

## **Introduction**

At Moor Park we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular updates on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

## **Aims and objectives**

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;

## **Rationale**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. We believe our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

## Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning;
- recognise the achievements of pupils;
- guide future planning, teaching and curriculum development;
- inform parents and the wider community of pupil achievement;

## METHODOLOGY

### Target setting

Upon entry into the school, all pupils will be set a target flight path (see appendices 1 and 2) and target grade for the end of Yr11 in relation to their individual prior attainment, for all courses they study. This is based on their maths and English KS2 results from primary school (or CAT test result where KS2 was not completed).

<b>Subject</b>	<b>Target Based On</b>
Maths	KS2 Maths
English	KS2 Reading
Science	KS2 Maths
Humanities	KS2 Reading
MFL	KS2 Reading
DT, Drama, Music, Art	KS2 Average

All targets follow the new GCSE 9-1 grade system along with a foundation level below grade 1. There are sub grades for each level (e.g. 5-, 5 and 5+) to represent a pupil beginning, securing or mastering a particular grade.

In English, maths and science pupils will be tested within the first half term of entry to Year 7 using the GL Assessment transition test. This will provide a further benchmark against which accurate targets can be set and allow appropriate intervention strategies to be put in place to address areas of weakness.

All pupils also take the Cognitive Abilities Tests (CAT) upon entry into the school, usually in Year 7 or within their first half-term if they start in a different year group.

When pupils start year 10 their GCSE targets are reviewed based on their performance over Yr7-9 and changes in the national picture shown by Attainment 8 estimates from the

previous academic year. It is possible in some case for targets to be increased to ensure they remain accurate and challenging.

## **Feedback**

Every pupil should gain feedback from a range of formal and informal assessments. Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress.

Assessment and feedback should motivate all pupils to want to continually progress. Feedback to pupils must distinguish between 'effort' and 'attainment'. Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:

- spontaneous verbal feedback in lessons;
- marking of assignments/homework;
- tests/exams;
- pupil/teacher dialogue.

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer assessment
- setting and/or reviewing assessment criteria
- target setting

Further details of how work is marked at the school can be found in the marking policy.

## **Recording**

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with line managers.

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- Heads of faculty to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The Assessment Controller, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes

Data is entered by staff at five points during the academic year from both summative formal exams and ongoing teacher assessments.

End of year exams for Yr7-9 take place in June with English, maths and science being assessed using an external test from GL Assessments.

Formal exams for Yr10/11 take place in November, February (mock GCSEs for Yr11) and June (Yr10 only).

## **Reporting**

Pupil progress is reported to parents at various points throughout the year.

- October (Yr7-9) or November (Yr10-11) interim Report with subject grades alongside ACE and homework grades.
- February Interim Report with subject grades alongside ACE and homework grades. For Yr11 this will include grades for their mock GCSE exams.
- July end of year full reports with subject grades and comments from teaching staff. This will also include reports on the GL Assessments from English, maths and science in Yr7-9.

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held once annually for Yr7-10 in the summer term, with an additional tutor evening for Yr7 in October. For Yr11 there is a tutor evening in October and a full Parent Consultation Evening in February following the GCSE mock exams.

## **Review**

This policy will be reviewed annually to assess its effectiveness and update it as necessary.

This policy was reviewed by members of the SLT and governors of the school.

Next review date: May 2018

### Appendix 1:

Flight path for students entering Moor Park from Yr7 to Yr11

KS2 Level Yr8/9	KS2 Scaled Score Yr7	Yr7	Yr8	Yr9	Yr10	Yr 11 GCSE Expected Yr 11 GCSE Challenge	
		9				9	
		8+					
		8					8
		8-					
		7+					
		7					7
		7-					
		6+					
		6					6
		6-					
		5+					
		5					5
		5-					
		4+					
	4					4	
	4-						
5a+	110+	3+					
		3				3	
5c/5b	106-109	3-					
		2+					
4b/4a	101-105	2				2	
		2-					
4c/3a	95 - 100	1+					
3b/c	90 - 94	1				1	
		1-					
Below 3	< 90	F+				Foundation	
		F					

**Appendix 2:**

Flight path for an example student starting in Year 7

**Yr7 Student: KS2 Reading – 90  
Flight Path for English**

End of Yr11  
GCSE Targets –  
3 or 4  
(Challenge)

End of Yr7  
“Challenge”  
target –  
grade 1+

End of Yr7  
target –  
grade 1

KS2 Level Yr8/9	KS2 Scaled Score Yr7	Yr7	Yr8	Yr9	Yr10	Yr 11 GCSE Expected Yr 11 GCSE Challenge
		9				9
		8+				8
		8				8
		8-				8
		7+				7
		7				7
		7-				7
		6+				6
		6				6
		6-				6
		5+				5
		5				5
		5-				5
		4+				4
		4				4
		4-				4
5a+	110+	3+				3
5c/5b	106-109	3				3
5c/5b	106-109	3-				3
4b/4a	101-105	2+				2
4b/4a	101-105	2				2
4c/3a	95 - 100	2-				2
4c/3a	95 - 100	1+				2
3b/c	90 - 94	1				1
3b/c	90 - 94	1-				1
Below 3	< 90	F+				Foundation
Below 3	< 90	F				Foundation