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# BOTTISHAM VILLAGE COLLEGE

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## ASSESSMENT POLICY

THIS POLICY WAS APPROVED:	AUTUMN 2025
THIS POLICY WILL BE REVIEWED:	AUTUMN 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	ASSISTANT PRINCIPAL

## Aims

- To support and foster excellent 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 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 ensure that all stakeholders can respond quickly and effectively to students' learning needs.

## 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. Regular peer and self-assessment will be evident in Learning Journey Books, particularly during phases 3 and 4 of learning, and should be completed by students using a red pen. Live marking should be a habitual practice in lessons, to help maximise the efficiency with which feedback is provided to students and avoid emphasis being placed on extensive written feedback on every assignment which is considered inefficient of a

little impact. Teachers will use a green pen to provide feedback to differentiate their input from that of the student.

- 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

### Attainment and Progress Grades`

#### ***Age Related Expectations, Years 7-9***

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, preparing students for GCSE standards when moving into Year 10.

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

- **Emerging** – Indicating a student is working considerably below the government expected standard for their age. This tracks towards Level 1 (Pre-GCSE standard)
- **Developing** – Indicating a student is working below the government expected standard for their age. This tracks towards GCSE Grades 1-3
- **Secure** – Indicating a student is working at or slightly above the government expected standard for their age. This tracks towards GCSE Grades 4-6
- **Greater Depth** – Indicating a student is working well above the government expected standard for their age. This tracks towards GCSE Grades 7-9.

These overall judgements about students' progress against AREs will be recorded at the end of each sequence of learning on Go 4 Schools, allowing staff, students, and parents/carers to track student progress.

#### ***Predicted Grades – Year 10 and 11 Only***

Teachers will publish a predicted grade for each student in their subject. The first time that this will happen is at the Christmas in Year 10. This will suggest the grade the student will achieve at GCSE, should they continue at their current level of progress. Prior to mock exams these will be based on in class assessment only, following mock exams these will be the main indicator used for updating predicted grades.

#### ***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 in the December of Year 11.

## Target Grades – All Years

Using a combination of students' SATs scores and FFT estimates, 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. Should prior data not be available we will use GL Assessment CAT4 tests to help us understand the level a student should be working at.

Target grades will be shared as follows:

- Year 8-11. Numerical GCSE target grades will be shared.
- Year 7. Shared in final report of Year 7 in readiness for Year 8, available to parents/carers earlier upon request.

The year 7 target is not shared to ensure the focus is on the holistic transition to secondary education; teaching staff will know provisional target grades and use these, along with assessment data, to inform their teaching, support, and intervention for students. At the end of Year 7 this enables to use our knowledge of each student to set an appropriate target grade for them.

Target grades will be reviewed at the end of Year 9 and after Autumn mock exams in year 11 to ensure their grade remains challenging.

## Assessment

### ***Year 10 and 11 Mock Exams.***

Mock exams will take place in the latter half of year 10, and in the Autumn and Spring Terms of year 11.

### ***End of Year Exams – Key Stage 3.***

Year 7-9 will sit end of year exams in core subjects: Maths, English and Science, along with the New Group Reading Test (NGRT) to assess their literacy levels.

### ***Assessment for literacy support***

Students with an NGRT reading score below 95 will receive literacy interventions mapped to their needs. To monitor progress, these students will complete additional NGRT assessments as required to assess the impact of interventions and adjust them accordingly for students.

### ***Students' Assessed Work - All Years***

Alongside formalised assessments, there will be regular assessed work undertaken in class throughout the year. Our assessments are classified under three 'tiers' of assessment type.

- Tier 1: continual formative assessment in lessons, enabling teachers to adapt and shape their lessons according to this assessment. This will be evident across the curriculum but is not expected to be recorded in markbooks. Tier 1 assessment could take a variety of forms, such as use of mini whiteboards to check and immediately respond to misunderstandings. Some tier 1 assessment will be in Learning Journey books and will be self- or peer- assessed using a red pen. Feedback could take a variety of forms including written and oral, individual and whole class, there will be evidence in Learning Journey books of students responding to some tier 1 feedback using red pen.

