



The Castle School
ACHIEVE | BELONG | PARTICIPATE

Assessment & Reporting Policy

Date: May 2024

CEO: Lorraine Heath
Headteacher: James Lamb

Due for review: Summer Term 2027

This policy is to be operated in conjunction with the Teaching and Learning policy.

Rationale

Assessment at The Castle School measures the knowledge taught, what has been embedded in long term memory and gives teachers and students next steps to address misconceptions. This is achieved through a progressive curriculum model, in all subjects, where the order in which knowledge is taught is carefully planned, where it is introduced and subsequently returned to. Assessment tests these specific components of knowledge and ensures they are learned and applied.

Through the curriculum sequencing we ensure students see the links (schema) between different pieces of knowledge and we use both summative and formative assessment to address gaps in knowledge and plan to ensure students have learnt it before moving on.

Teachers will frequently use formative assessment to identify gaps and misconceptions. Formative assessment takes many forms, from teacher questioning through to low-stakes quizzing. Information from these assessments enables teachers to adapt their teaching quickly and effectively.

Summative assessments are planned through the curriculum. The purpose of summative assessment is to ensure that the components of knowledge have moved into long-term memory. The information from summative assessments is also used to address misconceptions at classroom level. However, this information also highlights cohort or specific teacher issues which are addressed by Heads of Faculty. Effective use of both formative and summative assessment informs the quality of the intended curriculum in all subjects for all students. Quality Assurance will be cross-referenced with assessment information. This is led by the Head of Faculty and focuses on whether components of knowledge are secure, this is prioritised in conversations with students and teachers.

At SLT level, all assessment information is fed into the Raising Achievement Process (RAP). Strategic decisions are then made to address whole school issues, based around our ethos of Achieve, Belong, Participate.

Assessment

In Years 7, 8 and 9, teachers will report Attitude To Learning (ATLs) using A, B or C.

Attainment grades will be given in core subjects only (English, Maths, Science and RE) in Year 7 and 8 and all subjects in Year 9. This will be a judgment based on attainment against The Castle School expectation as follows. Our expectations are above national expectation.

Foundation knowledge - Students know and understand the basic knowledge.

Age related Knowledge - Students have demonstrated knowledge and understanding typical of a Year 7, 8 or 9 at The Castle School.

Greater Depth Knowledge- Students have demonstrated knowledge and understanding typical of a year above their current year.

Expert knowledge - Students have demonstrated knowledge and understanding typical of more than a year above their current year.

Years 10 and 11 GCSE grades are used to track students' progress. Teachers will report a CONSISTENT working grade twice a year for Year 10, and three times a year, for Year 11. Information from formative and summative assessments will be used to determine this data.

Reporting

At The Castle School parents receive information relating to each year group of students two times a year and three times during Year 11.

All reports will feature data for ATL, attendance, and behaviour points. One of the reports will also feature comments, written by the tutor, based around The Castle School's vision and values of 'Achieve, Belong, Participate'. This is to give parents a holistic view of their child's progress.

In terms of attainment data, we will report the following:

Yr 7 Assessment 1- No attainment data as focus is on ATL.

All further reports- Attainment data in all subjects

At The Castle School students are involved in the Raising Achievement Process (RAP). They analyse the information from their reports, reflect on it and then develop 'next steps' in order to improve.

Quality Assurance

Heads of House, Heads of Faculty and Strategic Leadership Team (SLT) are responsible for ensuring that tutor comments are proof read for spelling and grammar. Heads of Faculty are responsible for the accuracy and robustness of the data that is entered at each assessment point.

Our own school and Trust toolkits and data packages are currently the software used for evaluating attainment and progress for subjects, teachers and individual students.