



# MOUNT

ST MARY'S | BARLBOROUGH HALL

ISI Code – 3a

**Policy written by:** C Hunt  
**Policy Date:** January 2022  
**This Policy is for:** Mount St Mary's College  
**Linked Policies:** Curriculum Policy  
**Review date:** January 2023

## **Mount St Mary's College**

Educating Men and Women for Others since 1842  
Telephone: 01246 433388  
Email: [headmaster@msmcollege.com](mailto:headmaster@msmcollege.com)  
Address: College Road, Spinkhill, Derbyshire, S21 3YL

## **Barlborough Hall School**

Educating Men and Women for Others since 1842  
Telephone: 01246 810511  
Email: [headteacher@barlboroughhallschool.com](mailto:headteacher@barlboroughhallschool.com)  
Address: Barlborough Park, Chesterfield, S43 4ES

## Assessment Policy

### *Why have an assessment policy?*

In order for the school to fulfil its aim of becoming an ALPS1 school at KS5 and having a value-added score of +1.0, the school must adopt a robust program of assessment and reporting. This is a schoolwide target and thus the need for an assessment policy is paramount to establishing consistency and cohesion in summative assessment outcomes.

### *What are the principles of assessment at Mount St Mary's College?*

Heads of Faculty and where relevant Heads of Subject should design summative assessments that are clearly linked to the Curriculum Maps and Critical Content. The marking of assessments should include actionable feedback and identify gaps in learning. The outcomes of assessment and its feedback must produce an integral cog in the future lesson planning and intervention. This intervention must be bespoke and question level analysis, although not mandated, is best practice for identifying gaps in cohorts. For summative assessment pieces, the grades from the assessments should help to create a working at grade; this is then reported to parents using the Progress Snapshot template. In Key Stages 4 and 5, the working at grade must be representative of externally set grade boundaries. In Key Stage 3, this is preferential but not always possible so a combination of grade boundaries and professional judgement from other key indicators such as homework and end-of-topic tests can be used.

### *Grades*

#### *For summative assessment:*

Grades in Key Stage 3 will not be awarded until the final term in Rudiments.

Grades in Key Stage 4 will be awarded the U-9 GCSE convention.

Grades in Key Stage 5 will be awarded the U-A\* A-Level convention / or D\*-P on other courses.

### *Assessment opportunities*

Assessment can take three forms, in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

- i) In-school formative assessment allows teachers to identify performance on a continual basis and uses this information to support, extend and intervene in class and prepare future lessons. It allows pupils to measure their performance against learning objectives and outcomes and understand what they need to do in order to improve. Finally, it allows parents to identify broadly where their child's strengths and weaknesses are.

Formative assessment involves the ongoing monitoring of student progress and shapes future lesson planning and differentiation. This assessment type is **not** graded but focuses

on positive, meaningful and actionable feedback that enables students to close their gap from their working at grade to their indicated potential.

- ii) In-school summative assessment allows school leaders to monitor the performance of key cohorts, identify where interventions are required and support teachers to ensure pupils attainment is at the expected level. It allows teachers to analyse class performance and the impact of their teaching. These assessments allow pupils to understand how well they have learned a topic of the course and aids their assessment of external exam readiness.

Summative assessments for Key Stages 4 and 5 must only be prepared using externally produced past-paper exam questions, that have a published mark scheme. Key Stage 3, where possible should adhere to the above criteria but where there are limited resources, in house questions can be used but must be **moderated** within the department and the overall decision for appropriateness is the responsibility of the Head of Faculty.

- iii) Nationally standardised assessments produce the same indicators as above yet have a wider arc in allowing students on to the next step. Great exam results are indicative of great teaching and support for students learning. At Mount St Mary's the academic performance of our students is a marketable asset.

### *Collecting and using data*

At Mount St Mary's College we have systems in place to quickly identify strengths and weaknesses at all levels, from individual performance to year group performance. Senior Leaders and Heads of Year will work together after the Progress Snapshot to indentify students of underperformance in three or more subjects and will be intervened by the pastoral team. Senior Leaders will communicate with Heads of Faculty if there is an indentifiable weakness in a certain subject. The Heads of Faculty will then write a Rapid Improvement Plan; enabling the subject teachers to support and close the gap. Since the introduction of SISRA and the effective use of ALPS have been deployed, the aim is for this identification to happen within 24 hours of progress snapshot data entry.

### *Indicator Grades*

These are developed by GL Assessment and allow the school to attribute a pupil's expected performance in each subject. There are now plans in place for all Upper Elements students to be tested in September, Rudiments students in June and Grammar students in January. The reason for these spaced-out assessments is so that the College has a clearer, more accurate picture of the indicator grades as pupils move through the school closer to standardised examinations.

In Key Stage 5, ALPS uses the total of the attained GCSE data and comes up with a Minimum Expected Grade. This is based on historic performance of students with similar GCSE exam results and their performance in the top 25% A Level providing institutions.