

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

ASSESSMENT POLICY

Approval Body:	Governing Body
Approval Date:	Autumn 2024
Implementation Date:	Autumn 2024
Designated Person (as appropriate):	Deputy Headteacher
Committee with Remit (as appropriate):	Governing Body
Intended Audience:	All Staff and Students
Review Date:	Autumn 2026

Version History

Version	Approval Date	Summary of Changes
1	March 2021	
2	March 2023	
3	October 2024	Addition of school's response to AI and its relationship with assessment – section 6; inclusion of Trust collaboration as moderation opportunity – section 9; updates made throughout the policy based on amendments to how data is collected, the reporting process and how we monitor the effectiveness of assessment practices; updates to Senior Leader responsible for assessment.

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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/carers
- 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

This policy complies with our funding agreement and articles of association.

3. Principles of Assessment

As a school we regularly assess how students are performing. We do this in diverse ways:

Type	Used to:	Good for	Examples
Diagnostic	Identify current knowledge and/or misconceptions about a topic	Pre- and post-assessment	<i>Self-assessment Knowledge tests Exit tickets</i>
Formative	Provide feedback during the instructional process	Viewing progress over time	<i>Homework Classwork Think/Pair/Share questioning Peer review</i>
Summative	Sum up learning at the end of the instructional period	Assessing mastery and performance levels	<i>Essays In-class tests End-of-unit tests Trial & Formal Exams</i>

The aim of all our assessment is to check for understanding and support learners' progress. Assessment should be of use to both learners and teachers in securing further progress. It should be worthwhile and meaningful and not a burden on teachers' workload. Summative assessment should be spaced so that it allows progress to occur but retains its purpose of being impactful.

4. Assessment Approaches

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

We use 3 broad overarching forms of assessment:

- (i) day-to-day in-school diagnostic and formative assessment
- (ii) in-school summative assessment
- (iii) nationally standardised summative assessment.

4.1 In-school Diagnostic and Formative Assessment

Effective in-school diagnostic & formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to improve

Each faculty or department will plan how they use diagnostic and formative assessment to assess knowledge, skills and understanding specific for their context. This, for example, could take the form of marking and feedback, questioning, self- and peer-assessment, verbal feedback, whole-class feedback sheets.

Diagnostic and formative assessment will be used to identify gaps and misconceptions in learners. This will provide useful guidance for teachers in planning lessons and devising learning outcomes. It also acts as a tool to develop differentiated learning for classes.

Students are expected to take an active role in both their assessment and responding to its feedback. Lessons are planned so that time is built in for students to respond to feedback: a principle staff and students refer to as Langley Improvement Time (LIT).

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 achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about their child's achievement, progress, and wider outcomes across a period of time

In-school summative assessment approaches used at LPGS will include, for example, end-of-year exams, end-of-topic or unit test, trial exams, reviews for students with special educational needs or disabilities (SEND).

Summative assessment will provide useful information for improving future learning and help demonstrate improvement over an extended period of time. This data is tracked throughout the year.

A process of standardisation and moderation is applied to summative assessments. Faculties and departments are asked to review data as a collective before reporting it to families. This is to both quality assure the data and act as professional development opportunity.

4.3 Nationally Standardised Summative Assessment

Nationally standardised 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 achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents/carers** to understand how an individual student is performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels, and other post-16 qualifications in Key Stage 5.

5. Collecting and Using Data

Data collection, assessment schedules and the reporting cycle for the entire academic year are published to staff on the assessment calendar. Assessment windows for all year groups are published to families on the school website.

Staff are expected to complete data entry by 5pm on the data deadline date. This is to be done through marksheet entries on Bromcom.

Where there is a significant data drop following key assessment points, a departmental meeting is set aside for moderation and standardisation of the work.

Once completed by staff, the data is uploaded to both 4Matrix and ALPs Connect (at Key Stage 5) for analysis. All teaching staff have access to both systems to analyse their own data. These systems allow all staff to quickly identify student underperformance where it occurs.

6. 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. LPGS recognises that AI has many uses to help students learn, but could also facilitate cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Students preparing for public examination and undertaking coursework and Non-Exam Assessment should take note of the [JCQ Information for Candidates](#), which includes guidance on the use of AI.

7. Reporting to Parents/Carers

7.1 C2L Reports

In addition to assessing academic progress, we also track students' commitment to learning (C2L). Staff make a subjective judgement of their students based on:

- behaviour for learning
- perseverance and resilience
- response to challenge
- response to feedback

- readiness to learn
- homework

This grade is collected for every student in every class at the end of a half term. Scores are converted to a colour on the report and sent home electronically:

1. Purple: Exceptional
2. Green: LPGS Standard
3. Amber: Below the level expected for a student at LPGS
4. Red: Lack of commitment to learning is a cause for concern

The report includes the individual student's C2L average. This allows parents to track across the academic year.

