

# Assessment Policy

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated.

## 2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](#) Statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of assessment

At Morecambe Bay Academy we believe that the purpose of assessment is to improve the learning of our students. At its core it should accomplish three things:

1. To identify the areas of strength and areas for development of each student
2. To provide teachers with the information they need to plan effective lessons and address misconceptions and/or gaps in learning
3. To allow teachers to understand how effective the implementation of the curriculum is and allows them to adapt their teaching where necessary to support all students access the curriculum.

Secondary to these core aims, assessment is used to provide information to parents/carers on the progress of their child and it allows school stakeholders to gain an insight into the effectiveness of the implementation of our curriculum.

**Assessment at Morecambe Bay Academy is a constant state of mind for all staff in the classroom.**

## 4. Assessment approaches

At Morecambe Bay Academy, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum intent.

At Key Stage 3 each subject has a curriculum which allows for progress in knowledge, skills and understanding and has an expected standard for students to be assessed against as they move through the units of work. In formative assessments students will be given information on the strengths and areas for improvement in their work. At regular points in the school year teachers will provide a summative judgement of the overall progress being made by the student. In this data collection teachers will indicate whether students are either working towards the expected standard, meeting the expected standard or working above the expected standard. These summative judgements will be used for whole school analysis and reporting to parents.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### **4.1 In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to adapt the implementation of the curriculum where necessary
- **Students** to measure their knowledge and understanding of the intended curriculum, and identify areas in which they need to improve
- **Parents/Carers** to gain a broad understanding of the progress being made by their child.

We will use a range of formative assessment strategies to ensure students are making the expected progress.

These will include regular marking and feedback (see the Feedback and Marking policy) which could be written or verbal feedback; regular questioning will take place in lessons and there will be self and peer-assessment to improve learning. Teachers will use formative assessment techniques to gauge the understanding of individual students and/or classes as a whole and respond to this information in subsequent lesson planning and delivery of the intended curriculum. Students are encouraged to take an active role in their assessment and respond to feedback and improve their work.

#### **4.2 In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required and work with teachers to ensure students are supported to make appropriate progress and secure high levels of attainment
- **Teachers** to evaluate the extent to which students have secured the knowledge and skills outlined in the intended curriculum
- **Students** to understand what they learnt and what they can remember of the intended curriculum
- **Parents/ Carers** to stay informed about the achievement, progress and wider outcomes of their child each term and any barriers to learning.

Summative assessment will take the form of end-of-unit tests, end-of-year exams, mock examinations and external examinations. The school also uses standardised testing such as Cognitive Ability Tests (CATs) and the New Group Reading Test (NGRT) to obtain detailed information on the learning needs of students. This is shared with the teaching staff to improve the effectiveness of the implementation of the intended curriculum.

#### **4.3 End of Key Stage 4 examinations**

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

#### **4.4 End of Key Stage 5 examinations**

Nationally standardised summative assessments take the form of A-Levels and vocational qualifications at the end of Key Stage 5.

### **5. Collecting and using data**

Morecambe Bay Academy collects whole-school data at three points in the year for Key Stage 3, Key Stage 4 and Key Stage 5. This is in addition to on-going feedback and formative assessment data collected by teachers in the classroom. This summative data is used to inform the school leadership on where intervention is needed to help students make the

progress they are capable of.

## **6. Reporting to parents/carers**

Assessment data will be reported to parents/carers through termly reports indicating whether students are working towards, meeting or exceeding the expected standard for their year group. There will also be one Progress Evening for each year group per year.

Termly reports to parents will include:

- Brief details of achievements in all subjects and activities forming part of the intended curriculum
- An indication of whether the student is working towards, meeting or exceeding the expected standard for their year group
- Any additional comments on general progress by the teacher, highlighting strengths and/or areas for development
- The student's attendance record
- The student's behaviour record including achievement and behaviour points.

## **7. Inclusion**

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

## **8. Training**

Morecambe Bay Academy has a commitment to the continuing professional development of staff. We share best practice with other schools in the Bay Learning Trust and wider teaching community.

## **9. Roles and responsibilities**

### **9.1 Governors**

Governors are responsible for:

Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data.

### **9.2 Executive Headteacher**

The Executive Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors and the Trust on all key aspects of student progress and attainment, including current standards and trends over previous years.

### **9.3 SLT Links**

SLT Links are responsible for supporting subject/faculty leaders with:

- the monitoring of their department through the foci identified in the quality assurance cycle
- analysing student progress and attainment, including individual students and specific groups

- Prioritising key actions to address underachievement.

#### **9.4 Subject/Faculty Leaders**

Subject/Faculty Leaders are responsible for:

- the monitoring of their department through the foci identified in the quality assurance cycle
- analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Supporting the class teachers in their department with assessment procedures, curriculum implementation and feedback and marking.

#### **9.5 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy and the feedback and marking policy.

### **10. Monitoring**

This policy will be reviewed 2 yearly by the Deputy Headteacher, Quality of Education. At every review, the policy will be shared with and ratified by the governing board.

All teaching staff are expected to read and follow this policy. The Executive Headteacher is responsible for ensuring that the policy is followed.

The Deputy Headteacher, Quality of Education, supported by SLT line managers will monitor the effectiveness of assessment practices across the school, as part of teaching and learning, through methods including, but not limited to, lesson observations, quality assurance of the curriculum implementation, book scrutinies and student voice.

### **11. Links with other policies**

This assessment policy is linked to:

- Curriculum Implementation policy
- Behaviour policy
- Feedback and Marking policy
- Teacher Appraisal policy