



Ercall Wood Academy

Empower | Respect | Aspire

Assessment Policy

Approved By Principal	January 2025
The policy is to be reviewed on	January 2026

Rationale

At Ercall Wood Academy we believe that assessment is essential to drive great teaching and learning. Assessment measures students' ability to understand, retain, and recall the essential knowledge they need to reach their potential in learning, life and work. It provides meaningful feedback to students and teachers informing both the teaching and learning process. We set ambitious goals for all our students and use assessment information to help both our teachers and students to identify where they are on their learning journey and what their next steps are.

Aim

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Identify gaps in knowledge, including misconceptions and provide next steps in learning.
- Inform students of their progress and provide on-going guidance on how to improve.
- Ensure core expectations of planning, teaching, additional support, curriculum development and the creation of learning resources, are at the forefront of day to day practice.
- Communicate with parents and the wider community about our students' achievement.
- Provide timely information to ensure continuity and challenge when student's move up to the next year group, key stage or pathways leading to post 16 study.
- Comply with statutory requirements.

Assessment Approach

- Assessment measures students' ability to understand, retain, and recall the essential knowledge.
- The key stage 3 curriculum contains the building blocks of essential knowledge and skills needed to give students a broad understanding of the subject. Assessment is used to measure how much of each block students have mastered and what is needed to be retaught through intervention to ensure all students have the platform for success at key stage 4.
- Teachers use formative assessment in every lesson to check for understanding, identify gaps or misconceptions in the essential knowledge and respond appropriately to move learning forward.
- Written and verbal feedback from teacher assessment helps students to understand the steps they need to take to deepen their knowledge and improve their skills. It will help motivate students to apply the effort required to take those steps to make sustained improvements in their learning.
- Students' assessment of their own and their peers' progress and attainment is a central function in the learning process can lead to significant and sustained improvements in student metacognition and learning.
- Teachers are the subject experts and are empowered to adopt the type of feedback that has the greatest impact for their students studying their subject.

- Time is built into the curriculum for students to reflect on and respond to teacher marking and feedback to improve future performance.
- At the end of each assessment cycle, all students complete a summative assessment for each subject. This provides teachers, students and their families with an insight into how their child is progressing on their curriculum journey.

Roles and responsibilities

All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and Principal.

Governing Body

The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation. They also have responsibility for holding school leaders to account, for improving student and staff performance, by rigorously analysing assessment data.

Principal

- Has overall responsibility for ensuring this policy is adhered to.
- Monitors standards in core and foundation subjects
- Analyses pupil progress and attainment, including individual pupils and specific groups
- Prioritises key actions to address underachievement
- Reports to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Makes sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

Senior Leadership Team

- Ensures CPD time is made available to support staff in developing assessment practices, learning from each other through moderation activities and keeping up to date with changes in exam board/DfE expectations
- Liaises with the SENCO to ensure provision is made for the identification, referral and assessment of exam access arrangements, reflecting students' usual ways of working
- Reports outcomes of formal assessment points and projections to the Trust.
- Ensures a systematic and balanced approach to intervening where underachievement is identified is in place, considering implications for staff and student wellbeing
- Takes an evidence based view of progress and attainment through tracking, use of learning from QA activities and feedback from stakeholders to evaluate the effectiveness of the curriculum and inform academy improvement planning

Roles and responsibilities

Subject Leaders

- Ensure that formal assessments are planned according to the LCT/School Assessment Calendar.
- Keep up to date with exam board/DfE guidance around arrangements and scope of external assessments sharing updates with team members
- Support and guide individual teacher assessment practices, ensuring appropriate use of CPD time for collaboration and moderation.
- Model best practice around how to use robust assessment effectively to inform teaching and learning in their subject, sharing methods and resources with others in their team and across the trust where appropriate
- Review outcomes of formal assessments to evaluate effectiveness of curriculum and inform subject improvement planning

Classroom Teachers

- Use a full range of assessment methods in their subject to assess and project performance outcomes
- Ensure planned low stakes assessment for learning opportunities are embedded in learning sequences
- Maintain a record of formal assessment using their agreed data tracking system.
- Maintain a record of the outcome of standardised assessments completed as part of the assessment calendar.
- Monitor progress of all students in their classes according to their individual starting points and using outcomes of assessments to inform teaching and learning
- Report progress to parents/carers

Support staff

The special educational needs coordinator (SENCO) is responsible for maintaining the SEND register, coordinating individual support, handling student records, reviewing Student Passports and managing statutory assessment, as appropriate, including access arrangements where appropriate

Students

Students are expected to engage fully in the assessment process by demonstrating scholarly and resilient approaches in both formative and summative assessments. This extends to following external exam regulations in line with examination boards.

Parents / Carers

Parents/carers are expected to engage with the school in the assessment process and attending family consultation evenings, strategy evenings and progress meetings as appropriate, encouraging their children to engage fully in their learning and attend all relevant revision/preparation sessions.

Key stage 3 assessment

Key stage 3 summative assessments are aligned to our schemes of learning which follow the national curriculum whilst recognising local factors. This data is shared with all stakeholders and used across key stage 3 to monitor progress across the curriculum.

At the end of each term, students receive a percentage score which is recorded internally and reported to families. In addition to the percentage score, they also receive an average percentage score for the class and cohort for comparison. We may also use external resources such as GL assessments to give a national comparison.

Key stage 4 assessment

Assessment in Key Stage 4 is set against the exam specifications for the course being delivered, be that GCSE or vocational.

Assessments undertaken may be marked and recorded as a percentage, but these are also converted to a grade, and this is used to generate a 'current' working at grade. This grade is recorded internally and reported to families. Data is analysed to inform future teaching and decisions regarding support and intervention.

Vocational assessment

Practices for the management of BTEC and other vocational courses are in place for individual departments which conform to the guidance provided by the examination boards for the planning and implementation of the internal assessment of such qualifications.

Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Ercall Wood Academy recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- o During assessments, including internal and external assessments, and coursework

- o To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- o As a research tool to help them find out about new topics and ideas but all AI-generated content must be properly attributed and correctly referenced.

Reporting

Students and families receive a summative report at the end of a term.

At Key stage 4, reports will include a current working at grade and an effort grade.

At Key stage 3, reports will include a personal score, a class score and a cohort score from the most recent assessment cycle as well as an effort grade.

Family consultation evenings

Family consultation evenings are scheduled across the academic year. This is an opportunity for parents and carers to speak to relevant members of staff about their child's progress. Staff may invite parents into the academy beyond these times if required.