7.2 Academic Reports

Key Stage 3

Reports are issued twice a year. All reports include:

- **Key Stage 4 Target Grade** – an individual calculation based on a student's KS2 results and how other students with similar prior attainment performed in their GCSEs in the top 5%, 20% or 50% of schools. It shows the grade which the student should be aiming to reach at the end of the course and is not an indication of current performance. Target grades are intended to be aspirational, motivating, and useful for establishing progress in a subject.
- **Current Attainment** - a refined grade based on a student's recent formal assessment taking classwork, ongoing test(s) or assessment(s) into account. Therefore, students who missed their exam should still get a grade. The grade includes sub-levels a, b and c to indicate top, middle and bottom of the grade band.
- **Assessment %** - where an assessment has been sat, the % is reported alongside the contextual data:
Exam Median % - The average % achieved from the results of every student who sat that assessment.
- **Attendance and Punctuality Data (year to date)** – the total number of possible attendances for that student, and the total number of unauthorised absences for that student, expressed as a percentage of the possible attendances.
- **Positive and Negative Points (termly)** - points obtained from a previous term and after the date of publication are not reflected on this report.

A Parents' Evening is also scheduled once a year following the issuing of the first academic report.

Key Stages 4 and 5

Year 11 and Year 13 reports are issued 2 times per year, and Year 10 and Year 12 reports are issued 3 times per year. All reports include:

- **Target Grade** – an individual calculation based on a student's KS2 results and how other students with similar prior attainment performed in their GCSEs in the top 5%, 20% or 50% of schools. It shows the grade which the student should be aiming to reach at the end of the course and is not an indication of current performance. Target grades are intended to be aspirational, motivating, and useful for establishing progress in a subject.
- **Current Attainment** - a refined grade based on a student's recent formal assessment taking classwork, ongoing test(s) or assessment(s) into account. Therefore, students who missed their exam should still get a grade. The grade includes sub-levels a, b and c to indicate top, middle and bottom of the grade band.
- **Exam %** - where a trial examination has been sat, the exam % is reported

- **Exam Grade** – this represents the grade achieved in the written examination and includes the contextual data:
- **Exam Median %** - The average grade achieved from the results of every student who sat that assessment.
- **Average Point Score** - The average grade calculated from the students best 8 subjects including English Language and Maths. Used to target Sixth Form entry points. (Y11 only)
- **UCAS Predicted Grade** - the grade that a student's school or college believes they will achieve in a qualification if they perform well (Y13 only)
- **Attendance and Punctuality Data (year to date)** – the total number of possible attendances for that student, and the total number of unauthorised absences for that student, expressed as a percentage of the possible attendances
- **Positive and Negative Points (termly)** - points obtained from a previous term and after the date of publication are not reflected on this report.

A Parents' Evening is also scheduled once a year following the issuing of one of the reports. A second targeted Parents' Evening follows the final trial exams for Year 11 and Year 13. This is aimed at specific students and not the entire cohort.

Trial Examinations

Formal trial examinations are sat 3 times in preparation for GCSEs and A Levels:

- End of Year 1 (Y10/Y12)
- October/November Year 2 (Y11/Y13)
- Feb/March Year 2 (Y11/Y13)

8. Inclusion

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

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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all students. However, this should account for a student's commitment to learning as well as academic outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to individual starting points alongside the nature of students' learning needs.

9. Training

Departments and teaching staff are expected to keep up to date with developments in assessment practice. Sharing of good practice is expected within departments through moderation and standardisation of work. This is considered integral to staff training in assessment. Additionally, where possible, Subject Leaders and one-person departments are encouraged to moderate marking with subject specialists from other schools, and Trust collaboration is a resource we will call upon in the event of staff absence.

Staff are also encouraged, where possible, to act as an exam marker or moderator for their courses.

Staff are also encouraged, where possible, to attend relevant external training by exam boards and disseminate best practice to their department.

10. Roles and Responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

10.2 Headteacher

The 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 on key aspects of student progress and attainment, including current standards and trends over recent years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment lead (DHT Achievement and Standards)

The Assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get students to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

11. Monitoring

This policy will be reviewed annually by the Deputy Headteacher: Achievement and Standards. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leaders and Heads of Faculty are responsible for ensuring that the policy is followed.

The Deputy Headteacher: Achievement and Standards will monitor the effectiveness of assessment practices across the school through:

- Moderation
- Lesson observations
- Work scrutiny
- RAP meetings (Raising the Achievement of Students)
- Department Meeting minutes
- Feedback from SDP

12. Links With Other Policies

This assessment policy is linked to:

- Curriculum policy
- Examination contingency plan
- Teaching and Learning Policy
- Marking Policy