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Academy

Secondary Assessment Policy

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Introduction

How does our assessment system work?

Our assessment system is made up of three interlocking parts: annual tests, termly tests, fortnightly tests.

Annual test

At the end of each year, pupils will sit the GL Assessments tests in English and Maths: Progress in English and Progress in Maths. These tests will give us a robust and reliable grade because they have been standardised against a national sample of pupils. This test will give us a norm-referenced measure of our pupils. That is, it will tell us how they are doing compared to other pupils of the same age. The purpose of this assessment is to provide us with an accurate check against our own judgments. In all other subjects, they will sit a holistic examination that has moderated externally within the ARK network. This will enable us to see how much our pupils have developed over the full range of skills in each subject curriculum and how much they have developed their overall subject knowledge.

In all other subjects, pupils will sit an end of year holistic assessment with content from the whole year's curriculum.

Response

GL tests will inform our curriculum planning. We will review whether our expectations are in line with the national picture and ensure they are aspirational. Pupils will receive their feedback as a band. For all other subjects, the end of year test will be used in the same way as the termly test but with a review how well pupils have retained their knowledge from the year forming part of the review.

Termly test

Each term, pupils will sit a test based on what they have studied that term. These termly tests will be marked using a specific rubric that goes alongside the test itself. These show how the pupils at each band are expected to perform on the questions in the test.

Response

The pupils receive feedback in two ways: a colour showing whether they are meeting or exceeding expectations and also a deep mark feedback. Class summaries are written from these assessments and the planning for the following term should be based around the pupils' individual learning trajectory.

Mastery Quizzes

Every 5-6 lessons pupils should complete a mastery quiz. This can be conducted in school or at home.

Response

Mastery quizzes must always be peer/self- marked with growth tasks completed. The quizzes should be stuck into their books (see marking guidance) and acted upon. If they are conducted on I Am Learning, the response sheet should be stuck into their books and acted upon. The growth tasks should be the main response but teachers should make a note of pupils that are falling behind in the mastery quizzes and plan to better support their progress. Questions that are frequently incorrectly answered should prompt a review of the teaching of that content. They should also form areas of focus for the next lessons.

Measuring Progress

This system measures two types of progress. The annual tests in English and maths measure progress against national norms. The mastery quizzes measure progress against the curriculum content. The termly tests are a bridge in between them – they measure progress against our curriculum but use a nationally normed scale to do so.

Starting Points

Bands will be assigned based on KS2 data. We will review our own baseline testing as a check and balance to this data but only alter the starting point in exceptional circumstances.

Band Allocation

Bands are calculated using the higher of the combined English and maths KS2 outcome or the KS2 outcomes outlined below:

Subject	Base Data KS2	Notes
English	English	
Maths	Maths	
Science	English/ Maths	
History	English	
Geography	English	
PRE	English	
French	English	
Music	Eng/Maths	
PE	Eng/Maths	40% from KS2 – 60% baseline
Art	Eng/Maths	40% from KS2 – 60% baseline
Bands will be reviewed annually		

Number Band	Old GCSE Grade
9	A*, A, B
8	
7	
6	C, B
5	
4	D, E, F, G
3	
2	
1	

Target setting

Our whole school target is for 85% of pupils to be on or above their bands in each assessment point and for 45% to move band in each subject before the end of year 7. We also aim to eliminate 0 bands in the first year (excluding pupils who arrive with very little or no English) and band 1s by the end of year 8. As a teacher, you will be set an individual target for your classes based on their data. You will review this after each assessment point. We do not share these targets with the pupils. Pupils are all aiming to achieve blue on their tests. Blue is awarded when pupils exceed expectations for their band.

Sharing Bands with Pupils and Parents

Bands are shared with pupils and parents during their first tutor meeting in year 7. Please see the timeline below. We will take time to explain the bands to parents and pupils so that we can have meaningful discussions around progress. After this, all discussions centre around the progress that the child is making and this is discussed using the colours (see below for more details). Pupils bands will only be discussed again at the end of the year during the Academic Reviews.

Moving Bands

Pupil assessments will be marked using the specific marking rubrics that have been developed for each assessment. Whilst, any given piece of assessment work may fall into a band that is different from the band allocated to the child, a child does not move bands until the end of year review, where all of their assessments, ongoing work and mastery quizzes will be taken into consideration (see below for details). Pupils that move up a band have made more than nationally expected progress. This is shared with parents in the Academic Review Days. The end of year celebration assembly is used to award the pupils a band-move.

