



BOTTISHAM VILLAGE COLLEGE

ASSESSMENT POLICY

THIS POLICY WAS APPROVED:	AUTUMN 2022
THIS POLICY WILL BE REVIEWED:	AUTUMN 2025
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DEPUTY PRINCIPAL (EC)

Aims

- To ensure that individual student progress is communicated effectively with parents and students, so that they have a sense of where they are on their learning journey, and what they need to do to progress along it still further
- To support and foster outstanding progress for all Bottisham Village College Students
- To work cohesively with other areas of the college's academic provision: Teaching and Learning Strategy, Curriculum Intent, Quality Assurance and Learning Support
- To ensure that our teachers' assessment of students is meaningful and does not impact negatively on workload
- To ensure that all stakeholders can respond quickly and effectively to students' needs, identifying gaps in learning and threshold concepts of learning.

Responsive Teaching

How do we use in-lesson assessment to ensure that our teaching is meeting the needs of the individual student?

As a college, we recognise that the most effective assessment takes place in the moment, with teachers in lessons identifying individual or class needs on a continual basis and then responding to them.

Our assessment will focus on the key principles and definitions found in our evidenced based "Teaching and Learning Strategy":

1. Having clear objectives and planning learning carefully

- Do the students know what they are learning?
- Do the students know why they are learning it?
- Do the students know where the learning fits into the bigger picture?
- Do all students know what success looks like?

2. Identifying what students have understood and where they are struggling

- High quality diagnostic assessment is used consistently
- Strategies are used to ensure students have demonstrated their learning, making learning visible
- Inclusive questioning techniques are used and open questions and higher order questions are used to challenge students and encourage 'thinking hard'
- Follow up questions and reference to key vocabulary are used to develop students' ideas and improve their oracy

3. Giving regular feedback, both orally and through meaningful written feedback, and providing opportunities for students to respond to the feedback

- Feedback is clear, concise and stimulates thinking
- Students are given feedback on what they have done well (good at) and what their next steps should be to make further progress.
- Students are given the opportunity to act on feedback, both in the lesson and over time

4. Responding and adapting our teaching to support students to improve

- Intervention is embedded into teaching, offering support for students who have gaps in their skills, knowledge or understanding
- The course of the learning journey is altered as a result of detecting misunderstandings and misconceptions

Assessment and Reporting

AREs - Years 7 to 10

Each subject area has developed Age Related Expectations (AREs) for their subject, detailing the threshold knowledge and skills set against national expectations. In general, these AREs will track The National Curriculum at Key Stage 3 and will be related to the GCSE (or equivalent) course specifications at Key Stage 4

Students' work will be assessed against these, with the teacher making a judgement using 4 terms:

Emerging Developing Secure Exceeding

These overall judgements about students' progress against AREs will be recorded at the end of each sequence of learning on ALIS, allowing staff, students, and parents/carers to track student progress

Anticipated Grades - Years 10 and 11 Only

Based on a range of assessment (including mock examinations), BVC teachers will publish an anticipated grade for each student in their subject. The first time that this will happen is at the end of Year 10 in anticipation of students starting Year 11. This will suggest the grade the student will achieve at GCSE, should they continue at their current level of progress.

Post-16 Grade - Year 11 Only

This grade will be fair but ambitious and at the upper limit of what we think students may achieve. As the name suggests, this will be the grade that is entered on a student's post-16 application form.

Target Grades – All Years

Using a combination of students' SATs scores, FFT estimates and GL Assessment CAT4 tests, we will be able to understand the level at which individual students should be working at, based on their prior attainment. In this way, we can monitor underachievement and intervene accordingly.

Target grades will sit behind the scenes but will be available to parents/carers upon request.

GL Assessment - Years 7-10 Only

GL assessment provides us with an objective benchmark that allows any student, class or cohort to be calibrated against the national picture. These assessments support our understanding of current levels of attainment, including reading ages, helps to further identify gaps in knowledge across core subjects and aids our curriculum planning. The following assessments are used:

- **Cognitive Abilities Test (CAT4)** - baseline and understanding of core ability and potential (Year 7 only)
- **Progress Tests** - assess current attainment in maths, English and science (beginning and end of Year 7 and end of Year 9)
- **New Group Reading Test** - establish and track levels of literacy
- **PASS** – Attitude to school assessment

Communicating the Learning Journey

At Bottisham, we understand that student work looks different between subjects. However, we also recognise the need for there to be a clear way for learning to be communicated between stakeholders, including staff, students and parents/carers. This approach is based upon three core components, which we believe enable purposeful learning conversations between all stakeholders:

- A coherent Learning Journey
- High Quality Assessments that link to the Learning Journey
- High Quality Feedback that can be acted on and which moves the learning forwards

In subjects where the use of exercise books is standard practice, the method for this communication is the **Learning Journey Book**. In subjects where exercise books are not normal practice (e.g. for practical reasons), other methods will be used by staff to communicate these core components to students and parents/carers. These methods will be clearly articulated by the relevant faculty areas. In some cases, it may also be the case that students will have a second book, used for practice phases of learning. Again, this will be articulated by faculties.

Students' Assessed Work - All Years

Using our Teaching and Learning Strategy, formative assessment in lessons will be continual, with teachers adapting and shaping their lessons according to this assessment. This Tier 1 assessment will be evident across the curriculum but is not expected to be recorded. Tier 2 Deep Dive Assessments and Tier 3 summative assessments will be used in conjunction with Tier 1 assessments to make judgements about student progress against AREs. Where appropriate, Deep Dive Assessments will be set, receive feedback and be responded to in the Learning Journey Book. Whether or not Deep Dive Assessments are completed in the Learning Journey Book, they will all adhere to our core assessment principles; that assessment should:

1. Be part of a coherent Learning Journey, linked to AREs
2. Be of high quality
3. Have high quality feedback, which informs students what steps to take next to make further progress

Wherever feedback is given to students, they will be given the opportunity to respond to the feedback and take their next steps along the Learning Journey.

Attitude to Learning - All Years

We believe that great learning happens when students challenge themselves to work hard and aim high. We want students to be curious learners who fully engage in every learning opportunity. We expect all students to take responsibility for their own learning through actively participating in lessons, developing their resilience and persevering to overcome challenges. We encourage students to reflect on their specific strengths and areas for development, enabling them to maximise their learning potential.

When reporting on progress, teachers will make a judgement on a student's attitude to learning. One of four possible judgements are made:

- Exceptional
- Good
- Inconsistent
- Unacceptable

Reporting

Data is live on ALIS, which means that students' progress and attitude to learning can be reviewed at any time during the school year. This information will be updated following subject assessment points, meaning that progress data will change at different times for different subjects.

Three times a year, a progress check will take place detailing the following:

- How students are performing in each subject area, relating to the AREs and students' progress against them; **Years 7-10 Only**
- How students are performing in each subject area, by publishing an anticipated grade; **Years 10 (Summer term) and 11 Only**
- Attitude to learning score