



Ark John Keats 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, two annual summative Assessment Points (APs) and one formative Assessment Point.

Annual test (AP3 – Summer Term)

Through Ark a sample of our KS3 pupils will sit GL Assessment Progress Tests in English, Maths and Science. All KS3 pupils also sit an NGRT reading age testing once a year. 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 subjects, including those that they do the GL assessment in, pupils will sit an end of year holistic assessment with content from the whole year's curriculum. These are 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.

Response

All assessments 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 progress colour, comparing their progress to national expectations. From Year 9 pupils will also receive an age-related grade. In all subjects the end of year test will be used in the same way as the other assessment points test but with a review how well pupils have retained their knowledge from the year forming part of the review.

Termly Assessment Point: AP1 – December

In late November/early December pupils will sit a test, under exam conditions, based on what they have studied that term. These Assessment Points 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. Marking is standardised and moderated within each department.

Termly Assessment Point: AP2 – March/April

In late March/each April pupils will sit a formative test in their classroom under exam conditions (this will usually be multiple choice), based on what they have studied that year. These Assessment Points will be self-assessed or marked using multiple choice marking software. Pupils receive a percentage but no band or colour.

Response

The pupils receive feedback in two ways: a colour showing whether they are meeting or exceeding expectations and also a deep mark feedback. From Year 9 they also receive their band. Class summaries are written from these assessments and the planning for the following term should be based around the pupils' individual learning trajectory.

Measuring Progress

The GL annual progress tests in English and Maths and Science and the NGRT reading age test measure progress against national norms. The termly assessment points measure progress against our curriculum but use a nationally normed scale to do so.

Starting Points

Bands will be assigned based on KS2 data (in the case of the 2020 Year 7 cohort, bands will be assigned based on CAT4 test 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.

KS3 and KS4 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/ Maths	
Geography	English/ Maths	
PRE	English/ Maths	
French	English/ Maths	
Music	English/Maths	
PE	English/Maths	40% from KS2 – 60% baseline
Art	English/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	

KS3 and KS4 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. Pupils are all aiming to achieve blue on their tests. Blue is awarded when pupils exceed expectations for their band.

KS5 Target setting

KS5 targets are based on their KS4 attainment and are based on a nationally normed scale. If appropriate target grades will be increased at the end of year 12.

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 and in Y11 when pupils begin applying for post-16 courses.

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 their assessments and ongoing work 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 they consistently achieve above their target we will consider moving this up at teachers' discretion. Only in exceptional circumstances would a pupil be moved down. See Band Move Flowchart for more information

KS3 Graduation

At the end of Year 9, all pupils 'graduate' KS3. They are awarded with a certificate, showing the final grade they achieved in each of their KS3 subjects. Pupils collect their certificate on KS3 Results Day at the end of term. This is shared with parents during the July academic review meeting.

KS4 Predicted Grades

In October of Year 11, all pupils receive their predicted grades. These are teacher prediction of their GCSE results. Pupils use these grades to apply to post-16 courses.

KS5 UCAS Grades

In Summer of Year 12, all pupils receive their predicted grades. These are teacher prediction of their A Level or BTEC results. Pupils use these grades to apply to post-18 courses.

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 several 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 varies across subject and key stages. The standard format for feeding back after assessment is as below however this is adapted to suit the needs of the subject and course:

- Pupils are given their assessments and their feedback
- Pupils share their glows (this may be on a whole class or individual level)
- Pupils complete their improvements and growth tasks (this may be on a whole class or individual level)
- This feedback sheet is stuck into their book

Assessment feedback sheets

- The standard assessment feedback is completed on a GILG sheet (see below)
- Pupils are given their progress as a colour, and KS4 they are also given their band.

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.

