above all else, assessment should support learning. It should motivate students, provide feedback about their strengths and weaknesses and assist in the setting of targets.

Assessment procedures must support the school's equal opportunities policy; procedures must not automatically exclude or fail particular, or groups, of students.

Assessment should assist the teacher in the evaluation of the curriculum and teaching methodology and should inform future planning. Through the process of recording and reporting, assessment should also provide useful information for others including students and parents.

Externally accredited examinations provide vital summative assessment, generally at the end of a key stage. To this end, the school will administer these examinations in the best interests of the students and the school.

For externally accredited examinations, it is important that:

- a) Staff understand fully their obligations and responsibilities.
- b) The school meets the requirements of examination security.
- c) The school is properly equipped to undertake the administration of examinations, including data processing and the provision of a results service.

From September 2018 we will report students' learning in a formative manner, against predefined standards/key learning objectives. Additionally, we will report on current/projected grades (1-9) for years 9, 10 and 11. This policy is likely to require revision throughout the school year to meet the rapidly changing demands of the curriculum.

3.0 In-school assessment procedures

We will assess our students in the following ways:

Formative Assessment	Summative assessments	Nationally standardised summative assessments
<p>This should be a regular aspect of every taught lesson:</p> <ol style="list-style-type: none"> In class: teachers are responsible for formative verbal and written feedback DPR: this will facilitate learning collaboration between students, teachers and parents about how students are learning against key objectives Homework: Students will be expected to do homework based on a range of activities including poorly learnt topics 	<p>Interim Retrieval Practice:</p> <p>We will formally assess our students three times a year to help us assess how much learning they are able to successfully recall. The results from these tests can be used to inform the DPR judgements</p>	<p>These include:</p> <ol style="list-style-type: none"> New Group Reading Test (NGRT) for Y7, 8 and 9 GL Pass Tests - Y7 - 10. A nationally recognised, robust self-evaluation system for the standardised measurement of pupil attitudes GL Progress Tests-nationally benchmarked Progress Test Series for Maths, Eng and Sci (Year 7). They will be used to support our own verdict on student academic progress. External reading tests with year 7 -10 at the start of each year National Y11 Reference Test (if selected) End of KS4 examinations

We will assess and record the progress of all students in school in the following ways:

- We will have a minimum of three assessment windows in each school year for each year group.
- Years 7 and 8 will have tests produced by Heads of Department.
- Years 9, 10 and 11 will have tests based on GCSE style questions.
- We will use assessment for learning techniques, effective teacher marking and peer assessment within lessons to ensure children know how they are progressing.
- We expect teachers to regularly feedback on students' work by following the whole school marking policy. Not every piece of work needs to be marked, but live marking and the use of 'fix-it' time in lessons is required. Through good feedback, students will know how they are progressing in different subjects.

Our summative assessment is divided into two areas:

Years 7 and 8

Our Heads of Department are responsible for creating and constantly evaluating the assessments for Year 7 and 8 against the following success criteria:

- Questions which correlate with the 'Long Term Plans' and 'Key Objectives' as shown in the DPR
- Assesses previously taught content, knowledge and skills
- Coherent progression between interim assessments (assessments are cumulative)
- Assessment layout builds familiarity and confidence with the style of GCSE papers

Years 9 to 11

The curriculum is changing rapidly. To accommodate this, we will develop schemes of work for each department that cover the key skills and knowledge students are expected to know each year. We will work backwards from the final GCSE expectations to plan for this. Within each year group, we will create four pathways based on the student data we receive on admission (see below.) We will then set assessments based on these schemes of work.

Our schemes of work will be required to include assessment based on objective criteria using national curriculum or GCSE criteria. Departments will use a common approach to the marking and grading of students' work and record keeping.

Students will be required to be involved in their own assessment and target setting. Moderation of students' work will be carried out by departments during meeting times.

Within lessons, teachers are expected to use their expertise to check on the understanding of students as they progress.

We expect all our students in years 9-11 to sit GCSE style papers for their interim assessments in order to build their confidence ready for the Year 11 external GCSEs.

4.0 How much progress do we expect?

We will provide judgements against key learning objectives. These objectives are very challenging for all students as they reflect the knowledge and skills they need to demonstrate to reach a challenging target. These reports will be both meaningful and helpful to parents and students, as they will clearly show how much progress the students are making and what they specifically need to learn in order to improve.

If students demonstrate secure understanding on all of their key learning objectives before the end of the academic year, they will be allocated a new, more challenging target so that they achieve their very best.

