



Exmouth  
Community  
College  
Academy Trust

## ASSESSMENT WHOLE COLLEGE POLICY

<b>Policy Details</b>	<b>Date</b>
Written by	Lisa Malton
Reviewed by	Lisa Malton
Ratified by	Curriculum Committee
Date agreed by Governors	21.11.23
Review Cycle	2 years
Review date	Autumn 2025

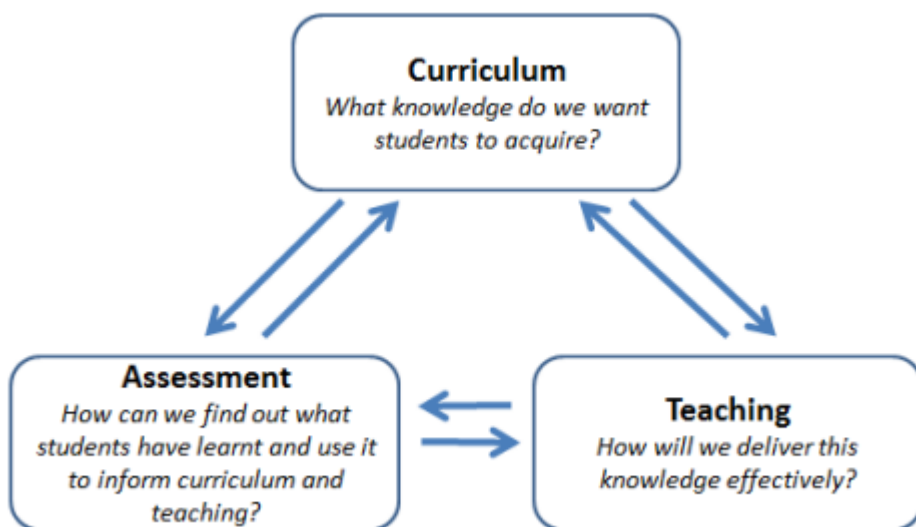
This policy should be read in conjunction with the ECC “Leading Learning Policy”.

The aim at Exmouth Community College is to provide an excellent education for all our students – which enables them to ‘Learn, Progress and Grow’.

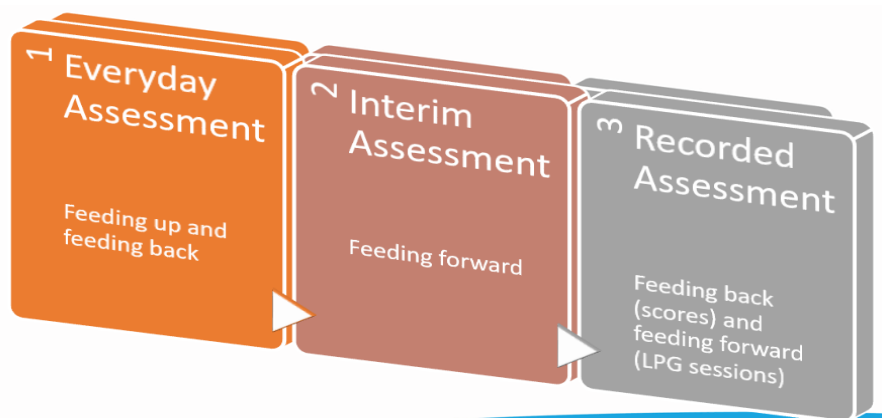
We believe that:

...thought depends on knowledge – the more we know, the more we can learn. Powerful knowledge enables us to make predictions, generalisations and give explanations. (David Didau)

The Curriculum contains the foundational concepts and knowledge students need to achieve in each subject as well as opportunities to apply this knowledge. It is vital all assessments allow pupils at the College to demonstrate their growing understanding of their subjects, and teachers to assess the impact of their teaching. It also allows teachers to plan the next steps in teaching and identify gaps in knowledge and understanding.



At ECC we use three methods of assessments which identify gaps and misconceptions in students' learning. Teachers and subject leaders systemically adapt and improve the curriculum and lessons in light of assessment information.



Assessments are always formative in nature, unless it is an externally set terminal exam. These assessments, and the important subsequent feedback, take place in many different ways (Refer to appendix 1: Teacher Feedback). This will include teacher questioning, exercises to retrieve prior knowledge, quizzes, marking of books/work and more formal assessments. Departments will plan what type of assessment is appropriate at specific times. Assessments will

always be linked to the curriculum plans that have been published and the Knowledge Organisers that students use for Home Learning.

