

Assessment and Examinations Policy

1.0 The Cumberland School mission statement

The Cumberland School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

2.0 Policy overview and links to school mission, aims and values

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 equal opportunities policy; they must not automatically exclude or fail certain 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 information for others.

Externally accredited examinations provide vital summative assessments, 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 fully understand 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.

3.0 In-school assessment procedures

The table below shows how we assess in school:

Formative assessments in every lesson	Summative assessments	Nationally standardised summative assessments- annually
AfL techniques	Years 7-9	Every year we will run the following tests:

<p>Teachers will deploy various AfL techniques to assess students' understanding. This includes question and answer and formative verbal and written feedback and 'live marking'</p> <p>DPR</p> <p>Teachers will rate students progress in lessons regularly and in real time against their K.O.s</p> <p>Low-stake quizzes</p> <p>We will use regular quizzes to help students recall previously taught information.</p> <p>Homework</p> <p>We will assess children's homework completion in lesson time</p>	<p>We will formally assess our students three times a year to help us understand how much learning they are able to successfully recall.</p> <p>Years 10-11</p> <p>We will run interim assessments three times a year directly linked to GCSE specifications</p>	<ol style="list-style-type: none"> GL Pass Tests (All year groups) A nationally recognised, robust self-evaluation system for the standardised measurement of pupil attitudes GL Progress Tests - (Years 7,8,9) Nationally benchmarked Progress Tests for Maths, English and Science End of KS4 examinations
---	---	--

3.1 DPR Expectations

Our curriculum sets out a clear, differentiated learning journey for students with different starting points at KS2.

For each subject and for each year group, we have carefully identified key learning objectives, which are carefully linked and sequenced to both KS3 and KS4 programmes of study.

Students are expected to demonstrate a 'secured' understanding of these key learning objectives within the course of a year.

We expect teachers to assess children using the DPR and to update it regularly. Parents and children are encouraged to check this regularly.

All teachers are required to report on student progress using the DPR a minimum of three times a year.

We use the following guide to help us assess:

DPR judgements	Meaning
Not Yet Assessed	This means the teacher has not yet assessed the understanding of the learning objective.
Developing	Indicates the student has shown some understanding of the learning objective.
Consolidating	Indicates the student has shown good understanding of the learning objective, but they need to practise more to secure their understanding.
Secure	Indicates the student has shown excellent understanding of the learning objective.

3.2 Grade predictions and on or off track

We will report on current and projected grades (1-9) for years 10 and 11

We will report whether students are on or off track for years 7, 8 and 9.

3.3 Reporting grades and progress to parents

What we collect	What they mean	How we show progress	For which year group?
ATL	Attitude Towards Learning	1 = Outstanding; 2 = Good; RI = Requires Improvement; N/A=Not Applicable	All All
Self- regulation	The extent to which students organise themselves without intervention from teachers or adults		
On/Off Track	The professional judgement made by teachers indicating if the student is on/off track against what they are expected to learn	Y=Yes N=No	Years 7, 8, 9
Grades	<p>Current Grade</p> <p>This is the grade each student has achieved from a recent test</p> <p>Projected Grade</p> <p>This is our best estimate, using the professional judgment of the teacher, of what each pupil will achieve at the end of their KS4 course.</p> <p>It is based on how well they are progressing at the moment.</p>	<p>We subdivide grades thus:</p> <p>7a: highly secure 7b: secure 7c: insecure</p>	Years 10, 11

4.0 How much progress do we expect?

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

Students' starting points at KS2, upon entry to FGCS	Allocated pathway(s) for the student	Expected Year 11 GCSE grades
Progress significantly above the expected level of attainment at KS2	X	9
	A	7, 8, 9
Progress the same as the expected level of attainment at KS2	B	5, 6
Progress below the expected level of attainment at KS2	C	3,4
Progress significantly below the expected level of attainment at KS2	D	1,2
	S	up to 1

If students demonstrate secure understanding of 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.

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 and JCQ regulations.

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 their work, they may make use of this 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

Appeals should be made in writing to the Examinations Officer who will investigate the appeal. They will appoint another member of staff of similar or greater seniority to conduct the investigation if unable to conduct the investigation for any other 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 to agree to this.

Additionally, the school will make decisions about the following:

- a) Suitable qualifications it offers to students.

b) Tiers of entries 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 HOD, will make entries when required in the Autumn 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. Line managers will discuss tiers of entry with HODs 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 the parent.

7.2 Non-entry

The Headteacher 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. The Headteacher may choose to delegate this responsibility to the Deputy Headteacher in charge of curriculum and data.

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

Students whose attendance has been such that they have not submitted sufficient coursework (NEA) 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 a student's failure to comply with examination requirements – charged to the 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 coursework (NEA).
- 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 parents/carers at the start of the examination series.