- Their performance in all three assessments. If a pupil has exceeded their expected grade in 2 or 3 assessments, they may deserve to move up. Only in exceptional circumstances would a pupils be moved down. If they have done particularly well or badly in one assessment but you think it is an outlier, you can disregard that assessment.
- Their scores in the mastery quizzes across the year.
- Work in their books (if this is being used as supporting evidence, key pieces must be identified)
- See Band Move Flowchart for more information

Reports

Pupil reports focus on progress. Once the band has been shared, pupils are given colours to represent the level of progress they are making.

Key tells the parent what the colours mean

Most likely GCSE outcome based on national norms

Name:		Tutor Team:				
Key Progress	B	Your child is not making expected progress	O	Your child is making nationally expected progress	A	Your child is making more than expected progress and is on track to move up a band at the end of the year.
Effort	B	You child is not putting in the required level of effort	O	You child is putting in the required level of effort	A	You child puts in an exceptionally high level of effort on a consistent basis

English Assessment+						
Starting Band	5			EOY NEP	5	
Assessment Point 1	Assessment Point 2	Effort	Next term Hannah Osman will learn about...	You can help by...		
Shakespeare	A	A	Modern Novel	asking I to discuss with you the stretch activities that she may have completed that week.		
French Assessment+						
Starting Band	5			EOY NEP	5	
Assessment Point 1	Assessment Point 2	Effort	Next term Hannah Osman will learn about...	You can help by...		
Myths and Legends	B	B	Les Jeux Olympiques	asking I to teach you what she has learnt in French that week		
Geography Assessment+						
Starting Band	5			EOY NEP	5	
Assessment Point 1	Assessment Point 2	Effort	Next term Hannah Osman will learn about...	You can help by...		
Glaciation	O	O	Coasts	testing on key terms and specific case study facts in their book		
History Assessment+						
Starting Band	5			EOY NEP	5	
Assessment Point 1	Assessment Point 2	Effort	Next term Hannah Osman will learn about...	You can help by...		
Medieval England	O	O	Renaissance and Reformation	reviewing the extended answers in book to reflect what they do well on extended answers and what they need to work on.		
Philosophy, Religion and Ethics Assessment+						
Starting Band	5			EOY NEP	5	
Assessment Point 1	Assessment Point 2	Effort	Next term Hannah Osman will learn about...	You can help by...		
Christianity	O	O	Buddhism- Afterlife	discussing key questions about life, death and God with		

Personalised tip for parent support

Timeline

September

- Pupils are banded in all subjects except for Y7 PE, Y7 art and Y7 music
- Subject specific assessment rubrics are completed and checked by SLT (all HODs/SLT)

October

- Letter goes out to parents explaining when they will receive assessment information
- MP1 assessment data for Y7 is entered into the system
- Assessment information guides go out to parents and pupils

December

- Data analysis day – class summaries completed by all staff/ HoD analysis completed by subject leads

January

- AP1 progress reports go out to parents
- Tutors meet with Y7 parents to explain the banding system and Y8 pupils to talk through progress
- Y7 pupils are banded for music, art and PE based on 40% EM KS2 and 60% practical (AP1/2)

February

- Assessment information guides go out to pupils and parents

March

- Data analysis day – class summaries completed by all staff/ HoD analysis completed by subject leads

April

- Parent review meetings held (all tutors)

May

- Assessment information guides go out to pupils and parents

June

- End of year exams (AP3) held alongside GL tests in maths, science and English

July

- Data analysis day – class summaries completed by all staff/ HoD analysis completed by subject leads
- Band moves decided and shared with parents and pupils
- Academic Review Day to discuss whole year's progress and next steps for each child (all tutors)

Data Analysis and Progress Reviews

Data analysis and progress reviews are completed 3 times annually. The system is designed to direct the maximum support to the areas of greatest need to ensure that all pupils make rapid progress and all teachers are supported to facilitate this.