- Tier 2: summative assessment that takes place at strategic points during the academic year, as defined by each faculty, enabling staff to measure students' learning against the AREs. This will be recorded on Go4Schools and inform an overall ARE/Predicted Grade. Tier 2 Assessments are completed in the Learning Journey Book, they will all adhere to our core assessment principles; that assessment should: A minimum notice period of 2 weeks will be provided to students before Tier 2 assessments.
  - Be part of a coherent Learning Journey, linked to AREs,
  - Be of high quality
  - Have high quality feedback, which informs students what steps to take next to make further progress.

Tier 2 Assessments will be set, receive feedback and be responded to in the Learning Journey Book. 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.

- Tier 3. Assessments that measure learning over a longer period of time (as assessed at intervals during the year by Tier 2 assessments) – end of year exams. At KS3, these will take place in English, Maths and Science. At KS4, these will take the format of mock exams. At KS3, only students with an EHCP or a formal diagnosis will receive access arrangements. Evidence gathered during KS3 will be used to assess eligibility for access arrangements at KS4.

### ***Supporting SEND/EAL students***

All access arrangements will be in line with the JCQ rules which govern examinations and are updated annually, any adjustments will be reflected in our practice each year.

Access arrangements will not be put in place until students are assessed at the start of KS4 unless the rules for that year suggest otherwise. Evidence gathering and normal way of working will be put into practise from the start of KS3 in Tier 2 and 3 assessments, so that an informed picture is available to apply any arrangements by the start of KS4, this includes those students with an EHCP.

Opportunities to trial the arrangement that best meets need will be implemented from KS3 for students identified by staff as having significant difficulties impacting their learning. Any trials will be cognisant of JCQ rules to ensure that the evidence gathered will be supportive of determining eligibility for assessment of formal access arrangements at KS4. The aim is to ensure that all students are neither unfairly advantaged or disadvantaged.

At KS4, students will have access arrangements put in place as soon as the evidence has been gathered to suggest there is a need, in time for mock exams, and will be part of a normal way of working for in class assessments.

Inclusive classroom strategies will be used to ensure Tier 1 assessment is accessible for SEND students in lessons.

### ***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 is 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.

### *Learning Journey Books*

Learning Journey Books will be an optic and a symbol of strong attitudes to learning within the college. We believe that when pen is put to paper in any lesson, it should be done with pride, care and accuracy.

Learning Journey books will be demonstrative of the quality of a student's learning and their progress over time.

### *Learning Journey Book Expectations*

Our books will follow some key principles:

- Learning Journey books will **always** be best work.
- In some subjects, Learning Journey books will largely remain at BVC.
- The quality of your Learning Journey Book will represent your attitude to learning.
- Whiteboards will be used for other activities.
- SPAG expectations will be consistent across all subjects, with self-checking built into lessons.
- Learning Journey Books will use the PRIDE acronym to ensure consistency.

### *PRIDE*

We shall use this acronym to help remind us all about the expectations for Learning Journey Books.

- **P**resentation – Date, Title, Underlined. Pen for writing, Pencil for diagrams.
- **R**espect – No doodling, tearing pages etc.
- **I**n Order – All sheets glued in, clarity of written work.
- **D**evelopment – Respond to feedback.
- **E**xcellence – Best work at all times.

### *Spelling, Punctuation and Grammar*

In their feedback to students, staff will address the following.

<b>Inaccuracy</b>	<b>Code and Response</b>
Capital Letter Missed	Underline and "CAP"
Full-Stop Missed	Underline and "FT"
Tier 3 Vocabulary	Underline and Correction in Margin
Any other general trends (eg: Their, There, They're)	Underline

Tier 3 vocabulary can be described as low-frequency words which occur in specific subjects. For example, the word CAPITALISM would be a tier 3 word for History. Staff will be trained

on how to make tier 3 vocabulary accessible to students, by addressing stems, suffixes and prefixes.