If a student makes the expected progress between Year 7 and Year 11, it will look like this:

Students' starting points at KS2, upon entry to TCS	Allocated pathway(s) for the student	Expected Year 11 GCSE grades linked to the pathway(s)	Old grade comparator (guidance only)
Progress significantly above the expected level of attainment at KS2	A	7, 8, 9	A to A*
Progress the same as the expected level of attainment at KS2	B	5, 6	C1 to B
Progress below the expected level of attainment at KS2	C	3,4	E1 to C2
Progress significantly below the expected level of attainment at KS2	D	1,2	G to E2

5.0 Reporting of progress

All teachers are required to report progress centrally three times a year.

In addition to this students and parents will receive live real time judgements on the extent of student learning through our bespoke Dynamic Progress Report.

For all students we record and report a judgement on the key learning objectives, which we colour code to mean the following:

N	NOT YET DELIVERED: This means that the KOs content has not yet been delivered as it is due to be taught later in the Long Term Plan.
E	EMERGING: This means the student has not yet shown understanding of the key objective
D	DEVELOPING: This means the student has shown some understanding of the key objective
C	CONSOLIDATING: This means the student has shown good understanding of the key objective, but they need to practise more to secure their understanding
S	SECURED: This means the student has shown excellent understanding of the key objective

The table below shows what we record and report:

What We Collect	What this means	How We Show Progress	Which Year Group?
ATL	Attitude Towards Learning	1 = Outstanding 2 = Good; RI = Requires Improvement; N/A=Not Applicable	All
Self Regulation	The extent to which students organise themselves without intervention from teachers or adults		
On/Off Track	Professional judgement made by teachers indicating if the student is on/off track to achieve their end of KS4 target	Y=Yes N=No	Years 7 and 8
Grades	Current Grade: This is the grade your child has achieved from a recent test Projected Grade: This is our best estimate, using the professional judgment of the teacher, of what your child will achieve in their exams at the end of KS4. It is based on how well they are progressing at the moment.	We subdivide grades thus: 7a: highly secure 7b: secure 7c: insecure	Years 9, 10 and 11

6.0 Internally assessed components of externally accredited examinations

6.1 General

The school is committed to ensuring that, whenever staff assess students' work for external accreditation, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board.

Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If a student believes that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

Students may appeal against grades they are given by teachers if these grades are a component of any external assessment. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series. The existence of this procedure is made known to students by reference in an examination booklet at the start of their course.

6.2 Appeals

Student appeals should be made in writing to the examinations officer who will investigate the appeal. He/she will appoint another member of staff of similar or greater seniority to conduct the investigation if unable to conduct the investigation for any reason.

The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the JCQ. This will be done before the end of the series.

The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, and any changes made to the assessment of the piece of work in question.

A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure. Details of the appeals procedure for the relevant awarding body are available from the examination officer.

The school will decide whether to fund the cost of any appeals.

If a parent requests an appeal, it is entirely at the school's discretion as to whether to agree to this.

Additionally, the school will make decisions about the following:

- a) Suitable qualifications it offers to students.
- b) Tiers of entry for any final examination for students.

Parents may request to speak to the Headteacher if they disagree with any of the points above.

7.0 Entries for externally accredited examinations

7.1 General

The Examinations Officer, using information from the HoDs, will make entries for the terminal examinations when required in the Spring Term.

Students will be entered, where appropriate, for the tier of entry that allows them to gain the highest possible grade of which they are capable. HODs will discuss tiers of entry with subject staff where necessary.

Students will normally be entered for examinations in every subject that they have studied during Key Stage 4.

Statements of entry will be issued to every student. It is the responsibility of students and parents/carers to check this carefully. The administrative costs of amending incorrect details, and the cost of replacement certificates, will be borne by parents.

7.2 Non-entry

The Headteacher alone will make decisions about non-entry, after consultation with other staff, the student, and parent. Decisions about withdrawal will be made by the Headteacher in consultation with subject staff.

Decisions about withdrawal will be made after the mock examinations. The school will monitor dropout rates for each subject annually.

Students whose attendance is such that they have not submitted required non-examination assessments and/or failed to sit the requisite examination, may not be entered for the exams at the Headteacher's discretion, in consultation with relevant staff.

Decisions about non-entry will not be made on the basis of behaviour.

7.3 Late entries

Late entries will only be allowed for students who arrive in school after entries have been made. Late entries cost double the amount of a normal entry. These will be charged as follows:

- a) late entry by department – charged to department.
- b) late entry requested by parent– charged to parent.
- c) late entry for a student new to the school – school will bear the cost.
- d) school administrative errors – school will bear the cost.

7.4 Late withdrawals

Withdrawals after the boards' withdrawal deadlines incur extra cost. These will be charged as follows:

- a) Withdrawal by department – charged to department.
- b) Withdrawal by parent– charged to parent.
- c) Withdrawal because of student's failure to comply with examination requirements – charged to parent.
- d) Withdrawal for genuine medical reasons – school will bear the cost.
- e) School administrative errors – school will bear the cost.