Whole school

- SEF Data Review completed, which focusses on drawing together trends across the academy including variation of groups, teachers, departments and classes
- This informs SLT monitoring as well as allocation of extra support and training
- Trends across the academy become actions in the SEF
- This analysis also pulls together a list of target pupils that are under-progressing across a number of areas and facilitates cross-curricular support for these pupils

Department

- Departmental analysis is completed which focusses on variation in the progress of groups, classes, teachers and areas of the curriculum
- This analysis also looks at persistent underachievement of target pupils
- Departmental SEF is updated with actions relating to these areas

- Department wide and individual
- Curriculum/ SoW changes are made

Individual

- Class summaries are completed for target pupils and whole class foci
- Teachers use these to inform their planning for the next term
- Teachers reflect on their own practice and where they may need to seek support
- Class summaries are submitted to HoDs, printed and brought to all collaborative planning meetings

Key to reviewing data:

Residual

This is the amount a pupil has gone beyond the expectation. For example, if a pupil has produced work that is one band above their own band, their residual would be +1. If they fell one band below, it would be - 1. If they produce work within their band, their residual is 0.

Nationally Expected Progress

This is the amount of progress that the DfE recommends pupils make. It is comparable to 2 sublevels per year. Around 70% of pupils make nationally expected progress between Y7 and Y11 across the country, which makes this the most likely GCSE outcome for them. If a pupil is making nationally expected progress, they stay within their band. In 2014, the figures making NEP in the core were: 66% of pupils made nationally expected progress in maths 72% in English in 2014.

Assessment Feedback

Assessment feedback lessons should take at least 45 minutes. The format for feeding back after assessment is as below:

- Pupils are given their assessments and their feedback
- Pupils share their glows
- Pupils complete their improvements and growth tasks
- Pupils file their assessments (along with one copy of their feedback sheet) in their assessment files
- The other copy of the feedback sheet is stuck into their book
- Pupils complete their progress record sheet (See below for details)

Assessment feedback sheets

- Assessment feedback is completed on a GILG sheet (see below)
- Two copies are printed out (one for the assessment file and one for the book)
- Pupils are given their progress as a colour
- Assessment papers are filed
- Progress sheets are filled in

Area of feedback	Teacher Feedback	Pupil response
	Give specific feedback Ensure it gives the area of the curriculum they have learnt well (not 'question 2')	Pupil ticks and initials to say they have seen it. This is done in green pen.
	Improvements to be made on the assessment work itself (something that would have got them more marks). This could be corrections, redrafting or adding.	Pupils complete these on their assessment in green pen
	Literacy improvements will often be spelling (which should be copied out 3 times).	Pupils copy out spellings 3 times in green pen or correct their other literacy errors on the assessment.
	Growth tasks should be pre-planned and should allow pupils to solidify, consolidate or stretch their learning. They should be related directly to the areas for development coming out of the assessment but should not be a direct redo of parts of the assessment (this is the improve sections).	Pupils complete these in green pen in their books along with the copied feedback sheet.

Assessment Files and Progress Record Sheets

Assessment Files

Assessment files are an important way of collating an overview of pupil progress. They are also the place that pupils can reflect upon and sum up their progress. Assessment files should be kept in the teaching room for the class they relate to. They should always be up to date and well presented. Assessment files stay with the pupils throughout key stage 3.

Progress Record Sheets

Progress Record Sheets are filled in 3 times per year. Pupils should be supported to do this effectively.

Aims:

Pupils can sum up their progress and set themselves targets

Pupils can reflect on their achievements and the reasons for them

Name: Cara-Rose Morgan Healey		Tutor group: Canada	
Starting Band: A+	EDY Target		
Date: 6/11/14	Title: Ma famille reading assessment		
Band: A+	Glow: you are confident with your family members	Improvement made: I have have practised my French numbers	30
Date: 10/13	Title: AP2	Growth since last assessment: I have learned: hour, average, personality, opinions and things in the house countries.	
Band: A	Glow: I did really well on transcribing French to English	Improvement made: I improved my spellings/accents	31
Date: 15/13	Title: AP3	Growth since last assessment: We have learned about cities, African masks, conjugating verbs.	
Band: A+	Glow: I was really proud that I had improved my accents	Improvement made: I have corrected my negative mistakes and added things to my reading paper	30
Date:	Title:	Growth since last assessment:	

Pupils are to write in the title of the assessment and the date.

In the **band column**, they write the overall band they received for that assessment and colour in the box blue, green or red depending on the band they received for that assessment.

In the **mark column**, pupils should write in the mark they received in the assessment.

In the **growth since last assessment column**, pupils should explain what they have studied since the last assessment. This should be modelled by the teacher and written in a black or blue pen in a full sentence.

In the **glow and improvements made columns**, pupils are to explain what they are proud about from their assessment and what they have done to make that assessment better. Again, this should be modelled by the teacher and lower ability students can use the feedback sheet provided by the teacher. The glow and improvements made should be a reflection and written in blue or black pen in a full sentence.