



Woolwich Polytechnic  
**School for Boys**



# WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

## Assessment and Reporting Policy

Reviewed September 2023  
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## Overview

At Woolwich Polytechnic School for Boys, we aspire for all pupils to excel, both academically and personally. Our planned curriculum enables our pupils to know more, understand more and do more, empowering them to become leaders of their future lives. Our use of assessment underpins teachers' ability to evaluate how well pupils are progressing against our planned curriculum and informs future teaching.

### Key Principles of the assessment system:

- We assess what has been taught.
- We value both summative and formative assessment equally.
- We recognise the variability in knowledge and skills across subject areas and therefore, design assessments which are appropriate at a subject level.
- We act decisively with the data which assessments provide.
- We use assessment in a way which is unnecessarily burdensome to staff.

## Formative Assessment

The purpose of formative assessment is for the classroom teacher to make regular checks of pupils' learning and understanding, accurately identifying misconceptions and areas for development and addressing these through teaching and future planning.

In lessons, teachers formatively assess pupils through a range of methods, including:

- Quizzes (weekly for core/bi-weekly for non-core)
- Questioning
- Use of mini whiteboards
- Reviewing pupil completion of work
- Peer assessment or self- assessment
- Live marking
- Exit tickets.

In addition, throughout a unit of work, regular opportunities for extended tasks are mapped out. This enables students to apply their learning in depth and are assessed formatively by teachers in order to evaluate how well students are progressing against the planned curriculum. These tasks are used by teachers to provide whole class feedback on strengths and key areas for improvement as well as inform future teaching.

## Summative Assessment

### Key Stage Three

Twice an academic year (January and June), pupils sit a summative assessment in all subject areas in timed exam conditions. The design of this assessment is cumulative in nature and thus assesses the progress pupils have made in their learning over an extended period of time.

Summative assessments are supported by a rigorous process of quality assurance during the design process as well as standardisation and moderation systems following the assessment. This contributes to the accuracy and validity of the data which it provides.

The data from summative assessments is used to track pupils' progression pathway against an expected trajectory defined by prior data and key stage expectations.

#### **Key Stage Four:**

Summative assessment takes place during exams weeks: years 11, 12 and 13 have two periods of compulsory Pre-Public Exams (PPEs) in autumn and spring terms, leading up to final exams in summer term, but these are supplemented by Walk and Talk Mocks (where teachers talk through how to answer the exams and students apply simultaneously) and repeat PPEs for those students who fall short. Years 7 to 10 have exams weeks in summer term where they sit exams. Throughout teaching weeks, however, teachers frequently assess through testing and exams.

In years 10 to 13, summative data is based upon exam conditions assessments and reported in data drops every term; these are also moderated by heads of department.

Data provided every held term is also scrutinised by Raising Standards Leaders (one assigned for each year group). RSLs chair weekly Raising Attainment and Progress meetings and focus upon students who are not making good progress, discuss blocks and institute actions to mitigate these.

#### **Aims of Reporting at Woolwich Polytechnic:**

Summative assessment data is recorded on Departmental tracking sheets. Teaching staff record on Bromcom this data which is reported to parents/carers twice an academic year.

At KS4, years 10 to 11, current grades and predicted end of year 11 grades are reported to parents/carers as well as attendance, behaviour points, achievement points and punctuality based on what teaching staff record on Bromcom. These reports are provided every term and discussed with parents on ARD, once every term: to ARDs are set aside for tutors and for subject teachers for years 9 and 10. In Year 11, instead of ARDs, we provide parents' evenings: one for tutors early in autumn term and two for subject teachers, in late autumn term and late spring term.

At KS5, years 12 and 13, current grades and predicted end of A2 grades are reported to parents/carers, along with written statements as to where the students' strengths and areas for development are. These reports are provided every term and discussed with parents in parents' evening once every term: parents' evenings are set aside for subject teachers and for tutors.