## Attitude to Learning

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.

Therefore, alongside the reporting of academic progress, teachers will also communicate a holistic 'Attitude to Learning' which will be indicative of the attributes that support being a great learner. The judgement will be made against the three strands:

- Ready: Uniform and lesson equipment is correct; phone is off and in bag.
- Respectful: Ready to learn; completed homework; exercise book is best work.
- Safe: Be a positive influence; collaborate with others; challenge yourself.

One of four possible judgements are made:

- Exceptional
- Good
- Inconsistent
- Unacceptable

## Reporting

Data is live on GO 4 Schools, which means that students' progress can be reviewed at any time during the school year. Faculties will keep their markbook records up to date following tier 2 assessment points in their subject ensuring progress is monitored effectively, this is the responsibility of the Head of Faculty/Department. Formal whole school data collection points will happen bi-annually in readiness for the publication of report. It will be expected that the following will be up to date at these times:

- Attitude to Learning
- Attendance
- Behaviour (house points and misbehaviour)
- Performance in each subject.

## Roles and Responsibilities

### Teachers:

- Ensure assessment is embedded in daily practice through responsive teaching methods, identifying and addressing student needs within each lesson.
- Use formative assessment (Tier 1) to adjust and refine lesson delivery to meet individual and class needs.
- Conduct Tier 2 summative assessments at strategic points in the year and record these on Go4Schools.
- Provide clear, concise feedback to students, highlighting strengths and areas for improvement, with opportunities for students to act upon feedback to advance their learning.

- Maintain high expectations for Learning Journey Books, ensuring work aligns with the PRIDE standards (Presentation, Respect, In Order, Development, Excellence).
- Monitor and report student progress, updating GO 4 Schools as per assessment points, allowing transparent access to students' progress for students and parents.

## Curriculum Leaders:

- Develop and review Age Related Expectations (AREs) for each subject to ensure alignment with national standards and continuity from KS3 to GCSE.
- Coordinate and oversee the effective use of all three tiers of assessment within their subject area, ensuring assessments meet quality standards.
- Support teachers in planning and delivering high-quality assessments, providing resources and training where necessary.
- Ensure that Learning Journey Books and other forms of student work in their departments are consistent with college standards and reflect the college's commitment to excellence.
- Regularly review assessment data to identify underperformance and work with teachers to plan interventions that address gaps in learning.

## Senior Leaders:

- Develop, communicate, and implement the college-wide assessment strategy to ensure cohesion between assessment, teaching and learning, curriculum intent, and quality assurance.
- Monitor assessment practices and workload impact, ensuring that teachers can conduct meaningful assessments without undue stress.
- Oversee the quality of feedback given to students and ensure that reporting processes meet college standards.
- Facilitate regular training and professional development to support staff in delivering effective and meaningful assessments.
- Ensure Go4Schools data is live and accessible, maintaining transparency for stakeholders and providing timely information to support student learning.

## Parents and Carers:

- Engage with students' assessment data via Go4Schools to stay informed about their child's progress and learning needs.
- Support their child's learning journey by reviewing feedback provided by teachers and discussing next steps to encourage academic progress.
- Communicate with teachers and staff as needed, especially when questions arise about assessment data, progress, or learning needs.

## Students:

- Take responsibility for their own learning by actively engaging in lessons, responding to feedback, and striving for excellence in their Learning Journey Books.
- Reflect on their own progress, identifying personal strengths and areas for improvement to advance towards their academic targets.
- Meet the PRIDE standards within their Learning Journey Books, ensuring that all work is their best effort and reflects a positive attitude to learning.

- Use GO 4 Schools to track their progress and understand their current standing in each subject, taking note of feedback to make informed decisions about how to improve further.