For some work, marking will include a formative comment. Students are expected to respond to this feedback in purple pen and work towards correcting or making improvements in their work. Subjects will use the data from assessments to identify any knowledge gaps or ways in which a student can be challenged further. We set aside time in the curriculum to go over or extend subject knowledge. These lessons are called 'Learn, Progress, Grow' lessons/weeks. Our assessment should allow us to describe a student's progress within and across lessons, not just at the end of a cycle.

Each teacher is expected to know how each student is progressing and in particular, those with special Educational needs and those who are very high attainers.

Curriculum plans also show what types of recorded assessments will be carried out during each learning cycle. Reports to parents will show how well students have learnt and applied the subject content. These assessments are recorded electronically on sims marksheets, and are the basis of the written reports to parents. The average percentage of these are reported home to parents.

A "data capture" will take place in the penultimate week of each term. Subjects have complete autonomy as to when recorded assessments take place throughout the term.

KS3: Mainly knowledge based assessments, built into learning cycles. *Students take formal assessments a minimum of three times a term in each subject (twice in subjects taught for one lesson a week).*

KS4: one formal recorded multi topic/interleaved assessment a term (Mock series are used for Year 11 Autumn and Spring, year 10 Summer)

KS5: Formal multi topic/interleaved assessments

As students' progress from year 7 to year 13 the sophistication, interleaving and length of the assessments develop in line with students deepening knowledge and understanding.

After each report, students are encouraged to reflect on their engagement and progress in the Lesson 42 programme.

### **Data capture process – Responsibilities before and after the deadline**

Four weeks before deadline Sims team email guidance to all staff

Subject leaders/KS co-ordinators reminded to check number of entries on sims summary in expected columns.

Two weeks to go sims team check number of entries in departments

One week to go sims team check entry and send reminder – any issues should be flagged at this stage

Two days to go final check

On data capture day Subject leader should check all marksheets to ensure all data is entered and results look as expected. Marksheets closed at 4.45pm

In line with the principles identified by the Report of the Independent teacher workload review group the process "collects once, and is used many times".

### **Use of the data:**

Teacher and subject level to identify gaps, inform LPG lessons, identify underachievement in individuals/groups/classess and identify opportunities to extend student learning.

KS3 Team: Achievement trackers and overall subject analysis generated

KS4 Team: data loaded onto 4 matrix with all KPI groups involved and by tutor groups

KS4 Team: achievement tracker completed.

KS5 Team: Student level intervention on excel trackers.

This policy is also compliant with General Data Protection Regulation.

## Appendix 1:

# Learn • Progress • Grow – Teacher Feedback

**Feedback** helps you to move your learning forward. **Feedback** can be given in different ways. See below to understand how your teachers may choose to give you **feedback**.

Your job is to make sure you **respond** to the **feedback** that is given. Set yourself targets or goals and work towards them to improve your work, knowledge and learning.



### Modelling

Used to talk you through the steps to complete a task, demonstrate what success looks like and to show you great examples of work to inspire you. This may be done with a visualizer.

Your teacher may use it with:



### Live marking

As your teacher walks around the room they will mark your work to give you instant feedback. You should respond to this immediately to improve your work.

Your teacher may use it with:



### Questioning/Responding

This helps your teachers to check your understanding instantly. They will use Cold Calling, ask you to expand on your answer, bounce your answer to another student or ask you to say an answer better.

Your teacher may use it with:



### Written Comments

Your teacher will leave specific targets, comments and questions to help you improve your work and move your learning forward. You must respond to these in purple pen in your books.

Your teacher may use it with:



### Whole Class Feedback

When your teacher marks your books or uses questioning to check your understanding, they may note any misconceptions the class have. These will be noted on a whole class feedback sheet and given to you.

Your teacher may use it with:



### Verbal Feedback

Your teacher will explain how you can improve and move your learning forward. They might set you small targets to achieve or give more detailed feedback. This might be face to face or recorded.

Your teacher may use it with:



### Self/Peer Assessment

You use the success criteria your teacher has given you to mark your/or another student's work. This helps you to move your learning forward as it gives you a better understanding of how to improve your work.

Your teacher may use it with:



### Think Pink!

When marking written work, misspelling of keywords or grammar errors will be corrected using a pink highlighter. You should respond to these and correct them using your purple pen.

Your teacher may use it with:



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