- f) External candidates will be charged the full cost of entry, invigilation cost and an administration fee.

7.5 Other charges

The school may impose a charge on parents equal to the financial charges levied by examination boards on:

- a) Students whose entries are withdrawn because of lack of non-examination assessments.
- b) Students who make a decision to sit or not to sit an examination after the late entry/withdrawal deadline.
- c) Students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances. This will be communicated in writing to students and parents/carers at the start of GCSE courses.

7.6 Early entry

We will not enter students early for any examinations, unless we feel this is in the best interest of the student. For example, we will only agree to enter a student early if we are convinced that the student concerned will achieve the highest possible grade from that examination. It will then free him/her to take additional subjects or to concentrate on other remaining subjects.

Early entry is not appropriate for every student and remains at the school's discretion.

Pathway A students should generally not be entered early, as we wish to maximise students' chances of achieving a grade 7-9.

8.0 Monitoring responsibilities

8.1 Examinations Officer

The examinations officer is responsible for ensuring public examination entries are correct, including the conduct of examinations, the production for examination timetables, the monitoring of teacher reports and the overall co-ordination of reporting procedures. These responsibilities will be exercised throughout the year but especially at the interim retrieval practice points and during the final exam season in the summer.

The exams officer is responsible for ensuring that non-examination assessment work is conducted in accordance with JCQ regulations and any subject specific instructions issued by the awarding bodies.

The exams officer is responsible for the administration of entries, organising relevant paperwork, and scheduling the examination sessions, and keeping accurate examinations records.

8.2 Head Teacher

The Headteacher is responsible for ensuring that all staff are accountable for their roles. The Headteacher has overall responsibility for the school as an examinations centre.

The Headteacher will scrutinise the progress of groups of students, including pupil premium students, and report this information to the LSB in the form of written reports and the dashboard, at regular intervals throughout the year.

The Headteacher will oversee and conduct appropriate examination report meetings in the autumn term.

8.3 The Deputy Headteacher in charge of curriculum and data

The Deputy Headteacher will ensure whole school intervention takes place for underachieving students. He/she will ensure target setting is accurate for KS3 and KS4. He/she will monitor the progress of students across the school, in conjunction with the Headteacher, and suggest areas for improvement. He/she will report and liaise with the Headteacher regularly through line management.

The Curriculum and Data Deputy Headteacher will develop and evaluate assessment policy and practice and keep abreast of national developments, ensuring the school is compliant with all requirements.

The Deputy Headteacher in charge of Curriculum and Data will maintain academic oversight of students and their examination entries.

8.4 Heads of Learning

HOLs will oversee individual student target setting. They will monitor underachieving students within their year group at a minimum after each central data collection. They will work with students on the completion of their personal statements and they will oversee the completion of college references which are written by form tutors and checked by the Leadership team in the Autumn term of y11.

8.5 Heads of Department

HODs will set and monitor the department assessments. They will ensure that the recording and reporting of progress is accurate. HODs will also ensure that the projected grades for students are accurate and fair. This will be done 3 times per year, after each interim assessment.

HODs will ensure adequate internal moderation exists to ensure internal consistency of grades.

HODs will use the information from assessments to challenge students and staff to improve their performance.

HODs will be issued with a list of candidates entered for externally assessed exams in their subject(s), and tiers of entry, where applicable. It is their responsibility to check and sign this list and ensure all amendments are known by the exams officer.

8.6 All teaching staff

All staff are expected to follow departmental and whole school assessment, recording and reporting policies. They are expected to help identify students who may have Special Educational Needs and More Able Students and follow school procedures.

8.7 Special Educational Needs Co-ordinator

The Cumberland School recognises that Special Educational Needs (SEN) is a whole school issue and the responsibility of all staff (please refer to our separate SEN/EAL policy). However, the SENCO is responsible for the monitoring and dissemination of information about students identified as having SEN. All teachers are expected to access and use this information for the students they teach.

The SEN Coordinator will track and monitor all students belonging to key categories, SEN/FSM/LAC/students with disability among others, and ensure interventions are in place to narrow any gap.

8.8 'Pathway A/X' Co-ordinator

The Pathway A/X co-ordinator will identify 'more able students' on their admission to the school and following each interim data collection, and then oversee their progress. A separate policy exists for the Pathway A/X coordinator's role.

9.0 Other relevant linked policies and procedures

This policy should be read in conjunction with the following documents:

1. Non-examination assessments Policy
2. Pathways A/X Policy
3. Access Arrangements & Reasonable Adjustment Policy

10.0 Policy documentation control

Policy documentation control

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