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 agree to enter a student early if we are convinced that the student concerned will achieve the highest possible grade from that examination and will not be disadvantaged by taking the exam early. This will allow them 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.

7.7 Emergency considerations

In the event that summer GCSE exams are abandoned due to emergency situations such as a national lockdown and the subsequent closure of schools, we will follow the guidelines set by the DFE, Ofqual and the relevant exam boards.

In the event of unprecedented interruption to our normal processes, other aspects of this policy may be amended. For example, in order to accommodate social distancing, we will ask our staff not to live-mark and provide all feedback through the DPR instead.

8.0 Monitoring responsibilities

8.1 Examinations Officer

The Examinations Officer is responsible for ensuring public examination entries are correct, the conduct of examinations, the production for examination timetables, the monitoring of teacher reports and the overall coordination 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 Examinations Officer is responsible for ensuring that controlled assessment work is conducted in accordance with JCQ regulations and any subject specific instructions issued by the awarding bodies.

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

8.2 Headteacher

The Headteacher is responsible for ensuring that all staff are accountable for their roles.

The Headteacher has overall responsibility for the school as an examination centre.

The Headteacher will scrutinise the progress of groups of students, including pupil premium students, and report this information to the Local School Board in the form of written reports and the data 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. They will ensure target setting is accurate for KS3 and KS4. They will monitor the progress of students across the school, in conjunction with the Headteacher, and suggest areas for improvement. They will report and liaise with the Headteacher regularly through line management.

The Deputy Headteacher in charge of curriculum and data will develop and evaluate assessment policies 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 examination performance and entries.

8.4 Heads of Learning

HOLs will oversee individual student target setting. They will monitor underachieving students within their year group. They are expected to analyse the progress of their year group after every interim retrieval practice and work with stakeholders to ensure underperforming students are supported.

8.5 Line managers and Heads of Department

Line managers and HODs will set and monitor the department assessments. They will ensure that the recording and reporting of progress is accurate. Line managers and HODs will also ensure that the projected grades for students are accurate and fair. This will be done at least three times per year, after each interim retrieval practice.

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

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

Line managers and 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 to confirm the entries are correct.

8.6 All teaching staff

All staff are expected to follow departmental and whole school assessment, recording and reporting policies.

8.7 SENDCO

The Cumberland School recognises that Special Educational Needs and Disabilities (SEND) is a whole school issue and the responsibility of all staff (please refer to our separate SEN/EAL policy). However, the SENDCO is responsible for the monitoring and dissemination of information about students identified as having SEND.

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 ensure students make progress.

The SENDCO, in collaboration with HODs and teachers must identify meaningful Key Objectives to ensure the curriculum is differentiated for all students identified with SEND, whilst ensuring assessments are reflective of the expected learning in class and a fair and appropriate representation of the progress students have made.

8.8 'Pathway to Excellence' Co-ordinator

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

8.9 Transition Co-ordinator

The Transition Co-ordinator will work closely with the relevant HOL and data manager, to acquire progress and other relevant data from primary schools prior to the transfer of students in year 7. This process commences in the summer prior to the academic year the new year 7 students commence the school placement in September.

9.0 Appendix 1: General information about Non Exam Assessment procedures

Section 1: General information about Non Exam Assessment (NEA)

NEA overview:

- Enables a more integrated approach to teaching and learning and assessment.
- Provides an increased facility to ensure that work is the student's own.
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning.
- Usually takes place in the classroom, within the normal timetable.
- Features levels of control designed to maximise reliability and authenticity.

Process of NEA

The process has 3 stages.

1. Task Setting.
2. Task Taking.
3. Task Marking.

Task setting: Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

Task taking: Three levels of control apply:

Low control – students can work unsupervised outside the classroom. This is normally the research stage.

1. Medium control: students can work under informal supervision. This is normally the analysis stage.
2. High control: students complete their task under direct supervision throughout. This is the write up stage.

Task marking: Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

Responsibilities of staff when administering NEA

Senior leadership team:

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule NEA
- Map overall resource management requirements for the year. As part of this, resolve any clashes/ problems over the timing or operation of controlled assessments and /or issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Curriculum leaders:

- Decide on the awarding body and specification for a particular GCSE.
- Internally standardise the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the Examinations Officer details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results.
- In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Examinations Officer:

- Enter students for individual units, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the
- Senior Leadership Team.

Access and Inclusion Manager:

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

10.0 Other relevant linked policies and procedures

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

- Curriculum Statement
- Teaching and Learning Policy
- More Able Students Policy
- Access Arrangements & Reasonable Adjustment Policy

11.0 Policy documentation control

Responsible for review:	E Rahman
Version:	1
Reviewed:	June 2020
Next review date:	June 2021